



Madras V.A. School, Penley.

'Every child will succeed in a caring and supportive environment'

Madras VA Primary School

Personal Development & Relationships Policy

Policy adopted by Governing Body on: 17th March, 2021

Chair of Governors (print name): John Griffiths

Signature:

Review date: March 2024

Accessible Formats

This document is available in English and Welsh in Microsoft Word and pdf formats in Arial font size 14 as standard.

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact 01978 710419

1. Introduction

Madras VA Primary School plays a central role in having a positive and sustained impact on children and young people's sexual health and well-being. All learners at Madras will receive high-quality sex and relationships education (SRE) as part of their personal and social development.

The Welsh Assembly Government's Seven Core Aims for Children and Young People summarise the United Nations Convention on the Rights of the Child (UNCRC) 2004. 'The Core Aims describe the entitlement of children

and young people to access educational and health services, and address their right to be listened to and to participate in the decisions that affect them.’

‘Effective school SRE programmes help learners to develop the skills and knowledge appropriate to their age, understanding and development. Learners are enabled to make responsible decisions about their relationships, sexual health and well-being’.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Legal Context

This policy meets the legal requirement for all Governing Bodies of maintained schools to keep an up to date, written statement with regard to the provision of Sex Education.

Welsh Assembly Government Circular 019/2010 Sex and Relationships Education in Schools

Definition of Sex and Relationships Education (SRE)

‘Sex and relationships education (SRE) is learning about the emotional, social and physical aspects of growing up; relationships; sex; human sexuality; and sexual health. It should equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and wellbeing’.

The Family Planning Association (FPA) www.fpadirect@fpa.org.uk

2. Aim

SRE at Madras school aims to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and to take responsibility for their sexual health and well-being.

3. Objectives

The school will:

- Teach about the Lifecycle
- Help children understand the importance of stable and loving relationships, respect, love and care

- Help children to understand the information and situations they come across and to put them in a values framework
- Help children to communicate about matters to do with their bodies and relationships without embarrassment
- Provide information on:
 - Loving relationships
 - Names of parts of the body
 - Appropriate and inappropriate touching
 - Different kinds of families
 - The process of reproduction
 - The physical and emotional changes associated with puberty
 - The development of the foetus in the uterus and the birth
 - The needs of babies and the responsibility of parenthood
- Keep children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children
- Teach children to respect themselves and other people
- Help children to understand their own feelings and the feelings of others
- Begin to introduce children to a variety of values / attitudes regarding sex and relationships in order to help them to develop their own moral code and to show tolerance to those who come from different backgrounds and have different beliefs
- Prepare children for decisions they will make in the future and the experiences they are likely to face.

4. Curriculum

Sex and Relationships Education (SRE) will be taught within the context of the Framework for Children' Learning for 3 to 7 year olds, the Personal and Social Education (PSE) Framework for 7 to 19-year-olds as a basis for provision and the Science order.

Foundation Phase Framework (Revised 2015)

Education about relationships for 3 to 7 year-olds should focus on the building of self-esteem by encouraging learners to:

- value themselves

- recognise and communicate their feelings
- form friendships and relationships

Outcome 2 – Foundation Stage

‘Children have become aware of their own feelings and emotions and are beginning to identify with those of others. They are beginning to develop an awareness of personal safety.’

Outcome 3 Foundation Stage

‘They begin to recognise appropriate behaviour for different situations and respond to reason.’

	Area of Learning: Personal and Social Development, Well-Being and Cultural Diversity
Personal development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • become independent in their personal hygiene needs and to be more aware of personal safety • express and communicate different feelings and emotions – their own and those of others.
Social development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • be aware of and respect the needs of others • take responsibility for their own actions • consider the consequences of words and actions for themselves and others • develop an understanding of what is fair and unfair and to be willing to compromise • form relationships and feel confident to play and work cooperatively • value friends and families and show care and consideration • appreciate what makes a good friend.
Well-being	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • value and contribute to their own well-being and to the well-being of others • be aware of their own feelings and develop the ability to express them in an appropriate way • understand the relationship between feelings and actions and that other people have feelings

	<ul style="list-style-type: none"> • demonstrate care, respect and affection for other children, adults and their environment • ask for assistance when needed • develop an understanding about dangers in the home and outside environment.
Moral and Spiritual development	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • ask questions about what is important in life from a personal perspective and from the perspective of others.
	Area of Learning: Knowledge and Understanding of the World
Myself and other living things	<i>Children should be given opportunities to:</i>
	<ul style="list-style-type: none"> • learn the names and uses of the main external parts of the human body and plants • identify the similarities and differences between themselves and other children

Personal and Social Education Framework for 7 to 19 year olds in Wales (2008)

SRE should help 7 to 11-year-olds to understand:

- the reasons for the physical and emotional changes that take place at puberty, to include conception, pregnancy and birth
- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touch
- what to do or to whom to go when feeling unsafe.

