



# Plymouth Grove Primary School

## Changing and Growing Policy

### 1. Introduction

**Article 13 Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.**

Personal, Social and Health Education (PSHE) is one of the National Curriculum subjects which pupils have an entitlement to experience during their education.

The Governors see 'sex education' as a major component of the school's comprehensive programme of PHSE.

In all areas of human experience a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made- human sexuality is no exception. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future.

In drawing up the school's policy due regard has been given to:

- Consultation with parents, governors, teachers, school nurse and others in the local community
- The issues of content, organisation, methodology, resources, outside speakers, the explicitness of their material

Copies of this policy are available for any concerned parties.

### 2. Legal/ National Requirements

#### Article 19

**Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.**

a) National Curriculum Science The formal Growing and Changing elements of the National Curriculum Science across all key stages are mandatory for all pupils of primary and secondary age and cover the biological aspects of Growing and Changing (see section 8. Implementation)

b) National Curriculum PSHE It is widely recognised that sex education should be more than solely science if it is to meet children's needs. The national Sex and Relationship Education Guidance (DfEE, 0116/2000) advises schools on the themes that should be covered in Growing and Changing to support pupils through their physical, emotional and moral development. This includes:

- Being taught to respect their own bodies
- Their responsibilities to others
- Building positive relationships with others involving trust and respect
- The importance of committed long term and loving relationships, including marriage
- Hygiene issues
- Cultural difference and diversity in relation to aspects of Growing and Changing

In addition, the 1996 Education Act, the Learning and Skills Act 2000, together with the Sex and Relationship Guidance, state that:

- All schools must have an up to date policy that describes the content and organisation of Growing and Changing provided outside the National Curriculum Science. It is the school governing body's responsibility in consultation with the Headteacher, to ensure that the policy is developed and made available to parents for inspection.
- All maintained primary school governing bodies of must decide whether Growing and Changing should be included in their school's curriculum and, if so, what the educational provision should consist of and how it should be organised. They must keep a written record of their decisions.
- All parents have the 'right to withdraw' their children from all or part of the school's Growing and Changing programme except the formal Growing and Changing elements found in the statutory National Curriculum Science (see section 8. Implementation).

c) Section 28- This Act was repealed in November 2004. All schools and teachers must deal openly and honestly with issues related to homophobic bullying and sexual orientation, e.g. lesbian and gay sexuality

d) OFSTED Under Section 10 of the Schools Inspections Act 1996, OFSTED is statutorily required to evaluate and report on the spiritual, moral, social and cultural development of pupils at any school they inspect and this also includes evaluating and commenting on a school's Growing and Changing Policy.

### **3. School Background**

#### **Article 28 Every child has the right to an education.**

Plymouth Grove is situated in the Ardwick ward, but is on the border with Longsight and takes 43% of its pupils from this ward. The area has a substantial Pakistani population and the highest Black African and Chinese population in the central district. This area has also been identified as a settlement area for refugees. The area has some of the most deprived areas in the district and high unemployment rates. There is also a disproportionate amount of ill health amongst the black and multi-ethnic communities. The school currently has 15% of pupils on the Special Educational Needs register. The teenage pregnancy rate for Ardwick is 52 per 1000 and for Longsight is 62 per 1000.

### **4. Ethos and Values**

#### **Article 3**

**The best interests of the child must be a top priority in all things**

### **that affect children.**

A caring and developmental Growing and Changing programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.

In planning and presenting a Growing and Changing programme, pupils should have the opportunity to express themselves within a trusted and safe environment. They need to articulate their thoughts, doubts and anxieties in order that they can build the skills needed to make responsible decisions, communicate effectively and develop healthy and appropriate relationships.

Central to the Growing and Changing programme is the growth of self-esteem and taking responsibility for oneself and one's actions. The development of pupils' self-esteem is essential to an effective health education programme. If young people feel positive and good about themselves, they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

### **5. Definition**

#### **Article 34 Governments must protect children from sexual abuse and exploitation.**

According to Guidance, Growing and Changing is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.:

### **6. Aim and Objectives**

#### **Aims:**

1. To provide a broad and balanced programme which
  - Offers full entitlement and access for all, including pupils with Special Educational Needs
  - Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas
2. To give pupils knowledge and understanding of the following in order for them to make informed choices later in life
  - The physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour
  - Family life – the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others
3. To give pupils an elementary understanding of human reproduction.

#### **Objectives:**

1. To encourage the children to talk about their feelings and emotions from an early age.
2. To generate an atmosphere where questions can be answered openly and

honestly and without embarrassment.

3. To generate an atmosphere where parents can be involved in the teaching of sex education.
4. To provide accurate and appropriate guidance and information.
5. To help prepare children for puberty.
6. To encourage children's confidence and self-esteem.
7. To encourage children to respect themselves and others.
8. To encourage children to respect their own bodies and to develop self-protection skills.

