

# Ysgol Gynradd Llandegfan



## *Polisi Bywyd a Pherthnasedd*

Cytunwyd gan Staff: Tachwedd 2017  
Mabwysiadwyd gan y Llywodraethwyr: Rhagfyr 2017  
Adolygiad nesaf: Rhagfyr 2019

### Arwyddwyd

Cadeirydd y Llywodraethwyr:

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Pennaeth:

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## Cyflwyniad i'r polisi:

Mae Ysgol Gynradd Llandegfan yn cymryd rhan yng Nghynllun Ysgolion Iach Ynys Môn ac fel rhan o'r gwaith i ddatblygu Addysg Bersonol a Chymdeithasol yn adolygu polisi Addysg Bywyd/Rhyw & Pherthnasedd yn y Cyfnod Sylfaen a Chyfnod Allweddol 2. **Mae'r polisi yn dilyn canllawiau Cylchlythyr Cynulliad Cenedlaethol Addysg Rhyw a Pherthnasoedd mewn Ysgolion Rhif: 019/2010**

Mae'r Fframwaith Addysg Bersonol a Chymdeithasol (APADGOS) 2008 yn yr adran Iechyd a Lles yn nodi:- Gellir helpu dysgwyr i gynnal eu hiechyd a'u lles emosiynol a chorfforol, cynnal eu twf a'u datblygiad, a gwybod sut i'w diogelu eu hunain. Wrth i blant a phobl ifanc ddatblygu'n rhywiol, mae angen iddynt ddeall newidiadau corfforol, rheoli teimladau rhywiol a mwynhau cydberthynasau diogel, cyfrifol a hapus. Gellir galluogi'r dysgwyr hefyd i archwilio'u teimladau, datblygiadau hunanymwybyddiaeth a hunan barch, a datblygu eu hunan-dyb.

## Nod

Nod y polisi hwn yw ychwanegu yn gyfrifol ac yn ddatblygiadol at wybodaeth a phrofiadau plant am eu cyrff a'u perthynas o'r byd o'u cwmpas. Trwy wneud hyn bydd y disgyblion yn gallu delio yn well yn ystod glasod wrth ddatblygu sgiliau a hunain barch i fod yn hyderus yn eu harddegau.

## Y Broses Ymgynghori:

Rydym yn ymgynghori â rhieni'r ysgol trwy gynnal noson weithgaredd Addysg Bywyd/Rhyw & Pherthnasedd i sicrhau ein bod wedi rhoi cyfle i rieni ystyried y cynlluniau a mynegi barn.

Bydd yr ysgol yn rhoi cyfle i ddisgyblion CA2 arfarnu Addysg Bywyd/Rhyw & Pherthnasedd ar ddiwedd y rhaglen er mwyn iddynt gael y cyfle i leisio'i barn er mwyn addasu'r gwersi os bydd angen.

## Hawliau Rhieni i eithrio eu plant:

Mae gan rieni'r hawl i eithrio eu plant o'r elfennau hynny nad yw'n rhan o'r Cwricwlwm Cenedlaethol 2008.

Os oes gan riant/gofalwyr bryder mae croeso iddynt ddod i'r Ysgol i drafod gyda'r Pennaeth.

Mae'r trefniant hwn wedi ei nodi yn llawlyfr yr Ysgol.

## Pwrpas ac amcanion Addysg Bywyd a Pherthnasoedd yn yr Ysgol Gynradd:

Dysgu am gylch bywyd

I gadw'r disgyblion yn ddiogel trwy eu helpu i adnabod ac ymateb i ymddygiad annerbyniol gan oedolion a phlant eraill

I helpu'r disgyblion ddod yn ymwybodol o wahanol sefyllfaoedd bywyd gan bwysleisio pwysigrwydd moesol

I helpu'r disgyblion siarad am faterion sy'n ymwneud â'r corff a pherthnasedd heb embaras

I ddarparu gwybodaeth am:

o enwau rhannau'r corff er mwyn gwahaniaethu rhwng gwryw a menyw

o cyffyrddiad priodol ac amhriodol

- o perthynas cariadus
- o newidiadau glasoed
- o y broses atgenhedlu
- o tyfiant y baban yn y groth a genedigaeth
- o anghenion babanod a chyfrifoldebau rhieni

Cychwyn paratoi'r disgyblion am y penderfyniadau y byddant yn eu gwneud yn y dyfodol a'r profiadau maent yn debyg o wynebu.