As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, healthy and happy personal relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

Key Stage 2	<i>Learners should be given opportunities to:</i>
--------------------	---

Health and emotional well-being	<ul style="list-style-type: none"> • take increasing responsibility for keeping the mind and body safe and healthy • feel positive about themselves and be sensitive towards the feelings of others
	<i>and to understand:</i>
	<ul style="list-style-type: none"> • the reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth • the range of their own and others' feelings and emotions • the importance of personal safety • how to distinguish between appropriate and inappropriate touching what to do or to whom to go when feeling unsafe
Moral and spiritual development	<i>Learners should be given opportunities to:</i>
	<ul style="list-style-type: none"> • explore their personal value
	<i>and to understand:</i>
	<ul style="list-style-type: none"> • how cultural values and religious beliefs shape the way people live • that people differ in what they believe is right and wrong • that personal actions have consequences

Science in the National Curriculum for Wales

Key Stage 2	<i>Pupils should be given opportunities to study:</i>
Interdependence of organisms	<ul style="list-style-type: none"> • the names, positions, functions and relative sizes of a human's main organs.

By the end of Year 6, the school will ensure that pupils are aware of the reasons for the physical and emotional changes during puberty including conception, pregnancy and birth. Terms used for male are 'Penis' and 'Testicles' and the terms used for female are 'Breasts' and 'Vagina'. These terms will be used when referring to those parts of the body at school and during SRE lessons.

5. Delivery

The arrangements for delivering SRE at Madras VA Primary School.

Cross-curricular opportunities for SRE are planned for and taught throughout the school as appropriate to the age of the children through both the Science and Personal, Social Education (PSE) curricula. The progression of learning will involve developing and extending the above subjects at specific periods within the Foundation Phase and Key Stage 2 in order to ensure progressive development of knowledge, information, skills and values.

Discrete lessons providing input on the changes that take place during puberty and health issues related to this, including physical and emotional development, are provided for the children in Years 5 and 6. In these lessons, boys and girls will have opportunities to work in single and mixed gender groups, depending upon the specific content of the lesson.

As primary-aged learners are expected to learn the names and uses of the main body parts of the human body, staff will clarify the appropriate language that is used in the delivery of the SRE programme. All staff will be consistent about the key terms they use with learners. Involving parents/carers ensures consistency at home.

The school will make particular efforts to ensure that all learners with additional needs receive SRE and that wherever possible teachers are aware of, and sensitive to the personal circumstances of individual learners.

Answering Questions

- Teachers will attempt to answer general questions from pupils honestly considering the children's/child's age and maturity
- Teachers will use a question box which gives children the opportunity to ask questions anonymously and will provide an opportunity for teachers to consider their responses
- If a pupil asks questions about values, teachers will refer the child to its family and will try to avoid giving own views as the only right one
- Teachers will deal honestly, sensitively and in a non judgemental way with sexual orientation.

6. Use of Outside Speakers

The core SRE programme at Madras VA Primary school is delivered by the class teacher in all years. This approach makes the content appear ordinary and allows plenty of opportunity for pupils to come back to staff with any

questions. Learners are encouraged to speak to the member of staff they feel most comfortable with; male or female.

The school recognises the value of involving outside speakers within the SRE programme as appropriate. Where outside speakers are invited in to the school e.g. new mother and baby, theatre groups etc they will be made aware of the contents of the school SRE policy prior to the visit in order to ensure consistent messages are delivered. If outside speakers are used to support the SRE programme, a member of staff will be present throughout.

7. Training

SMT will ensure that there is adequate training and resources for all staff involved in the delivery of the aims and objectives of the Personal Development and Relationships Policy.

8. Contact with Parents

The school believes that Sex and Relationships Education should be a shared responsibility. We wish to build a positive and supporting relationship with the parents of children at Madras through mutual understanding, trust and co-operation.

In promoting this objective we:

- Consult with parents via a letter to provide an opportunity for the school's SRE policy and practice, including use of resources to be considered
- Take seriously any issue that parents raise with teachers or governors about the policy or the arrangements for sex education in the school
- Inform parents about the best practice known with regard to sex education, in order to ensure teaching in school supports key messages that parents/carers give to children at home

Parents/Carers right to withdraw

Section 405 of the Education Act 1996 enables parents to prevent their children, either wholly or partly, from receiving sex education in school other than Sex Education contained within the national curriculum.

