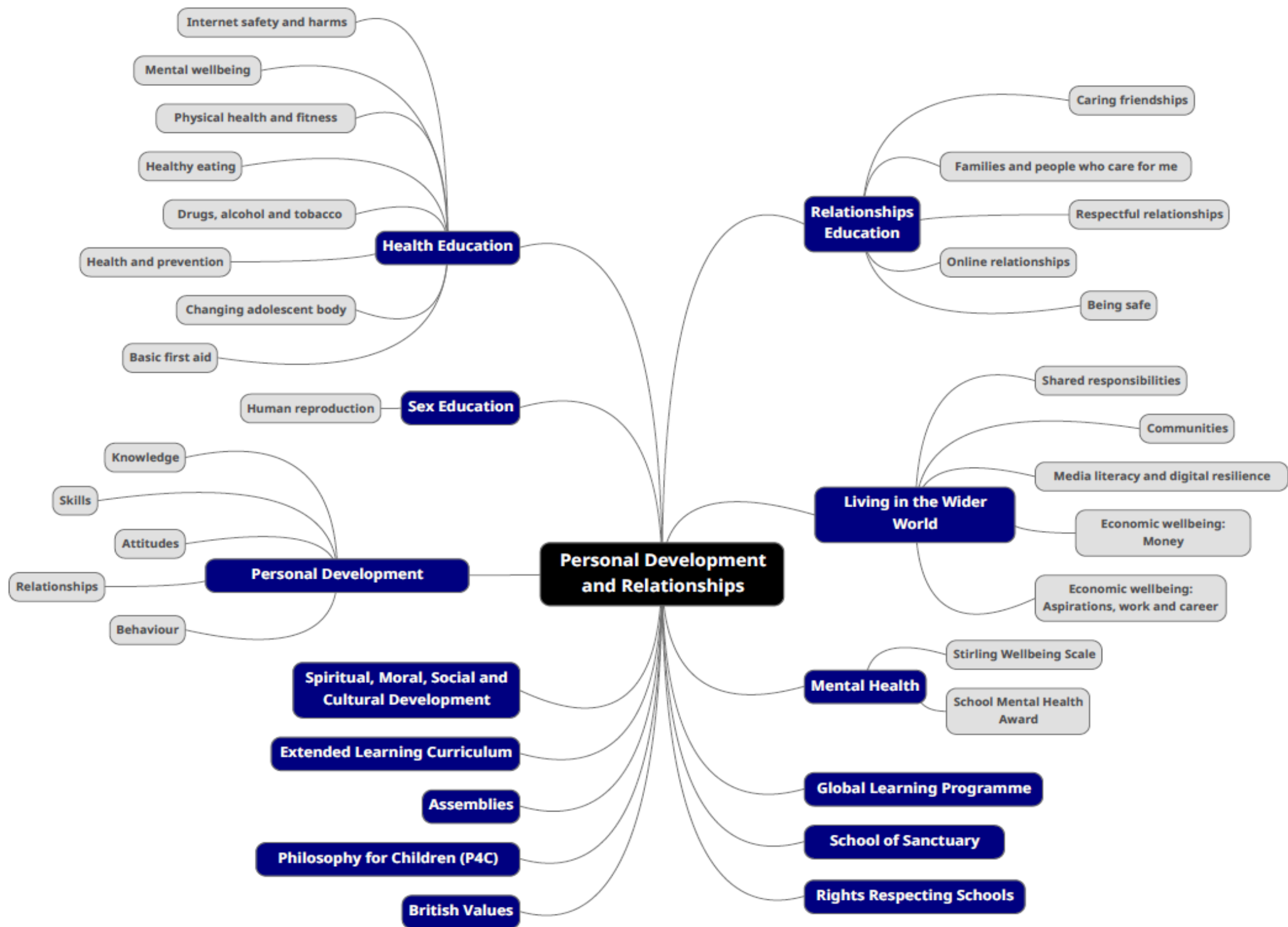




## Personal Development and Relationships Policy

Head Teacher	H Sarai
Chair of Governors	N Round
Approved Date	10.03.16/1.2.18/24.6.20/1.2.23/31.1.24/5.2.25



