



***Polisi Addysg Rhyw a Pherthnasoedd***

***Ffederasiwn Ysgol Dyffryn Dulas Corris ac Ysgol Pennal***

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**1.** **Cyflwyniad i’r Polisi**

Mae Ffederasiwn Ysgol Dyffryn Dulas Corris ac Ysgol Pennal yn anelu i ddarparu cwricwlwm Addysg Rhyw a Pherthnasoedd eang a chytbwys sy’n hyrwyddo datblygiad ysbrydol, moesol, diwylliannol, meddyliol, emosiynol a chorfforol bob disgybl er mwyn eu paratoi ar gyfer cyfleoedd, cyfrifoldebau a heriau bywyd fel oedolyn.

Rydym yn cydnabod ein bod yn byw mewn cymdeithas amrywiol ac y bydd disgyblion yn dod o amrywiaeth o gefndiroedd teulu. Bydd ein rhaglen Addysg Rhyw a Pherthnasoedd yn anelu i fod yn sensitif a pharchu gwahaniaethau wrth alluogi disgyblion i ddeall pwysigrwydd amgylchedd sefydlog, diogel a chariadus ar gyfer bywyd teuluol.

Mae Corff Llywodraethol yr ysgol wedi cytuno bod ein rhaglen Addysg Rhyw a Pherthnasoedd yn dechrau yn y Cyfnod Sylfaen ac yn datblygu trwy Gyfnod Allweddol 2. Bydd un aelod o’r Corff Llywodraethol yn cymryd cyfrifoldeb llywodraethol dros Addysg Rhyw a Pherthnasoedd. Cynlluniwyd a darperir rhaglen addysgu’r ysgol yn unol â’r hyn a nodwyd yn:

* Canllawiau Addysg Rhyw a Pherthnasoedd Mewn Ysgolion, 019/2010 (Llywodraeth Cymru, 2010)
* Fframwaith Addysg Bersonol a Chymdeithasol (Llywodraeth Cymru 2008)
* Fframwaith ar gyfer Dysgu Plant 3 i 7 oed yng Nghymru (Llywodraeth Cymru 2008)
* Gwyddoniaeth yng Nghwricwlwm Cenedlaethol Cymru (Llywodraeth Cymru, 2008)

Bydd ystyried i:

* Canllawiau Amddiffyn Plant Cymru (Llywodraeth Cymru,, 2008)
* Canllawiau Parchu Eraill, Atal Bwlio (Llywodraeth Cymru 2011)
* Deddf Cydraddoldeb 2010

Cysylltiad â pholisïau eraill yr ysgol:

* Polisi Addysg Bersonol a Chymdeithasol
* Polisi Gwrth fwlio
* Polisi ymddygiad
* Cynllun Cydraddoldeb yr ysgol

Y Broses Ymgynghori:

Rydym yn ymgynghori â rhieni’r ysgol trwy gynnal noson weithgaredd/gwricwlaidd Addysg Rhyw a Pherthnasoedd yn achlysurol er mwyn sicrhau ein bod yn rhoi cyfle i rieni fod yn ymwybodol o’r rhaglen addysgu.

**2. Nod**

Bwriad ein hysgol yw cynllunio a darparu rhaglen gynhwysfawr o Addysg Rhyw a Pherthnasoedd sy’n rhoi cyfleoedd i ddisgyblion ddatblygu sgiliau a gwybodaeth addas i’w hoed, aeddfedrwydd a’u datblygiad. Dysgir a chefnogir ein disgyblion i gynnal eu hiechyd a’u lles emosiynol a chorfforol, cynnal eu twf a’u datblygiad ac i ddiogelu eu hunain. Nod ein rhaglen Addysg Rhyw a Pherthnasoedd yw:

* Dysgu am gylch bywyd
* Cadw’n ddiogel trwy eu helpu i adnabod ac ymateb i unrhyw ymddygiad annerbyniol posibl gan oedolion a phlant eraill
* Gwahaniaethu rhwng cyffyrddiadau priodol ac amhriodol
* Bod yn ymwybodol o ddiogelwch personol
* Ddeall pwysigrwydd hylendid personol
* Bod yn ymwybodol o anghenion pobl eraill a’u parchu
* Adnabod y nodweddion tebyg a’r gwahaniaeth rhwng eu hunain a phlant eraill
* Cymryd cyfrifoldeb cynyddol dros gadw’r meddwl a’r corff yn ddiogel ac yn iach
* Deall y rhesymau dros y newidiadau corfforol ac emosiynol sy’n digwydd yn ystod glasoed gan gynnwys cenhedliad, beichiogrwydd a genedigaeth
* Deall ystod eu teimladau a’u hemosiynau eu hunain a theimladau ac emosiynau pobl eraill
* Gwerthfawrogi teulu a ffrindiau fel ffynhonnell o gymorth.
* Gwerthfawrogi amrywiaeth a chydnabod pwysigrwydd cydraddoldeb
* Bod yn ymwybodol o swyddogaeth a maint cymharol y prif organau bodau dynol