Parents/carers must inform the school if they wish to exercise this right. If a parent wishes their child to be withdrawn from SRE, they are welcome to make arrangements to see the Head teacher to identify which aspects of the programme they do not wish their child to participate in. These arrangements are specified within the school Prospectus.

9. Child Protection

It may be necessary to invoke local Child Protection Procedures if a pupil's safety or welfare (or that of another pupil) is under threat. It would be only be in exceptional circumstances, e.g where there is a clear child protection issue, that sensitive information is passed on against a pupil's wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral or professional duty to act:

- Where there is Child Protection issues
- Where a life is in danger

10. Confidentiality

Teachers will not promise confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, it will be discussed with the head teacher. The request will be honoured unless this is unavoidable in order for teachers to fulfil their professional responsibilities in relation to:

- Child Protection
- Co-operation with a police investigation
- Referral to external service

Every effort will be made to secure the pupils agreement to the way in which the school intends to use any sensitive information.

Ground rules will be established prior to the delivery of the SRE programme in order to protect learners and teaching staff.

11. Equality

As an employer and provider of services Madras School will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.

All pupils, their parents and guardians, volunteers, staff and school governors are valued and will be treated with dignity and respect. The school will not tolerate any form of discrimination, harassment or victimisation.

We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.

Please refer to WCBC Strategic Equality Plan (2020 – 2024) and the School Strategic Equality Plan (2020-2024) for further information.

12. Implementation

At Madras school, the member/s of staff with responsibility for SRE is Linzi Mira

The Head teacher and Governing Body have ultimate responsibility for the implementation of the SRE Policy. It is the responsibility of the Head teacher to ensure that both staff and parents are informed about the SRE 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.

13. Monitoring and Evaluation

- The implementation of this Policy will be monitored by the Head teacher, PSE Co-ordinator and Subject Leader.

The following people will be consulted when the policy is reviewed:

- Pupils
- Staff
- Governors
- Parents/ Carers
- Health Professionals
- Opportunities will be provided which will enable pupils to participate and evaluate what they have learnt according to their age, needs and ability.
- Parents will be invited to feedback their ideas for improvements on a regular basis both verbally and through questionnaires
- School Council (if applicable)
- Progress will be monitored at regular intervals by SMT and governors: specific issues will be discussed at staff meetings as appropriate

This policy will be reviewed September 2022

14. References

Personal and Social Education Framework for 7 to 19-year-olds in Wales (2008)

Foundation Phase Framework (Revised 2015)

Welsh Assembly Government Circular 019/2010: Sex and Relationships Education in schools

Guidance for Employees and Volunteers whose work brings them into contact with Children and Young People' Wrexham Safeguarding Children Board 2008

WCBC Strategic Equality Plan (2020 – 2024)

Appendix 1. Suggested Scheme of Work for Foundation Phase

Class	Suggested Topics	Lesson Ideas	Suggested Resources
Early Years (Nursery/ Reception)	1. Body Awareness 2. Feelings 3. Friends 4. Families 5. Being Safe 6. Strangers 7. Personal Hygiene (washing hands)	<ul style="list-style-type: none"> ➤ Discuss people who are special to us ➤ How can I tell how people are feeling? ➤ What things make me happy, sad, worried? ➤ Who and what makes us feel bad ➤ How am I special? ➤ Who are my special people? ➤ Who are my friends and what do I like best about them? ➤ When to wash our hands 	Baby Dolls (Boy/Girl) Circle Time sessions Glitterbug Hand Wash Resource All Wales School Liaison Core Programme (People Who Help Us) www.schoolbeat.org
Year 1	Revisit some of the above topics 1. Growing and Changing 2. Keeping Clean 3. Families and Care	<ul style="list-style-type: none"> ➤ How am I like other people? ➤ How am I different? ➤ What makes me the same as you? What makes me different? (a context for gender) ➤ Growing and changing in animals, plants and people. ➤ Understand the importance of keeping clean, i.e. washing hands, toilet hygiene ➤ Promises and secrets ➤ How do I say no? ➤ Who and what makes us feel better ➤ Showing love, care and feeling special in human relationships. 	Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) See <i>Resources Section on Hwb</i> https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d/en Glitterbug Hand Wash Resource (<i>Loan from Healthy Schools</i>) Circle Time sessions