## **SHINE**

### **Succeed**

Due to the unique demographic of Bantock Primary School, we aim to provide children with an education that prepares them for the opportunities, responsibilities and experiences of adult life. Effective Personal Development and Relationships (PDR), which encompasses PSHE, Relationships and Sex Education, and Health Education, is essential to enable children to make informed decisions about their lives. We will provide pupils with a broad Relationships Education curriculum which focuses on the lifelong learning of emotional, social and cultural development. We will provide opportunities for pupils to be taught about Health Education which focuses on teaching the characteristics of good physical health and mental wellbeing. Our curriculum will ensure that children are taught about how to maintain a positive two-way relationship between good physical health and good mental wellbeing. We will treat all pupils as individuals, carefully monitoring their progress from their unique starting points and plan bespoke next steps to guide them on their PDR journey. Through our in-depth approach to the PDR curriculum our Health Education focusses on equipping pupils with the knowledge that they need to make positive decisions about their own health and well-being as well as our sex education curriculum being tailored to the needs of our pupils.

### **Happy**

We will provide a fun, stimulating learning environment to ensure we promote a culture of happiness and enjoyment across all aspects of PDR. Our bespoke PDR curriculum will bring opportunities for children to apply new learning into their everyday lives as well as preparing them for the future ahead. Pupils' attitudes are praised and their contributions as individuals are valued. We provide children with a range of after school clubs to promote health and wellbeing and provide children with the opportunity to build upon what they have learnt within the PDR curriculum.

### **Inspire**

We will inspire all pupils through our inclusive PDR curriculum, which provides children with the knowledge, skills and understanding for the future ahead of them. Pupils will be highly motivated and have a strong desire to enhance their cultural capital in PDR, where a wide range of opportunities will be provided within lessons, trips and as part of our extra- curricular offer. We promote a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, healthy lifestyles, diversity, personal identity and sexuality. We aim to enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

### **Nurture**

We will build strong foundations with parents and pupils, based on honesty and collaboration. We will value pupil voice and encourage children to share their own ideas and views on the world around them. We will scaffold and nurture quality - first learning opportunities, whilst celebrating and supporting diversity, in order to foster independent learning and application, across the PDR curriculum. At Bantock we ensure all children can access the PDR curriculum and adapt lessons to suit individual learners in order for all children to learn and achieve.

### **Educate**

We promote a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, healthy lifestyles, diversity, personal identity and sexuality. We aim to enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Additionally, we aim to educate both pupils and staff on how to manage their own physical and mental health, develop their social and emotional skills and deal with any health problems that may arise. Pupils will be supported in developing character and personal attributes that are required for them to become happy, successful and productive members of society. Fundamentally, through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills they require in order to manage their lives both now and in the future.

## Relationships Education

Relationships Education focuses on the lifelong learning about emotional, social and cultural development, which are aspects also covered within this policy. It is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, healthy lifestyles, diversity, personal identity and sexuality. At Bantock, we recognise the importance of other strong and mutually supportive relationships. We do not promote any one form of relationship, but ensures that there is no stigmatisation of children based on their home circumstances.

## Health Education

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. It should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Pupils will be taught how to maintain a positive two-way relationship between good physical health and good mental wellbeing.

Health Education focusses on equipping pupils with the knowledge that they need to make positive decisions about their own health and well-being (see Health and Well-being policy).

## Sex Education

The government recommends that all primary schools develop a sex education programme that is tailored to the needs of the pupils. Therefore we will provide some non-statutory content covering human reproduction within the 'Changing Me' topic of work. Parents do have the right to request that their child be withdrawn from lessons that specifically refer to human reproduction.

## Living in the Wider World

Pupils learn about the importance of money, personal attitudes towards spending and basic money management. Within the curriculum, pupils will be taught about different jobs and careers, encouraging them to think about what they would like to do as adults and the skills required. Lessons will enable pupils to develop an understanding of the importance of community and their own rights and responsibilities.

## Aims

Within the context of the above we aim to develop Personal Development and Relationships Education in the context of a broad and balanced curriculum. Relationships and Sex Education (RSE) and Health Education will be fully integrated into the curriculum and not isolated, taken out of context, or over-emphasised in any way.

We aim to work in partnership with parents, consulting with them regularly on the content and delivery of our PDR curriculum. We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

In a world where children receive information about PDR from a variety of sources, many of which are inaccurate or 'unhealthy', our school aims to counterbalance these messages by providing accurate information as part of a supportive curriculum.