**3. Cyflwyno’r rhaglen Addysg Rhyw a Pherthnasoedd**

Addysgir Addysg Rhyw a Pherthnasoedd o fewn fframwaith gwerthoedd eang ac ni fydd credoau ac agweddau personol athrawon yn dylanwadu ar yr addysgu. Byddwn yn sicrhau bod yr eirfa a’r termau priodol a gytunwyd yn cael eu defnyddio’n gyson gan athrawon ac unrhyw ymwelwyr sy’n cyfrannu i’r rhaglen.

 3.1 Yn y Cyfnod Sylfaen bydd Addysg Rhyw a Pherthnasoedd yn cael ei gyflwyno trwy agweddau’r cwricwlwm sef: Datblygiad Personol a Chymdeithasol, Lles ac Amrywioldeb Diwylliannol a Gwybodaeth a Dealltwriaeth o’r Byd.

 3.2 Mae Addysg Rhyw a Pherthnasoedd yn ffurfio rhan o ddarpariaeth Addysg Bersonol a Chymdeithasol yr ysgol gyda gwyddoniaeth ac addysg grefyddol yn cyfrannu at agweddau penodol yng Nghyfnod Allweddol 2. Bydd y Cydlynydd Addysg Rhyw a Pherthnasoedd yn gyfrifol am gydlynu Addysg Rhyw a Pherthnasoedd yr ysgol ynghyd a darparu cefnogaeth i’r athrawon.

* Bydd athrawon dosbarth fel arfer yn gyfrifol am gyflwyno’r ddarpariaeth.
* Addysgir Addysg Rhyw a Pherthnasoedd i’r dosbarth cyfan. Os oes angen neu’n briodol bydd sesiwn ddilynol i ferched neu fechgyn yn unig.

 3.3 Cyflwynir y gwersi drwy:

* Sesiynau Amser Cylch
* Pynciau penodol yn y Cwricwlwm Cenedlaethol
* Pynciau trawsgwricwlaidd
* Gyfleoedd anffurfiol
* Eraill

 3.4 Adnoddau a ddefnyddir

* Mat llawr Tyfu i Fyny a’r adnoddau cefnogol perthnasol
* Doliau babanod benywaidd a gwrywaidd ar gyfer y Cyfnod Sylfaen
* Adnoddau Tyfu i Fyny electronig rhyngweithiol i flwyddyn 5 a 6
* DVD Sense Tyfu i Fyny a Chadw’n Ddiogel i flwyddyn 3, 4, 5 a 6
* Eraill

**4. Rheolaeth a threfniant Addysg Rhyw a Pherthnasoedd**

 4.1 Bydd y corff llywodraethol yn monitro gweithrediad y polisi hwn a’i adolygu bob dwy flynedd neu’n amlach os nodir materion gan ddisgybl, staff, rhieni a neu ganllawiau cenedlaethol/sirol.

 4.2 Bydd Pennaeth yr ysgol yn gyfrifol am:

* sicrhau gweithrediad y polisi a darparu datganiad ysgrifenedig i’r Corff Llywodraethol fel rhan o’i adroddiad blynyddol.
* Sicrhau fod canfyddiadau o arfarniadau staff, rhieni a disgyblion yn cyfrannu at broses hunan arfarnu’r ysgol ac at broses adolygu’r polisi.
* Sicrhau bod y staff yn derbyn hyfforddiant perthnasol ar gyfer cyflwyno’r maes yn effeithiol.
* Sicrhau rhannu arferion da, ysgol gyfan, trwy drefniadau arsylwi gwersi a thrafod mewn cyfarfodydd staff er mwyn cyfrannu at broses Hunain Arfarnu’r ysgol.
* Ystyrid cynhwysiad trwy sicrhau na fydd disgyblion sy’n absennol yn colli agweddau pwysig o’r addysgu.
* Hysbysu rhieni os yw eu plentyn wedi colli gwersi Addysg Rhyw a Pherthnasoedd drwy absenoldeb er mwyn eu hybu i roi’r wybodaeth iddynt eu hunain.