I helpu'r disgyblion i addasu i newidiadau yn y teulu.

I helpu'r disgyblion i ddeall eu teimladau nhw eu hun a theimladau pobl eraill.

Dysgu'r disgyblion i barchu eu hunain ac eraill.

### Deilliannau Cyfnod Sylfaen - Datblygiad Personol a Chymdeithasol,

#### Lles ac Amrywiaeth Ddiwylliannol o'r Fframwaith,2008.

#### Deilliant 2 - Cyfnod Sylfaen.

'Bydd y plant yn dod yn ymwybodol o'u teimladau a'u hemosiynau eu hunain, a byddant yn dechrau uniaethu a theimladau ac emosiynau pobl eraill. Byddant yn dechrau datblygu ymwybyddiaeth i ddiogelwch personol.'

#### Deilliant 3 Cyfnod Sylfaen.

'Byddant yn adnabod ymddygiad priodol ar gyfer gwahanol sefyllfaoedd ac ymateb i reswm.'

*Dylid rhoi cyfleoedd i ddisgyblion:-*

gwerthfawrogi eu lles eu hunain a lles pobl eraill, a chyfrannu ato

bod yn ymwybodol o'u teimladau eu hunain a datblygu'r gallu i'w mynegi mewn ffordd briodol

deall y berthynas rhwng teimladau a gwerthoedd, a deall bod gan bobl eraill deimladau.

tyfu'n annibynnol o safbwynt diwallu eu hanghenion o ran hylendid personol, a bod yn ymwybodol o ddiogelwch personol

gofyn am gymorth pan fo angen

mynegi a chyfleu gwahanol deimladau ac emosiynau - rhai eu hunain yn ogystal â rhai pobl eraill

bod yn ymwybodol o anghenion pobl eraill a'u parchu

cymryd cyfrifoldeb am eu gweithredoedd eu hunain

Erbyn diwedd y Cyfnod Sylfaen mi fydd y disgyblion yn adnabod rhannau rhywiol o'r corff er mwyn gwahaniaethu rhwng gwryw a menyw. Y termau y byddwn yn ei defnyddio ar gyfer gwryw yw pidyn a cheilliau a'r eirfa ar gyfer benyw yw bronnau a gwain/fagina. Mi fydd y termau yma yn cael eu defnyddio wrth gyfeirio at y rhannau yma o'r corff wrth drafod y pwnc o fewn yr ysgol. Bydd yr ysgol yn defnyddio'r adnoddau a amlinelli'r yn y tabl isod.

Cyfnod Sylfaen	
Enw rhannau o'r corff er mwyn gwahaniaethu rhwng gwryw a menyw	Taflenni o becyn Addysg Ysgolion Iach: cynllun gwersi amser cylch, taflen bachgen/merch, labeli rhannau o'r corff, golau traffig
Cyffwrdd priodol ac amhriodol	Taflenni o becyn Addysg Ysgolion Iach:- cynllun gwersi amser cylch, golau traffig, taflen cyffwrdd, taflen cyfrinachau a theimladau, wrth bwy fedrai ddweud.

### Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol

#### Deilliannau Dysgu Cyfod Allweddol 2, Fframwaith 2008.

#### Cyfnod Allweddol 2

Dylid rhoi cyfleoedd i'r disgyblion wybod a ddeall:-

y nodweddion a manteision corfforol ac emosiynol sy'n gysylltiedig â ffordd iach o fyw

y rhesymau dros y newidiadau corfforol ac emosiynol sy'n digwydd yn ystod glasoed gan gynnwys cenhedliad, beichiogrwydd a genedigaeth

ystod eu teimladau a'u hemosiynau eu hunain a theimladau ac emosiynau pobl eraill

pwysigrwydd diogelwch personol

sut i wahaniaethu rhwng cyffyrddiadau priodol a chyffyrddiadau amhriodol

beth y dylid ei wneud neu at bwy y dylid mynd pan na fyddant yn teimlo'n ddiogel

Erbyn blwyddyn 6 mi fydd yr ysgol yn sicrhau bod y disgyblion yn ymwybodol o'r rhesymau dros y newidiadau corfforol ac emosiynol sy'n digwydd yn ystod glasoed gan gynnwys cenhedliad, beichiogrwydd a genedigaeth.