We aim to promote PDR through:

- consulting with parents on all matters;
- training all our teachers to deliver content;
- listening to the views of the children in our school;
- looking positively at any local initiatives that support us in providing the best teaching programme that we can devise;

- developing our children's confidence in talking, listening, and thinking about feelings, relationships and emotional development;
- supporting our children through their physical, social and moral development by providing them with clear information and opportunities to relate to wider considerations

We will work towards achieving the following aims for PDR to enable our children to:

- develop interpersonal and communication skills, to enable them to discuss their mental well-being
- develop positive values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop loving, caring relationships based on mutual respect
- develop understanding of the nature and value of marriage and stable relationships for family life and bringing up children as positive influences in community and society
- recognise and avoid exploitative relationships or those that make them feel unhappy or unsafe
- value, care for and respect their bodies
- be able to name the parts of the body and understand the process of human reproduction
- be prepared for puberty and the emotional and physical effects of body changes
- understand how to behave online and stay safe
- protect themselves and access additional advice and support
- understand the importance of a healthy lifestyle and what determines their physical health

See Appendix 1 for all of the statutory end of primary school expectations.

The school has received numerous accreditations: Leeds Beckett mental Health Silver Award, School of Sanctuary, Rights Respecting School Award, Sainsbury's School Games Mark, Healthy School, Lego Education Innovation Studio, Fairtrade School, Investors in People.

## Curriculum Implementation

At Bantock Primary School Personal Development and Relationships (which includes PSHE, Relationships and Sex Education and Health Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced).

The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Our PDR curriculum is an integral part of our whole school PSHE provision and extended curriculum. It is also supported by statutory requirements as set out in the National Curriculum for Science. We teach discreet RSE lessons to pupils in Years 1 to 6 through PSHE lessons and some lessons through other subject areas such as Science and PE, where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Our PDR curriculum is an integral part of our whole school PSHE provision and extended curriculum.

- Relationships Education is taught through PSHE lessons, however positive relationships are fostered throughout every aspect of the school curriculum.
- Health and Sex Education lessons are taught to pupils in Years 1 to 6 through PSHE/Science lessons.
- Weekly assemblies focus upon relationships, Aswell as social and emotional development.
- The extended learning curriculum, which includes diversity days, clubs, residentials, visits and visitors, enhances learning in all areas encompassed in PDR.
- The hidden curriculum, our Rights Respecting Behaviour Policy, develops pupils respect and tolerance of others.
- Philosophy for Children (P4C) supports emotional awareness, thinking skills and communication skills.

The following objectives from the National Curriculum for Science that relate to aspects of Health education are also taught:

Year 1:

- I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2:

- I know that animals including humans have offspring which grow into adults.
- I can find out about and describe the basic needs of animals, including humans, for survival.
- I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 5:

- I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird I can describe the life process of reproduction in some plants and animals.
- I can describe the changes as humans develop to old age.

Year 6:

- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

## Rights Respecting Schools

During PDR, pupils will be taught about the Conventions on the Rights of the Child that are relevant to each specific lesson. The article will be chosen from the list shared on the PDR Long Term Plan. The article will be included on the learning layout as well as on the Smart Notebook which will be shared with pupils during the lesson. Pupils will learn that Children's rights are something that connects all children. Pupils will learn about how all children are special and have something called Children's RIGHTS that help them have the best possible childhood in which they are safe, listened to, have good food, learn and have time to play. They will learn that rights are precious and need to be protected and respected by everyone. (See appendix 6)

## Teaching Strategies and Resources

We will ensure a safe learning environment by following our school policies. A range of teaching and learning methods which involve children's full participation are used and PDR takes place within normal classroom provision of mixed-sex classes.

We will help children to develop the confidence to talk, listen and think about PDR through the use of the following strategies:

- establishing 'ground rules' (see below);
- role play and drama;
- class discussion;
- group discussion;
- circle time;
- reflection time;
- small group work;
- question boxes;
- conscience alley and value continuums;
- carousel activities;
- case studies/scenarios.

For a full list, see the Teaching for Learning Policy.