 4.3 Bydd y cydlynydd Addysg Bersonol a Chymdeithasol yn gyfrifol am:

* Sicrhau bod pob aelod o’r staff yn ymwybodol o gynnwys y Polisi hwn
* Sicrhau rhaglen addysgu ysgol gyfan sy’n cael ei gyflwyno ar ddechrau tymor yr Hydref
* Trafod gydag arweinwyr pwnc gwyddoniaeth ac addysg grefyddol i sicrhau fod pob gofynion statudol wedi eu cyflawni
* Monitro ac arfarnu’r rhaglen addysgu a’r adnoddau a ddefnyddir
* Ymgynghori gyda’r disgyblion ar y rhaglen addysgu a’r adnoddau a ddefnyddir
* Ymateb i anghenion hyfforddi staff sy’n cyflwyno’r rhaglen
* Cydlynu cyfraniad ymwelwyr sy’n cefnogi’r rhaglen Addysg Rhyw a Pherthnasoedd
* Sicrhau na fydd athrawon yn aros tan ddiwedd tymor yr haf i gyflwyno Addysg Rhyw a Perthnasoedd i flwyddyn 6, gan fod hyn yn aml yn rhy hwyr i rai disgyblion

 4.4 Bydd yr ysgol yn rhoi cyfle i ddisgyblion leisio’u barn ar wersi Addysg Rhyw a Pherthnasoedd a’r strategaethau dysgu ar ddiwedd y rhaglen drwy:

* Trefnu i ddisgyblion blwyddyn 5 a 6 gael mynediad i holiadur arfarnu Tyfu i Fyny a geir ar lein ar Moodle Cynnal
* Rhoi cyfleoedd iddynt arfarnu’r strategaethau dysgu a’r adnoddau a ddefnyddir.

Mae’r rhaglen Addysg Rhyw a Pherthnasoedd ysgol gyfan wedi ei gynllunio o fewn y map cwricwlwm ynghlwm.

**5. Hawliau rhieni i eithrio eu plant:**

Mae gan rieni’r hawl i eithrio eu plant o’r elfennau hynny o Addysg Rhyw nad yw’n rhan o’r Cwricwlwm Cenedlaethol. Os yw rhiant yn dymuno eithrio eu plentyn o’r cyfan neu ran o’r Addysg Rhyw a Pherthnasoedd a ddarperir bydd rhaid hysbysu’r ysgol yn ysgrifenedig.

Os yw rhieni yn eithrio eu plentyn o’r cyfan neu ran o’r Addysg Rhyw a Pherthnasoedd byddwn yn eu hysbysu o’r angen iddynt ystyried trefniadau eraill i helpu eu plentyn dderbyn y wybodaeth y byddent eu hangen.

Os oes gan riant/gofalwyr bryder am gynnwys y rhaglen mae croeso iddynt ddod i’r ysgol i drafod gyda’r Pennaeth/Cydlynydd y maes.

Bydd rhieni yn cael eu hysbysu bod Addysg Rhyw a Pherthnasoedd yn cael ei gyflwyno o fewn cyfnod penodol drwy ddosbarthu taflen wybodaeth neu drwy wefan yr ysgol. Y bwriad o wneud hyn yw annog rhieni i drafod gyda’u plentyn adref. Mae’r trefniant yma wedi ei nodi yn llawlyfr / gwefan yr ysgol. (mae taflen ar gael ym mhecyn Tyfu i Fyny)

6. Gweithdrefnau ar gyfer ymwelwyr ac asiantaethau sy’n cyfrannu at Addysg Rhyw a Pherthnasoedd:

* Bydd yr ysgol yn sicrhau bod ymwelwyr sy’n cyfrannu at y rhaglenni addysgu yn ymwybodol o gynnwys y polisi hwn ac yn cytuno i’w ddilyn.
* Bydd athrawon yn trafod cyfraniadau ymwelwyr cyn iddynt gyflwyno i’r disgyblion er mwyn sicrhau priodoldeb a’u bod yn cydymffurfio a pholisi’r ysgol.

7. Cyfrinachedd

Ni all athrawon gynnig cyfrinachedd diamod. Os yw aelod o staff yn clywed/gweld neu amau rhywbeth sy’n awgrymu fod disgybl mewn peryg o niwed neu achosi niwed i eraill byddant yn hysbysu’r aelod dynodedig o staff sy’n gyfrifol am ddiogelu ac amddiffyn plant.