## **7. Policy, Leadership and Management**

Governors, in consultation with the head teacher, have a statutory responsibility for Growing and Changing in their school. Governing bodies, together with the PSHE co-ordinator, are expected to involve parents, pupils, staff, health professionals and other agencies to ensure that the school's Growing and Changing programme addresses the needs of the community, education, health priorities and the needs of the pupils themselves.

## **8. Implementation**

a) Curriculum -The minimum statutory requirement for Growing and Changing is that schools must deliver the National Curriculum for Science to all children within school:

### **Year 1**

Through this unit children learn about their senses and how they can use them to explore the world around them. They also learn that humans and other animals move and grow. Experimental and investigative work focuses on:

- exploring and using senses
- observing and describing living things, and communicating what happened in their work.

Within this unit there are opportunities for children to consider how to treat each other and other living things with care and sensitivity.

Children will also learn about respecting difference and growing up:

- I can identify the differences in my class
- Personal identity- Who am I? What makes me happy?
- Body changes- babies, children, adults
- Hygiene- Looking after our teeth
- Personal identity, self esteem and confidence

### **Year 2**

Through this unit children learn that animals (including humans) grow and reproduce. They can use ideas about feeding and growth to learn about ways we need to look after ourselves to stay healthy.

Experimental and investigative work focuses on:

- making and recording observations and simple comparisons
- presenting information in charts and tables

Children will also have opportunities to consider ways in which science is relevant to their personal health and to relate science to aspects of their everyday life (food, exercise, medicines), and to recognise and control hazards and risks to themselves.

This work is likely to be undertaken in relation to the school's programme for personal, social and health education and to the school's sex education policy.

Children will also learn about respecting difference and growing up:

- I can identify the differences in my class
- Life cycles
- Hygiene- clean hands
- Personal safety- Who can I trust?
- Relationships with others- What makes other people happy?

### **Year 3**

Work in this unit should reinforce and develop children's knowledge of their personal health and how this relates to diet. Through this unit children learn about how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. They also compare human bones and skeletons with those of other animals.

They should learn about how teeth are related to diet and the importance of dental care.

Experimental and investigative work focuses on:

- deciding what evidence to collect
- deciding whether evidence is sufficient to support conclusions.

Children will also learn about respecting difference and growing up:

- Personal identity, self esteem and confidence- What is good about my personality? What are my talents?
- Body changes- different clothes
- Hygiene- How do I keep myself clean?
- Personal safety- Who can I trust? Who do I talk to?
- Relationships with others- What makes other people happy?

Work also offers opportunities for children to relate understanding of science to their personal health.

This work is likely to be undertaken in relation to the school's programme for personal, social and health education.

### **Year 4**

Through this unit pupils can describe the simple functions of the basic parts of the digestive system in humans.

Experimental and investigative work focuses on:

- turning questions into a form that can be investigated and collecting sufficient evidence

- making observations, measurements and comparisons
- interpreting evidence.

Work in this unit also offers opportunities for children to relate understanding of science to personal health.

Children will also learn about growing up:

- Friendships and relationships- what makes a friend?
- Personal identity, self esteem and confidence
- Children will be able to identify and correctly name the male and female external body parts
- Personal hygiene- How do I keep myself clean
- Personal safety on the internet (PANTS rule- NSPCC and SMART)

## **Year 5**

This unit teaches children to describe the changes as humans develop to old age.

Experimental and investigative work focuses on:

- repeating measurements
- representing data in bar charts and graphs, and interpreting these
- using results to draw conclusions.

Work in this unit also offers opportunities for children to find out how early scientific ideas about diet and health were tested. It helps them to use knowledge and understanding of science to explain and interpret phenomena related to their personal health.

Children will also begin to learn about the onset of puberty:

- Growing and changing including recognising body changes during puberty
- Personal hygiene- managing hygiene in social situations
- Differences in puberty for girls and boys (including menstruation and wet dreams)
- Personal identity, self-esteem and confidence
- Respecting different families and how to show respect in relation to themselves and others
- Personal safety on the internet (PANTS rule- NSPCC and SMART)

## **Year 6**

This unit teaches children to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.

Similarly to year 5 this unit is centered around the onset of puberty:

- Feelings and behaviours during puberty
- How puberty affects relationships
- Strategies for managing changes at puberty

- Physical and emotional changes during puberty
- Link between puberty and reproduction
- Attitudes to gender (including stereotyping and the media)
- Friendship, love and relationships
- How a baby starts (basic facts about conception and pregnancy)
- Qualities of parents and needs of children (Linked to RRSA)
- Personal safety on the internet (PANTS rule- NSPCC and SMART)

In addition to the Science National Curriculum, PSHE provides an appropriate vehicle for Growing and Changing. A planned and co-ordinated approach to PSHE can provide an appropriate framework for Growing and Changing to take place providing pupils with a consistent message.