All teachers are committed to delivering the PDR curriculum. Well trained and competent teachers can adapt the curriculum, select and adapt teaching materials that can be used to enhance learning and design their own activities and resources. Staff should consider:

- Is the resource consistent with the values set out in the school's PDR policy?
- Does the resource portray positive images of a range of children and young people?
- Does the resource show positive role models for girls and boys/women and men - and avoid stereotypes relating to gender and sexual orientation?
- Is the resource inclusive based on home and family circumstance, gender, sexuality, race, faith, culture and disability?
- Is it appropriate for the age, ability and maturity of the children and young people?
- Does use of the resource fit into a planned and developmental curriculum?
- Have resources been evaluated by children and young people and feedback acted upon?
- Have parents and carers been consulted about resources?

- Is it factually correct and up-to-date?
- Is the resource contemporary in terms of the realities of children and young people's lives?
- Does it encourage active and participatory learning?
- Is there a range of types of resource being used across the curriculum including a variety of formats such as video, audio, visual, games, and models?
- Are teachers confident about using the resource?
- Will the resource be used in its entirety or will it be more appropriate to adapt it and select from it?

## Delivery of Personal Development and Relationships

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of PDR. To this end ground rules have been agreed to provide a common framework within which to teach and to deal with issues.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or pupil) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- From Nursery onwards only the correct names for body parts will be used -breast, penis, vagina, bottom
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual child will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the Personal Development and Relationships Lead, Health and Well-Being Lead or Head teacher.
- If a question or comment raises a Child Protection concern the Head teacher should be informed so that child Protection procedures can be followed.

## Chatter Sessions

Chatter Sessions are carefully facilitated, gender separated discussion groups from Year 4 to 6 that are completed at the end of each half term as a way for pupils to share feelings and concerns, address any current issues that matter to pupils and may be affecting young people in the real and digital world, as well as responding to matters that have arisen from pupil voice in surveys and focus groups (e.g. Equilibrium Project, Digital Safety Survey). The sessions are open ended and within a "safe space" with topics sensitively approached, comments being recorded anonymously if appropriate, concerns being dealt with in an appropriate way (see below) and allow for pupils to be honest and open. A key element of this open-ended "chatter" approach is also the communication of a wider school culture of openness and healthy space. "Chatter" sessions model a culture where children feel safe to talk with each other and with staff and where opinions, experiences and feelings can be shared, discussed and even challenged in healthy ways. This is intended to reflect the culture in the wider school community. Staff always signpost methods of reporting during this time to remind pupils of the importance.

- Chatter Sessions are planned in on a half-termly basis, alongside the discrete teaching of the wider PDR curriculum.
- Pupils are split into smaller groupings to allow for discussions (at times this will be based on gender in order for pupils to be able to discuss a wide range of topics comfortably).
- Some sessions will be more open-ended allow children to choose the discussion point and for the discussion to flow (at times staff may ask pupils to vote/suggest key topics for the upcoming session.)
- Other sessions will be rooted in planned topic areas - discussion will remain open but a key question can be posed, resources provided to support this and planning put in place to provide teachers with key questions and possible boundary topics (i.e. areas within the discussion where staff may need to intervene and guide discussion away)
- A repeatable script will be used to open "chatter sessions" focussing on confidentiality, consent, respect, empathy, behaviour & language expectations in conjunction with Bantock's School Values.



- A debrief at the end of each session emphasising that the session is over and reminding pupils of the key rules.

## **Teaching Sensitive and Controversial Issues**

We acknowledge that sensitive and controversial issues will arise as children will naturally share information and ask questions, and learn from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for PDR. As a first principle we will answer questions relating to the taught planned curriculum for that age group to the whole class. We will answer questions relating to areas beyond the taught planned curriculum for that age group, in a sensitive and age-appropriate way only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it they will seek guidance from the PDR Lead.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, teachers will pass this information to the designated safeguarding lead for child protection in line with school policy.

We will address gender issues to reduce gender stereotyping and broaden views of gender roles and expectations, e.g. it is acceptable for boys to show emotion and cry, and girls to have high job aspirations. We will encourage and support communication between genders and improve understanding by girls and boys playing and working together.

## **Answering Difficult Questions and Sensitive Issues**

We are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

## **Evaluation and Monitoring**

This will in the first instance be undertaken by the lead teacher with responsibility for coordinating PDR, (part of the PSHE Lead role), who will monitor the impact of the policy on children's learning, and report to SLT, who will assist the headteacher to report to the governing body. All monitoring will follow school policy. The delivery of PDR is monitored by the PDR lead through: planning scrutinies, learning walks, lesson observations and monitoring of work. Pupils' development in PDR is monitored by class teachers as

part of our internal assessment systems. Elements of Health and Sex education in the Science curriculum will be evaluated and monitored as part of the Science leads rolling programme.