			<p>Hygiene Powerpoint See <i>Wrexham Health and Wellbeing Network on Hwb</i></p> <p>NSPCC Speak Out Stay Safe Campaign https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p> <p>All Wales School Liaison Core Programme (People Who Help Us) www.schoolbeat.org (Playing Safe)</p>
Year 2	<p><i>Revisit some of the above topics</i></p> <ol style="list-style-type: none"> 1. Differences between boys and girls (using the correct names for the body parts) 2. Appropriate and Inappropriate Touch 3. Hygiene 4. Feeling Safe 	<ul style="list-style-type: none"> ➤ Understanding the importance of keeping clean, drawing and labelling a list of things needed for a bath ➤ Discussion of similarities between boys and girls, recognise and understand the main external body parts ➤ Time Lines – Understanding that our bodies and needs change as we get older – How have I grown and changed? ➤ Talk about who is a safe person, who do we trust, who can we tell secrets to ➤ Differentiate between appropriate touching, use the body boards and traffic light cards to discuss ➤ Discuss feelings and secrets, unkind people. 	<p>Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) See <i>resources section on Hwb</i> https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d/en</p> <ul style="list-style-type: none"> - Body Parts Lesson - Appropriate & Inappropriate Touch Lesson <p>Glitterbug Hand Wash Resource (<i>Loan from Healthy Schools</i>)</p> <p>Circle Time Sessions</p> <p>NSPCC Speak Out Stay Safe Campaign https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p> <p>All Wales School Liaison Core Programme (People Who Help Us) www.schoolbeat.org (Safe Haven)</p>

Appendix 2. Suggested Scheme of Work for KS2

Class	Suggested Topics	Lesson Ideas	Suggested Resources
Year 3	<ol style="list-style-type: none"> 1. Body Parts Revisited (differences between boys and girls) 2. Communication 3. What's good About me? Personal Strengths and Qualities 4. Friends – Good and bad qualities, & Making and breaking friends 5. What is Bullying? 6. Look after myself - staying clean 	<ul style="list-style-type: none"> ➤ Discussion of similarities between boys and girls, recognise and understand the main external body parts ➤ Recognise and identify feelings and the responses they evoke ➤ Feel positive about self and sensitive to others feelings ➤ To value friends and family as a source of support ➤ Identify personal qualities and to appreciate the strengths and qualities of others ➤ Be aware of different types of relationships between friends ➤ Understand responsibility 	<p>Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) <i>See resources section on Hwb</i> https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d/en</p> <ul style="list-style-type: none"> - Body Parts Lesson - Appropriate and Inappropriate Touch Session <p>Sense CD Rom – Staying Safe – Communication & Bullying Enjoying & Achieving section Being Healthy section Economic & Social Wellbeing – Prejudice & Difference</p> <p>Circle Time Role Play</p> <p>Worksheets from Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) <i>See resources section on Hwb</i></p> <p>NSPCC Speak Out Stay Safe Campaign https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p> <p>All Wales School Liaison Core Programme (People Who Help Us) www.schoolbeat.org (Stay SMART)</p>
Year 4	<ol style="list-style-type: none"> 1. Friendship qualities – who can i trust? 	<ul style="list-style-type: none"> ➤ Value friends and family as support ➤ Making and keeping positive 	<p>Tyfu I Fyny (Growing Up Interactive Whiteboard</p>

	<ol style="list-style-type: none"> 2. My family – roles and stereotypes 3. What is love? 4. Promises and commitment 5. A new baby – preparation 	<p>friendships and other relationships</p> <ul style="list-style-type: none"> ➤ Positive about self and understanding other peoples feelings ➤ Understand your own personal values ➤ Understand that dangers exist with some relationships and to encourage personal safety ➤ Distinguish between appropriate and inappropriate touch ➤ To know what to do and who to go to when feeling unsafe 	<p>Resource) <i>See resources section on Hwb</i> https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d/en</p> <ul style="list-style-type: none"> - Body Parts Lesson - Appropriate and Inappropriate Touch Session - Hygiene Session <p>Sense CD Rom Staying Safe - Internet safety Enjoying & Achieving Being Healthy- Puberty & Sex sections Economic & Social Wellbeing – Prejudice & Difference</p> <p>Circle Time – what is a family, whose is in mine, types of families</p> <p>Role Play</p> <p>Worksheets from Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) <i>See resources section on Hwb</i></p> <p>All Wales School Liaison Core Programme (www.schoolbeat.org) (Friend or Foe)</p> <p>NSPCC Speak Out Stay Safe Campaign https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p>
<p>Year 5</p>	<ol style="list-style-type: none"> 1. I am special 2. We are different 3. Healthy lifestyle 4. Safety 5. Growing up and change 	<ul style="list-style-type: none"> ➤ Develop respect for self and others ➤ Resist unwanted peer pressure and behaviour ➤ To understand what it is to be fair and not to discriminate 	<p>Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) <i>See resources section on Hwb</i> https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d/en</p>