Cyfnod Allweddol 2		
Blwyddyn ysgol	Addysg Personol a Chymdeithasol	Adnoddau

<p><b>Blwyddyn 3 a 4</b></p>	<p><b><u>lechyd a lles emosiynol:</u></b></p> <ul style="list-style-type: none"> <li>-deall pwysigrwydd diogelwch personol</li> <li>-deall beth y dylid ei wneud neu at bwy y dylid mynd pan na fyddant yn teimlo'n ddiogel</li> <li>-cymered cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach</li> <li>-bod yn bendant ac ymwrthod a dylanwad na ddymunir gan gyfoedion a phobl eraill</li> </ul> <p><b><u>Dinasyddiaeth weithgar:</u></b></p> <ul style="list-style-type: none"> <li>-gwerthfawrogi teulu a ffrindiau fel ffynhonnell o gymorth i'w gilydd</li> <li>-deall y manteision o gael teulu a ffrindiau, a'r problemau sy'n gallu codi</li> <li>-deall sefyllfaoedd sy'n esgor ar wrthdaro a natur bwlio</li> <li>-datblygu parch atynt hwy eu hunain ac at bobol eraill</li> <li>-deall eu hawliau</li> <li>-deall y manteision o gael teulu a ffrindiau</li> </ul>	<p>Taflenni o becyn Addysg Bywyd Ysgolion Iach:- ffrind da, siart teimladau, fy nghyfrifoldebau sy'n newid, perthynas, cyfrinach dda/ddrwg, taflen mapio gwersi pecyn Sense</p>
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**Cyfnod Allweddol 2**

Blwyddyn ysgol	Addysg Bersonol a Chymdeithasol	Adnoddau
<p><b>Blwyddyn 5 a 6</b></p>	<p><b><u>lechyd a lles emosiynol:</u></b></p> <ul style="list-style-type: none"> <li>-deall y rhesymau dros y newidiadau corfforol ac emosiynol sy'n digwydd yn ystod glaswedd gan gynnwys cenhedliad</li> <li>- deall ystod eu teimladau a'u hemoiynau eu hunain ac eraill</li> <li>-cymered cyfrifoldeb cynyddol dros gadw'r</li> </ul>	<p>Adnoddau Ysgolion Iach:- Cd- SENSE Tufu i Fyny-adnodd bwrdd gwyn rhyngweithiol</p>

	<p>meddwl a'r corff yn ddiogel ac yn iach</p> <p>-deall pwysigrwydd diogelwch personol</p> <p>-deall beth y dylid ei wneud neu at bwy y dylid mynd pan na fyddant yn teimlo'n ddiogel</p> <p><b><u>Datblygiad moesol ac ysbrydol:</u></b></p> <p>-deall sut mae gwerthoedd diwylliannol a chredoau crefyddol yn llywio'r ffordd y mae pobl yn byw</p> <p>-gwerthfawrogi amrywiaeth a chydabod pwysigrwydd cyfle cyfartal</p>	
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**Cyflwyno'r Cwricwlwm Addysg Bywyd/Rhyw a Pherthnasedd yn yr Ysgol:**

Cyflwynir Addysg Bywyd i ddisgyblion trwy:

sesiynau Amser Cylch

trwy bynciau penodol yn y Cwricwlwm Cenedlaethol e.e. Gwyddoniaeth

bynciau trawsgwricwlaidd

gyfleoedd anffurfiol e.e. croesawu mamau i ddod i siarad â phlant am anghenion babanod

Bydd cynnydd mewn dysgu yn cynnwys datblygu ac ymestyn y testun uchod ar adegau pendant yn y Cyfnod Sylfaen a Chyfnod Allweddol 2 drwy ddatblygiad graddol mewn gwytodaeth a dealltwriaeth, sgiliau a gwerthoedd.