## **Roles and Responsibilities**

Those involved with the development of this policy include the Personal Development and Relationships Lead, Local Authority advisor/SIA and the Head teacher.

### **Personal Development and Relationships Lead**

The PDR lead is responsible for the following:

1. In the light of statutory curriculum changes and nationally determined priorities, to monitor school practice that will lead to the writing of a policy and scheme of work.
2. To ensure the school meets its statutory requirements in relations to the relationships, sex and health curriculum.
2. To keep up to date with developments in the subject by attending INSET, Workshops, Support Groups, accessing books and other literature, and sharing this information with the Head Teacher and colleagues.
3. To ensure the relationships, sex and health curriculum is inclusive and accessible for all pupils.
4. To share expertise and subject knowledge by leading INSET, Workshops, and Staff Meetings.
5. To order, monitor and develop resources, keeping them well organised, labelled and accessible.
6. To advise colleagues on appropriate planning, teaching methods, activities and resources.
7. To lead by example by showing good practice through joint planning, team teaching, working alongside colleagues, and modelling good practice.
8. To monitor and evaluate the effectiveness of subjects and inform the Head Teacher.

### **The Headteacher**

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our PDR policy, and that the policy is implemented effectively. It is also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head teacher liaises with external agencies and parents regarding the school PDR curriculum, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

The Head teacher monitors this policy on a regular basis and reports to Governors, when requested, on the effectiveness of the policy.

When parents wish to withdraw their children from Sex Education lessons, it is the responsibility of the headteacher to review and discuss requests, and organise alternative education for pupils, where necessary, that is appropriate and purposeful.

### **Governors**

It is the responsibility of the governors to ensure, through consultation, that the PDR Policy reflects the wishes of the parents and the culture of the community they serve. It is the responsibility of governors to ensure that the policy provides clear information for parents on the subject content and their rights to request that their children are withdrawn. The governing board will hold the headteacher to account for the implementation of this policy.

### **Staff**

Staff are responsible for:

- Delivering PDR in a sensitive way
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Sex Education

Staff do not have the right to opt out of teaching PDR. Staff who have concerns about teaching PDR are encouraged to discuss this with the headteacher.

## Parents

The school is well aware that the primary role in children's Personal Development and Relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Converse with parents about the school's PDR policy and practice through, for example, meetings, newsletters, school prospectus, etc;
- Answer any questions that parents may have about PSHE, the health, relationships, and sex education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PDR curriculum in the school;
- Inform parents about the best practice known with regard to PSHE, health, relationships and sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Parents are key partners in supporting the school to:

- Maintaining the culture and ethos of the family
- Teaching their children about Personal Development and Relationships
- Helping their children cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibilities that sexual maturity brings
- Identify issues

From 1st September 2020 parents will no longer have the right to withdraw their children from Relationships & Health Education in primary schools. This includes topics that cover same sex marriage, puberty and LGBT for example. These topics are covered under the Equalities Act 2010. All topics will be covered sensitively with an awareness of the age and developmental maturity of the pupils and the faith, ethnicity and culture of our community. We will welcome parental views of our PDR curriculum and there will be a period of consultation in the summer term of 2020. Parents will be provided with a questionnaire to share their understanding of the new curriculum (See Appendix 5).

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within PDR. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from Sex Education.

The DfE concludes that Sex Education refers to Human Reproduction, and therefore parents have the right to request their child be withdrawn from the lesson that explicitly teach this:

- Year 5, Piece 2 - Having a baby
- Year 5, Piece 4 - Conception
- Year 6, Piece 4 - Conception to birth

Children are NOT taught how to have sexual intercourse within these lessons, but are taught that this will lead to having a baby. The content (lesson plan) for all of the above lessons is available to view upon request from the PDR Lead.

The school will inform parents of this right by letter before the 'Changing Me' puzzle is taught.

### **Working with outside agencies**

We encourage other valued members of the community to work alongside and with us to provide advice and support to the children with regard to PDR. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our PDR curriculum. All contributors to the PDR curriculum are made aware of this Policy.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned PDR curriculum, they will follow the school's safeguarding policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning to work with them.