	<p>6. Puberty and Hygiene 7. Menstruation</p>	<ul style="list-style-type: none"> ➤ To accept why we are all different and to support each other ➤ To understand the importance of personal safety ➤ To understand the changes that occur during puberty 	<p>4257-4fce-9e68-35b737e09c7d/en</p> <ul style="list-style-type: none"> - Hygiene and Puberty Session <p>Sense CD Rom – Economic & Social Wellbeing - Prejudice & Difference, Peer influence Being Healthy - Puberty, Hygiene</p> <p>Eatwell plate</p> <p>Oral health resources (D2S)</p> <p>Circle Time – why are some people treated differently Emotions and Friendships</p> <p>Worksheets from Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) <i>See resources section on Hwb</i></p> <p>NSPCC Speak Out Stay Safe Campaign https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p> <p>All Wales School Liaison Core Programme (www.schoolbeat.org) (Picture This & I Didn't Think)</p> <p>Hygiene Powerpoint <i>See Wrexham Health and Wellbeing Network on Hwb</i></p> <p>Glitterbug Hand Wash Resource (<i>Loan from Healthy Schools</i>)</p>
<p>Year 6</p>	<p>1. Responsibilities</p>	<ul style="list-style-type: none"> ➤ Feeling positive about self and feelings of others 	<p>Tyfu I Fyny (Growing Up Interactive Whiteboard</p>

	<ol style="list-style-type: none"> 2. Family and Friends 3. Safety on the net 4. Changes – Puberty 5. Body Image 6. Reproduction 7. Conception and Pregnancy 8. Relationships, adoption, fostering 	<ul style="list-style-type: none"> ➤ Understand different types of relationships ➤ Keep mind, and body safe and healthy ➤ Importance of families and friends and issues that arise ➤ To understand the physical and emotional changes which happen during puberty, to include conception, pregnancy and birth ➤ Understand the internal parts of the body to include reproductive organs ➤ To understand how babies are conceived, grow and how they are born. ➤ To understand the importance of personal hygiene during puberty ➤ Understand stereotypes and have confidence to challenge them 	<p>Resource) See resources section on Hwb https://hwb.gov.wales/repository/resource/9852517a-4257-4fce-9e68-35b737e09c7d/en</p> <ul style="list-style-type: none"> - Hygiene and Puberty Session - Conception and Birth <p>Sense CD-Rom Staying Safe Section Being Healthy Section– Puberty and Sex Enjoying & Achieving</p> <p>Worksheets from Tyfu I Fyny (Growing Up Interactive Whiteboard Resource) See resources section on Hwb</p> <p>NSPCC Speak Out Stay Safe Campaign https://learning.nspcc.org.uk/services/speak-out-stay-safe/</p> <p>All Wales School Liaison Core Programme (www.schoolbeat.org) (Be Cyber Safe, Picture This, The Right To Be Safe)</p> <p>Hygiene Powerpoint See Wrexham Health and Wellbeing Network on Hwb</p> <p>Glitterbug Hand Wash Resource (Loan from Healthy Schools)</p> <p>Circle Time Sessions</p> <p>Foetus models (Loan from healthy Schools)</p>
--	---	---	---

Appendix 3 List of Resources

Tyfu I Fyny/Growing Up Resource Box

Including:

- Body Mat
- Body Parts Pack
- Inappropriate/Appropriate Touch Pack
- Puberty Changes/Hygiene Pack
- Baby Development Pack
- Loving Relationship Pack
- Internal Organs Pack
- Story/Info Books

Emotions Pack

The Emotions Pack is to be used with the body board and includes a large selection of stunning add-on illustrations showing faces expressing a range of emotions, gestures and internal sensations like butterflies in the stomach or a pounding heart. There are also an assortment of thought bubbles and a blank thought bubble for pupils to write in or draw their thoughts.

Uterus/Fetus Model Set (5)

This unique model set provides an added dimension to childbirth education classes. These five flexible, lifelike uterus/foetus models illustrate foetal development at 8, 10, 16, 22, and 40 weeks.