**Arfer dda mewn rhaglenni Addysg Bywyd a Pherthnasoedd:**

Mae'r Ysgol yn adnabod yr arfer dda ganlynol a bydd staff yn eu mabwysiadu fel egwyddorion sylfaenol i raglenni Addysg Bywyd/Rhyw a Pherthnasoedd

athrawon hyderus sydd wedi derbyn hyfforddiant addas

ymgyngori â disgyblion

ymgyngori â rhieni

penderfynu ar gytundeb dosbarth sylfaenol gyda'r plant

technegau ymbellhau

technegau dysgu anffurfiol/ymarferol

gwaith grŵp

athrawon yn sicrhau nad yw eu cred bersonol yn dylanwadu ar y rhaglen

canllawiau clir ar ffiniau a chyfrinachedd

Blwch Cwestiynau

### **Canllawiau ar faterion penodol ymwelwyr ac asiantaethau sy'n cyfrannu at Addysg Bywyd/Rhyw a Pherthnasoedd:**

Mi fydd yr ysgol yn sicrhau bod unrhyw ymwelwyr proffesiynol ac ymwelwyr o'r gymuned sy'n cyfrannu at raglenni ABCh yn ymwybodol o'r polisi hwn ac yn cytuno i'w ddilyn.

Bydd athrawon yn trafod cyfraniadau cyn i'r ymwelwyr wneud cyflwyniadau i'r disgyblion i sicrhau eu bod yn addas ac yn gweddu i bolisi'r ysgol

Cyfrinachedd (gweler isod)

### **Cyfrinachedd**

Dylid nodi na all athrawon gynnig cyfrinachedd diamod. Os ydy'r plant yn datgelu eu bod yn cael eu cam-drin neu ddweud rhywbeth sy'n achosi'r athrawon i feddwl eu bod dan beryg o gael eu cam-drin rhaid dilyn Canllawiau Amddiffyn Plant Cymru Gyfan.

### **Bydd yr athrawon yn trafod cyfrinachedd gyda'r disgyblion ac yn sicrhau eu bod yn ymwybodol o'r ffiniau cyfrinachedd.**

Wrth drafod cytundeb dosbarth gofynnir i'r disgyblion hŷn i beidio â thrafod cynhwysion y gwersi gyda disgyblion iau.

Atgoffa'r disgyblion nad yw'n briodol gofyn cwestiynau personol.

Mi fydd y disgyblion yn cael eu hannog i drafod cynnwys y gwersi gyda'u rhieni/gofalwyr.

### **Ateb cwestiynau:**

Bydd athrawon yn ceisio ateb cwestiynau cyffredinol y disgyblion yn onest wth ystyried oedran ac aeddfedrwydd y plentyn/plant.

Bydd yr athrawon yn defnyddio blwch holi sy'n rhoi cyfle i blant ofyn cwestiynau'n ddiennw a chyfle i'r athrawon ystyried y cwestiynau cyn ymateb.

Os ydy disgybl yn gofyn cwestiwn am werthoedd bydd athrawon yn cyfeirio'r plentyn at ei deulu a cheisio osgoi rhoi ei safbwynt eu hun fel yr unig un cywir.

Os yw'r athro/athrawes yn methu ateb, anogir y plant i siarad gyda'i rhieni.

## **Introduction:**

Ysgol Gynradd Llandegfan is taking part in the Isle of Anglesey's Healthy School Scheme and as part of the work of developing Personal and Social Education is reviewing Life/Sex and Relationships Education in the Foundation Phase and Key Stage 2. **The policy follows the guidelines set out by the Welsh Government in Circular 019/2010 Sex and Relationships in Schools.**

The Personal and Social Education framework (APADGOS) 2008 in the Health and Welfare Department notes : Learners can be assisted to maintain their emotional and physical health and welfare, maintain their growth and development, and know how to safeguard themselves. As children and young people develop sexually, they need to understand physical changes, control sexual feelings and enjoy safe, responsible and happy interrelationships. The learners can also be enabled to search their feelings, develop self-awareness and self-respect, and develop their self-esteem.

