



## **Relationships and Growing Up Education Policy (Part of PSHCE policy)**

**Rationale:** Coppetts Wood Primary School is a caring, learning community, which promotes and nurtures the spiritual, moral, social and cultural development of all its pupils. PSHCE / RGU is a key element, supporting this work.

PSHCE / RGU is developmental, beginning at birth and continuing throughout life. It encompasses more than the simple transmission of knowledge about biological functions leading to birth; it includes work on physical, emotional, spiritual and social development. It develops skills of choice, 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 their relationships in a responsible manner.

**Equal Opportunities:** The availability of RGU is an entitlement for all children, regardless of race, culture, gender, or ability. It is an important aspect of the broad and balanced curriculum, which prepares the child for the wider world, while providing the protection of a safe environment in which to discuss sensitive issues. Differentiation, continuity and progression should be based on an awareness of individual experiences, knowledge and skills already acquired.

Parents have the right to withdraw their children from aspects of RGU lessons which form part of their PSHCE. Some aspects of RGU cross over with national curriculum science and parents can not withdraw their children from this. National curriculum science outlines that children should learn:

### **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.
4. 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**If a parent wishes their child to be withdrawn from aspects of the growing and changing curriculum, they must inform the class teacher in writing.**

### **Aims:**

The aims of the PSHCE / RGU policy are to:

- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop skills to manage interpersonal relationships.
- Highlight natural bodily changes.
- Learn an acceptable vocabulary for parts of the body.
- Teach the nature of human reproduction in gradually increasing detail.
- Encourage a sense of personal and cultural identity, and counter gender stereotyping and negative issues.
- Build links between parents and the school.
- Explore feelings and emotions.

### **Broad Guidelines:**

The RGU scheme of work is taken from the Christopher Winter Project, widely used in Barnet schools. However, some work will arise spontaneously from children's questions. If a child voices a question about a topic that is covered in the content of an older child's year level, the teacher will respond with....*"You will learn about that later on in school...you could ask your parents about that"*.

Some immediate questions may arise during discussions which are related to the RGU curriculum for that year level or lower. There will, therefore, be flexibility in the way we respond to appropriate questions based on the needs of the children.

## **1. Teaching and Learning Strategies and Classroom Organisation**

A wide range of teaching and learning styles will take account of the need to:

- Create an environment in which children feel confident to take part without fear of ridicule or disparagement.
- Develop individual, small group and whole class discussions.

### **Strategies should include:**

- Clear aims in terms of knowledge, understanding and skills.
- Use of children's present knowledge and experience to promote new facts and ideas.
- Involvement of other appropriate professionals such as the school nurse, PSHE co-ordinator, LEA adviser or other member of staff, especially for more sensitive issues where appropriate.
- Some specific matters relating to the onset of puberty and human reproduction, which will need to be covered in Year 5 and Year 6 to ensure that children know about puberty before it begins.
- Use of agreed videos and teacher's resources. As part of the parent consultation prior to the year 5 and 6 coverage of the puberty and reproduction process, parents are invited to preview the videos used.
- The development of links with other curriculum areas, with the whole school ethos and school life.
- Opportunities for children to show their knowledge and understanding of the subject through a variety of ways, which could include role play, discussion, question

and answer sessions, small group work, work with single sex groups where appropriate, and whole class work.

## **2. Differentiation**

When planning and delivering SRE, we will ensure that all children, including those with special needs, or from diverse cultures, are enabled to work to the best of their ability by:

- Planning appropriate activities.
- Referring to IEPs where necessary.
- The use of drama and participatory activities that will enable children to demonstrate their knowledge and ideas unhindered by literacy difficulties.
- If necessary, children in need of support will receive help with scribing or in researching information.

## **3. Record-keeping and assessment**

- Any changes from weekly plans will be noted on the plan with reasons shown.
- A dated record should be passed to the next class teacher at the end of the academic year. This should identify areas of the SRE scheme, which were not covered for any reason.
- Informal assessment will include: observing children working in groups, responding to questions, marking and monitoring their work.
- Annual Reports to parents/carers.

## **4. Safeguarding**

- Teachers are not able to maintain confidentiality where a young person discloses information that leads them to believe that the child may be at risk of harm either in the classroom or in a one to one situation. Where an adult believes that a young person is at risk of harm, the school child protection procedures should be followed.

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