Womb to Grow Model Set (9)

Designed to present foetal growth in a simple, easy-to-understand way, these weighted, pillow-like models represent the average size and weight of a foetus at nine stages of development. The back of each model features information on the developmental stage of the foetus illustrated on the front. Models demonstrate weights ranging from 0.4 g to 3.2 kg.

With Child Life-size Display

Life size and with great attention to detail, this standing display with overlapping images shows the mothers pregnancy stages from 1 month through to 9 months.

'Making Sense of Growing up' (SENSE CD-ROM)

This resource has been commissioned by Welsh Government for all primary schools. The resource covers various topics such as stress, the environment, relationships, money etc. in a pupil-friendly, fun way and addresses sensitive issues in an appropriate manner. The resource is available in Welsh and English and all primary schools should already have a copy which was purchased for them by Healthy Schools.

Channel 4 Living & Growing DVD

Unit 1 - Age 5-7—Differences, How did I get here?, Growing up
Unit 2 - Age 7-9—Changes, How babies are made, How babies are born
Unit 3 - Age 9-11—Girls talk, Boy talk, Let's talk about sex,

Nursing Nana

Children will adore these unique soft toys that celebrate the joys of caring for little ones. These colourful babies attach to their mothers with magnets - but they also seek adventure on their own.

This adorable "Nursing" Dog comes with 3 little puppies which attach themselves to feed by internal magnets. For ages 3+

Nursing Nina

Children will adore these unique soft toys that celebrate the joys of caring for little ones. These colourful babies attach to their mothers with magnets - but they also seek adventure on their own. Made from ultra-soft contrasting fabrics with hand-stitched details, right down to their tiny tails.

This adorable "Nursing" cat comes with 3 little kittens which attach themselves to feed by internal magnets. For ages 3+

Keeping Healthy, Staying Safe DVD

This new DVD covers a wide range of health and safety issues including safety out and about, safety with fire, beach safety, keeping healthy and

much more. The DVD also includes songs, group and individual activities and is ideal for whiteboards. Running time 1hr 36mins.

Appropriate & Inappropriate Touch

Contents:

Keeping Safe – DVD & Training Notes
Feeling Happy Feeling Safe – Book
Keep Safe – Home Office Booklet
Kidscape Keepsate Code Poster

BOOKS

I'm a Big Sister

This is a lovely book about a sister who learns the joys of welcoming a new baby to the family and the advantages of already being "big."

Waiting for Baby

This delightful book presents a toddler-and-mother pair (the latter heavily pregnant) as they read about new babies, sort hand-me-downs, buy new toys, visit the obstetrician and the sonographer, speculate and wait.

Where do babies come from?

This is a gentle story, delightfully illustrated, that takes young children through the questions of how life starts and who they are. It sensitively deals with concerns that there won't be enough love to go round, making it ideal for parents expecting their second child and anyone whose child is beginning to ask wondering questions. The emphasis throughout is that God has made each person special and different from all others and that he knows each one by name even before they are born.

Let's Talk About Where Babies Come From

This information book about sex and reproduction covers all the main areas: babies, reproduction, bodies, chromosomes, genes, growing up, love, health and lots more. As before, the information is imparted simply and reassuringly

with humorous commentary from an inquisitive bird and a squeamish bee and very friendly full-colour cartoon-strip illustrations.

How Are Babies Made?

Find out how a baby grows inside its mother – with the help of fantastic fold-out flaps. Bold cartoon-style illustrations show where a baby comes from, how long it takes to grow and what a newborn baby does, and flaps reveal hidden processes and amazing facts.

Usbourne—Understanding the Facts of Life

Highly acclaimed guide with straightforward and reassuring information. Describes exactly what happens at puberty, with informative sections on sex, contraception and sexually transmitted diseases, and advice on hygiene, exercise and healthy eating.

Traces the development of a baby from conception to birth and first years of life, with practical information on how to help take care of a baby.

Usbourne—Facts of Life, Growing Up

A very approachable and reassuring account of exactly what happens in the body at puberty. Includes informative sections on sex, contraception, sexually transmitted infections and drugs, as well as advice on healthy eating, exercise and hygiene.

Sophie and The New Baby

One day, Sophie's mum tells her some big, important news: there's going to be a new baby in the family! Sophie is very excited but then, one winter's night, the baby is born and everything changes . . . Young children and adults alike will enjoy sharing and talking about this much-loved classic picture book, with its perceptive, heart-warming and witty observations on the arrival of a new baby.