## **Objective**

This policy's objective is to add responsibly and developmentally to children's knowledge and experiences of their bodies and their relationships with the world around them. By doing so pupils will be able to deal better with adolescence developing skills and self-respect to be confident in their teenage years.

## **The Consultation Process:**

We consult parents at the school by holding a Life/Sex and Relationships activity evening to ensure that we have given parents an opportunity to consider the plans and express opinion.

The school gives opportunities for KS2 pupils to evaluate Life/Sex and Relationships Education at the end of the programme for them to have the opportunity to voice their opinion on a way to adapt the lessons if need be.

## **Parents' rights to exclude their children:**

Parents have the right to exclude their children from those elements that are not part of the National Curriculum 2008.

If a parent/guardian has a concern they are welcome to come to School to discuss with the Headteacher.

**This Arrangement has been noted in the School handbook.**

## **The purpose and aims of Sex Education in the Primary School:**

- Learn about life cycle
- To keep the pupils safe by assisting them to identify and respond to unacceptable behaviour by adults and other children
- To assist the pupils to become aware of different life situations emphasising moral importance.
- To assist the pupils to speak about matters regarding the body and relationships without embarrassment.
- To provide information about:



- a loving relationship
  - names of parts of the body
  - appropriate and inappropriate touch
  - the reproduction process
  - changes of adolescence
  - the baby's growth in the womb and birth
  - babies' needs and parents' responsibilities
- Begin to prepare the pupils for the decisions that they will make in the future and the experiences that they are likely to face.
  - Assist the pupils to adapt to changes in the family
  - Assist the pupils to understand their own and other people's feelings
  - Teach the pupils to respect themselves and others.

**Outcomes for Personal and Social Development, Well-being and Cultural Diversity in the Foundation Phase Framework,2008.**

**Outcome 2 – Foundation Phase**

The children will become aware of their own feelings and emotions, and they will begin to identify with other people's feelings and emotions. They will begin to develop awareness of personal safety.

**Outcome 3 Foundation Phase**

They will identify appropriate behaviour for various situations and respond to reason.

Pupils should be given opportunities to:

- ❖ appreciate their own welfare and that of other people and contribute to it
- ❖ be aware of their own feelings and develop the ability to express them in an appropriate way
- ❖ understand the relationship between feelings and values, and understand that other people have feelings.
- ❖ grow independently from the point of view of satisfying their needs as regards personal hygiene, and be aware of personal safety.
- ❖ express and convey various feelings and emotions – our own as well as other people's
- ❖ be aware of other people's needs and respect them
- ❖ take responsibility for their own actions

By the end of the Foundation Phase the pupils will know the sexual parts of their bodies in order to differentiate between male and female. The terms that we use for male are penis and testicles and the vocabulary for a female are breasts and vagina. These terms will be used in referring to these parts of the body when discussing the subject in school. The table below indicates appropriate resources the school will use with the foundation phase pupils.

Foundation Phase	
Names of parts of the body in order to differentiate between male and female	Healthy Schools education pack: Circle time lesson plan, boy/girl sheet, label parts of the body, traffic lights
Proper and improper touch	Sheets from Healthy Schools Education pack : circle time lesson plan, traffic lights, secrets and feelings sheet, who can help

Outcomes for Personal and

Social Development, Well-being and Cultural Diversity Key Stage 2 Learning Outcomes

Key Stage 2

Opportunities should be given to the pupils to understand:

- ❖ the physical and emotional characteristics and advantages connected with a healthy way of life
- ❖ the reasons for the physical and emotional changes that happen during adolescence including conception, pregnancy and birth
- ❖ the range of their own feelings and emotions and other people's feelings and emotions
- ❖ the importance of personal safety
- ❖ how to differentiate between appropriate touches and inappropriate touches
- ❖ what should be done or to whom one should go when they do not feel safe

By year 6 the school ensures that the pupils are aware of the reasons for the physical and emotional changes that take place during adolescence including conception, pregnancy and birth.