### **Safeguarding**

All staff will be trained in safeguarding. Teachers are aware that effective PDR which brings an understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. In this situation staff should follow internal safeguarding policies including informing the safeguarding lead. Prior to teaching, teachers will consult with the designated Safeguarding Lead to ensure that issues can be addressed prior to the teaching of the subject and appropriate differentiation can be made.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors (such as school nursing team) from outside school may be invited to contribute to the delivery of RSE in school.

All visitors will be familiar with and understand the school's PDR policy and work within it as they will be sent a copy as part of the teaching agreement. As part of school entry to site approach all visitors will be given a copy of safeguarding visitor policy and signed into school with appropriate identification.

As per Safeguarding and Child Protection policy, visitors are supervised/supported by a member of staff. The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

### **Equal Opportunities**

All teaching and non-teaching staff at our school are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

We also recognise the importance of respecting the diverse family circumstances that exist within our school community and seek out resources to reflect these, for example, single parent families, same sex parents/carers, etc.

If sensitive subjects arise regarding gender identity, we will provide parents and children with relevant support and guidance. Staff will ensure they liaise with designated safeguarding lead and use the Safeguarding and Child Protection policy for additional guidance where appropriate. In cases where parents are unaware of specific information about their child's wellbeing, we will direct that child to the NSPCC and Childline where they can access free and confidential support with trained professionals. We will ensure that we will share any safeguarding concerns with parents however if this is not the case other information will be shared at the discretion of the child. Information on support networks (Childline and NSPCC) will be incorporated into the PDR curriculum and box time will be used to discuss any relevant issues, specific to individual classes within school. We will also ensure staff receive the relevant training on how to support identified children within school.

Gender identity- an individual's personal sense of having a particular gender. Gender identity can correlate with a person's assigned sex or can differ from it.

Transgender - describes people whose gender identity, or their internal sense of being male, female, or something else, does not match the sex they were assigned at birth

Gender neutral- something is not associated with either women or men. It may refer to various aspects such as concepts or style of language.

### **Pastoral support for pupils**

All members of staff are approachable to discuss relationships, health and sex issues with the children. However, if a child makes a reference to being involved or likely to be involved in sexual activity or indicates they may have been the victim of abuse then the member of staff will take the matter seriously and deal with it as a matter of child protection by following the school's safeguarding procedures.

### **Legislation (statutory regulations and guidance)**

We are required to teach Relationships Education and Health Education as part of current curriculum advisory guidance from September 1<sup>st</sup>, 2020, until August 31<sup>st</sup>, 2021. See current legislation compliance below:

- Education Act
- Learning and Skills Act
- Education and Inspections Act
- Equality Act
- Keeping Children Safe in Education - Statutory Safeguarding Guidance
- Children and Social Work Act
- DfE Relationships Education, Relationships & Sex Education (RSE) and Health Education Statutory Guidance (published July 2019)
- DfE Science Programmes of study: Key stages 1 and 2

### **Policy Development and Dissemination**

The PDR Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Equality, Diversity and Cohesion Policy
- Health & Safety Policy
- SEN and Inclusion Policy
- Drug Policy
- Rights Respecting Behaviour Policy
- Safeguarding and Child Protection Policy
- SMSC Policy
- RE Policy
- Intimate Care Policy
- Digital Safeguarding Policy
- Accessibility Plan
- Anti-Bullying Policy
- Health and Well-being Policy
- Teaching for Learning Policy

This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation - school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties were invited to share their thoughts about the curriculum via an online questionnaire
4. Pupil consultation - we investigated what exactly pupils want from their PDR
5. Ratification - once amendments were made, the policy was shared with governors and ratified

This policy document, having been presented to and agreed by the whole staff and the Governing Body, is distributed to all individual members of the teaching staff and the Governors Curriculum Committee. Further copies of the policy are available in the PDR leads File and in the Head teacher's Office. Electronic copies are available on the Learning Platform. Such distribution ensures the accessibility of the document to visitors, for example supply teachers, support staff and parents. Extra copies are available from the PDR lead.