There are also some optional Y5/6 lessons at the end of the unit which will be provided on an opt out basis.

b) Dealing with difficult questions Within school, clear parameters of what is appropriate and inappropriate to answer as a question should be established with the Growing and Changing Policy.

- Use specific ground rules for this work which will clarify boundaries for children/young people
- Clarify that personal questions should not be asked
- If a teacher doesn't know the answer this should be acknowledged.
- If a question is too explicit, is age inappropriate for the pupil or the whole class, then it should be acknowledged with a promise to attend to it later on a individual basis

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- Inappropriate questions should also be referred to parents so they may have the opportunity to answer with their child
- If a question is raised that alerts a member of staff that a pupil is at risk of sexual abuse, then the school's Child Protection Procedures should be followed. Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, learning mentor.

If a child asks a question, the answer to which is not contained within the taught curriculum, this would be seen as an age inappropriate questions. In this scenario, staff will:

1. Explain to the child that the lessons do not cover the answer to their question, and that this will be covered in a later year, suggest that they discuss this with their parents in the mean time
2. Acknowledge the question, with a promise to return to it later. Staff should then speak to the child's parents, and agree how the child's questions should be answered, at home or in school. If parents want the questions answered in school, staff should seek clear agreement from the parents on how much information they are happy for their child to have.

c) Use of Visitors We believe that most of the programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of sex education. Care is taken to provide the visitor, well in advance of the visit, with a copy of the Sex and Relationship policy. After gaining approval by the Head teacher for the visit, the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the programme. Issues to consider are:

- The degree of explicitness of the content and presentation
- The visitor should be accompanied by teaching staff
- Whether the staff take an active role in the visitor's activities
- How the visitor will prepare for the visit
- How the visit will be followed up

d) Working with Parents Relevant sections of this policy are made available to parents in the school prospectus together with details about the parents' right to withdraw their child from the non-biological aspects of sex education. Parents will always be provided with a full copy of this policy following a request to do so. The biological content of this programme is deemed to be that described in the National Curriculum.

N.B. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so – sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is



made, that request must be complied with until revoked by the parent.

**What to do following a request to withdraw:**

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- We discuss the nature of the concerns with the parent and if appropriate to reassure them
- We consider whether the programme can be amended or improved in a way that will reassure parents – care is taken not to undermining the integrity of the Sex Education programme and the entitlement of other pupils e.g it may be more appropriate to have single sex classes
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education
- We point out that pupils who have been withdrawn are vulnerable to teasing – we therefore attempt to cause minimal embarrassment to the pupil
- We also point out that pupils may receive inaccurate information from their peers
  - We offer the parents access to appropriate information and resources N.B. If the pupil does not agree with the parent's desire to withdraw their child from the Growing and Changing programme the pupil can challenge the parents under Section 8 of the Children Act – the child has to apply to the court for a 'specific issues order'.

e) Dealing with the Media In dealing with the media, in the first instance members of the school community should refer enquiries from the press to the Headteacher. The Headteacher may at their discretion, contact Manchester City Council press office (0161 234 3729).

## **8. Monitoring, Assessing and Reviewing (refer to section 9 in PSHE Policy)**

To ensure that the policy is adhered to and is effective, it will need to be monitored, reviewed and evaluated regularly. The school will need to implement systems to ensure this takes place and amend policies and processes in light of reviews and evaluations. The whole school community should be consulted and given the opportunity to review and assess the policy, this includes pupils, parents, staff and other staff members i.e. mentors etc, (refer to section 2. Legal /National Requirements).

## **9. Relationship with other policies**

- a) PSHE Growing and Changing Education sits within of the PSHE curriculum and as such should be planned, delivered, co-ordinated, assessed and monitored in line with the school's PSHE Policy.
- b) Anti-bullying This should be linked to the school's broader policy on anti-bullying, including homophobic bullying in school.
- c) Safeguarding If any disclosure occurs during a Growing and Changing lesson or concerns are raised, teachers will follow the school's procedure for Child Protection.
- d) Confidentiality Children have rights under the Children's Act 1989 and can thus expect to be treated sensitively regarding seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.

## **10. Breaches of the Policy (refer to section 11, in the PSHE Policy)**

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All staff are under a contractual obligation to uphold the policy as with all other school policies.

## **11. Date and Review of the Growing and Changing Education Policy**

The governors agreed this policy in March 2014 and it will be reviewed in partnership with staff, parents / carers and students again in March 2016 unless there are changes in National or Local Guidance.

**Produced by Manchester Healthy Schools Partnership.**

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