Key Stage 2		
School year	Personal and Social Education	Resources
Year 3 and 4	<p><b><u>Emotional health and welfare:</u></b></p> <ul style="list-style-type: none"> <li>-understand the importance of personal safety</li> <li>-understand what should be done or to whom one should go when they do not feel safe</li> <li>-take increasing responsibility for keeping the mind and body safe and healthy</li> </ul> <p><b><u>Active citizenship:</u></b></p> <ul style="list-style-type: none"> <li>-appreciate family and friends as a source of support for each other</li> <li>-understand the advantages of having family and friends, and the problems that can arise</li> <li>-understand situations that deliver conflict and bullying nature</li> </ul>	<p>Sheets from Healthy Schools Life Education from a pack : <u>good friend, feelings chart, my changing responsibilities, relationship, good/bad secret, Sense pack lesson mapping sheet</u></p>

	<ul style="list-style-type: none"><li>-develop respect towards themselves and towards other people</li><li>-understand their rights</li><li>-understand the advantages of having family and friends</li></ul>	
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Key Stage 2		
School year	Personal and Social Education	Resources
Year 5 and 6	<p><b><u>Emotional health and welfare:</u></b></p> <ul style="list-style-type: none"> <li>-understand the reasons for the physical and emotional changes that happen during adolescence including conception</li> <li>- understand the range of their own and others' feelings and emotions</li> <li>-take increasing responsibility for keeping the mind and body safe and healthy</li> <li>-understand the importance of personal safety</li> <li>-understand what should be done or to whom one should go when they do not feel safe</li> </ul> <p><b><u>Moral and spiritual development:</u></b></p> <ul style="list-style-type: none"> <li>-understand how cultural values and religious beliefs steer the way people live</li> <li>-appreciate diversity and acknowledge the importance of equal opportunities</li> </ul>	<p>Healthy Schools Resources:</p> <ul style="list-style-type: none"> <li>-SENSE cd-rom</li> <li>-Growing up-interactive white board resource</li> </ul>

### Presenting the Life/Sex and Relationships Educational Curriculum in School:

Sex Education is presented to pupils through:

- Circle Time periods
- Through specific subjects in the National Curriculum e.g. Science
- Cross-curricular subjects and specific subjects in the National Curriculum
- Welcoming mothers to come and talk to pupils about babies' needs
- Formal and informal opportunities

Increase in learning will include developing and extending the above subject at specific times in the Foundation Phase and Key Stage 2 encouraging gradual development in knowledge and understanding, skills and values.

### Good practice in teaching programmes:

The School recognizes the following good practice and staff will adopt them as basic principles for Life/Sex and Relationship Education programmes.

- teachers who have received suitable training are confident
- consult pupils
- consult parents
- decide upon a basic class agreement with the pupils
- estrangement techniques
- informal/practical learning techniques
- group work
- teachers ensure that their personal opinions do not influence the programme
- clear guidelines on boundaries and confidentiality

- Question Box

### Guidelines on specific matters of visitors and agencies who contribute to Life/Sex and Relationships Education:

The school ensures that any professional visitors and visitors from the community who contribute to PSE programmes are aware of this policy and agree to follow it.

- Staff discuss contributions before the visitors make presentations to the pupils to ensure that they are suitable and suit the ethos of the school
- Confidentiality (see below)

### Confidentiality

It should be noted that teachers cannot offer unconditional confidentiality. If the pupils reveal that they are being abused or say something that cause the teachers to think that they are in danger of being abused Child Protection Wales' guidelines will have to be followed.

The staff discuss confidentiality with the pupils and ensure that they are aware of the boundaries of confidentiality.

In discussing class agreement the older pupils are requested not to discuss lesson content with junior pupils. We also encourage the pupils not to ask personal questions and we tell the pupils that teachers will not ask them personal questions.

We do not wish to give the message that sex is something to be ashamed of. Pupils will be encouraged to discuss the contents of lessons with their parents/guardians.

### Answering Questions:

- Staff try to answer the pupils' general questions honestly considering the pupil(s) .
- Staff use an enquiry box that gives pupils an opportunity to ask questions anonymously and an opportunity for teachers to consider the questions before responding.
- If a pupil asks a question about values teachers will refer the pupil to his/her family and try to avoid giving his/her own viewpoint as the only correct one.
- If the teacher cannot answer, the pupils are encouraged to talk to their parents.