Appendix 1:

**Relationships Education in Primary schools - DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security, and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers, and adults.</li> </ul>	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>	
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g., family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



## Physical health and mental well-being education in Primary schools - DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## Appendix 2:

### Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle. The highlighted content identifies lessons that are included in the Sex Education curriculum. Content that is not highlighted is included in the Health Education curriculum and cannot be withdrawn from.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to ....'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus  respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private  can tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby  express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus  understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  identify how boys' and girls' bodies change on the outside during this growing up process  recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up  recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this  have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally  understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Piece 3	describe how boys' and girls' bodies change during puberty

	Puberty for Boys	express how I feel about the changes that will happen to me during puberty
	Piece 2 Having a Baby  (Taken from Year 4)	correctly label the internal and external parts of male and female bodies that are necessary for making a baby  understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made  understand that sometimes people need IVF to help them have a baby  appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally  express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies: Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born  recognise how I feel when I reflect on the development and birth of a baby

### Appendix 3:

#### Sample letter to be sent to parents prior to teaching Sex Education

Parents and Carers,

As a part of your child's education at Bantock Primary School we promote personal wellbeing and development through a comprehensive Personal Development and Relationships (PDR) education programme. PDR education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

I am writing to let you know that, over the next (insert number) weeks, starting (insert date), your child's class will be taking part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme.

Lessons in year (insert year) will include pupils learning about (select as appropriate or add examples below): Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Pupils will also have opportunities to ask questions.

PDR education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and governing body. Please visit the school's website: (insert link to curriculum information here) for more detail about our PDR curriculum. All PDR teaching that takes place will take place in a safe learning environment and is underpinned by our school ethos and values.

If you wish to find out more about what your child will learn, view the materials and resources being used in lessons and discover how you can best support your child to discuss these topics at home, you can arrange to meet with the PDR lead.

As a school community, we are committed to working in partnership with parents; recent parental feedback has indicated that the overwhelming majority of parents continue to be highly supportive of the relationships and sex education programme. If you would like to find out more or discuss any concerns, we would urge you to contact school to speak with the PDR Lead.

Yours sincerely,  
(Subject lead for PDR education & contact email address)

Appendix 4:

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p><b>Include notes from discussions with parents and agreed actions taken.</b></p> <p><b>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</b></p>

Appendix 5:

Consultation questionnaire for parents

1) I understand what the new Health, Relationships and Sex Education curriculum will cover.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

2) The Personal Development and Relationships policy is clearly written and easy to understand.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

3) I appreciate the benefit of children being taught about Health, Relationships and Sex Education and acknowledge the link to safeguarding.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

4) I am pleased that my child will be learning about different aspects of relationships - including family structures, friendship, bullying, teamwork, growing up, feelings, stereotypes and consent.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

5) I feel confident that my child will be taught about the range of Relationships and Sex Education topics required by the DfE at an appropriate stage in their development, in a way that is sensitive to their cultural or religious background and in a way that respects the dignity and equality of all students.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

6) I understand my right to withdraw my child from Sex Education.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

7) I feel confident about answering my child's questions linked to relationships and growing up.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

8) I would like to know more about what the school will be teaching under the subject Relationships and Sex Education at each key stage.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree

9) Are there any comments/suggestions you would like to make with regards to the policy?

Appendix 6:

Conventions on the Rights of a Child

 <p>1</p> <p>DEFINITION OF A CHILD</p>	 <p>2</p> <p>NO DISCRIMINATION</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7</p> <p>NAME AND NATIONALITY</p>
 <p>8</p> <p>IDENTITY</p>	 <p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	 <p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13</p> <p>SHARING THOUGHTS FREELY</p>	 <p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	 <p>16</p> <p>PROTECTION OF PRIVACY</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	 <p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	 <p>19</p> <p>PROTECTION FROM VIOLENCE</p>	 <p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
 <p>43-54</p> <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					





**1**  
A child is any person under the age of 18.



**2**  
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



**3**  
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



**4**  
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



**5**  
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



**6**  
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



**7**  
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



**8**  
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



**9**  
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



**10**  
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



**11**  
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



**12**  
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



**13**  
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



**14**  
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



**15**  
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



**16**  
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



**17**  
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



**18**  
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



**19**  
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



**20**  
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



**21**  
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



Governments should provide money or other support to help children from poor families.



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.



Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



Governments must protect children from taking, making, carrying or selling harmful drugs.



The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



Children have the right to be protected during war. No child under 15 can join the army or take part in war.



Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



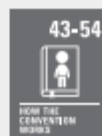
Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



If the laws of a country protect children's rights better than this Convention, then those laws should be used.



Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