Os bydd disgyblion yn gofyn cwestiynau am faterion y tu allan i ffiniau cwricwlwm Addysg Rhyw a Pherthnasoedd bydd athrawon yn cydnabod y cwestiwn, rhoi ateb cryno iawn os yn briodol ac awgrymu eu bod yn trafod gyda’u rhieni/gofalwyr os hoffent wybod mwy.

Bydd yr athrawon yn trafod cyfrinachedd gyda’r disgyblion ac yn sicrhau eu bod yn ymwybodol o'r ffiniau drwy:

* Sefydlu cytundeb/rheolau dosbarth er mwyn gosod ffiniau clir er mwyn atal disgyblion rhag rhannu gwybodaeth bersonol yn y dosbarth a sicrhau bod pawb yn teimlo parch ac yn ddiogel (Cytundeb enghreifftiol ar gael ym mhecyn Tyfu i Fyny).
* Gofynnir i’r disgyblion hŷn i beidio â thrafod cynnwys y gwersi gyda disgyblion iau.
* Os codir cwestiynau o natur bersonol bydd disgyblion yn cael eu hannog i siarad â’u rhieni/gofalwyr.
* Bydd y disgyblion yn cael eu hannog i drafod cynnwys y gwersi gyda’u rhieni/gofalwyr.

8. Ateb cwestiynau:

* Bydd athrawon yn ceisio ateb cwestiynau cyffredinol y disgyblion yn onest wrth ystyried eu hoedran a'u haeddfedrwydd.
* Bydd athrawon yn annog y disgyblion i roi eu cwestiynau dienw mewn blwch cwestiynau a bydd cyfle i athrawon baratoi eu hatebion.
* Os nad yw’r athro/athrawes yn methu ateb neu yn gwrthod ateb unrhyw gwestiwn sensitif, anogir y disgybl i siarad gyda’i rhieni/gofalwyr.
* Sicrhau bod y disgyblion yn ymwybodol at bwy i fynd os bydd angen cymorth.

9. Cyswllt Cynradd Uwchradd

Byddwn yn hysbysu Cydlynydd Addysg Rhyw a Pherthnasoedd/Addysg Bersonol a Chymdeithasol yr ysgol uwchradd ddalgylch o’r hyn a gyflwynir o fewn Addysg Rhyw a Pherthnasoedd ein hysgol er mwyn sicrhau bod dilyniant i’r hyn a gyflwynir yn yr uwchradd.

**10. Adnoddau a ddefnyddir:**

* Mat Llawr a’r adnoddau cefnogol perthnasol
* Adnoddau Tyfu i Fyny
* CD Sense ‘Tyfu i Fyny a Chadw’n Ddiogel’

***Sex and Relationships Education Policy***

***Ffederasiwn Ysgol Dyffryn Dulas Corris ac Ysgol Pennal***

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**1.** **Introduction on Policy**

Ffederasiwn Ysgol Dyffryn Dulas Corris ac Ysgol Pennal aims to plan and deliver a comprehensive Sex and Relationships Education programme, which promotes spiritual, moral, cultural, emotional and physical development of every pupil in order to equip them for the opportunities, responsibilities and challenges as adults.

We recognise that we live in a diverse society and that our pupils come from a variety of family backgrounds. Our Sex and Relationships Policy aims to be sensitive and respect differences by enabling pupils to understand the importance of a loving, stable and safe environment for family life.

The schools’ Governing Body has agreed that Sex and Relationships Education will be delivered in the Foundation Phase and develop throughout Key Stage 2.One member of the Governing Body will be responsible for Sex and Relationships Education. The school’s Sex and Relationships Education programme has been planned and is delivered in accordance with:

* Sex and Relationships Education in Schools Guidance 019/2010 (Welsh Government, 2010)
* Personal and Social Education Framework (Welsh Government, 2008)
* Science in the National Curriculum for Wales (Welsh Government, 2008)
* Teaching Framework Children 3 to 7 year old in Wales (Welsh Government, 2008)

**Consideration will be given to:**

* All Wales Child Protection Guidance (Welsh Government, 2008)
* Respecting Others, Anti Bullying Guidance (Welsh Government, 20011)
* Equality Act 2010

**Links to other school Policies:**

* Personal and Social Education Policy
* Anti Bullying Policy
* Behaviour Policy
* School Equality Plan

**Consultation Process:**

We consult with parents through educational/curricular evenings on Sex and Relationships Education on occasions in order to enable parents to be aware of schemes of work.

**2. Aims**

Our school aims to plan and deliver a comprehensive Sex and Relationships Education which provides opportunities for pupils to develop skills and knowledge appropriate for their age, matrity and development. Our pupils will be taught and supported to sustain their emotional and physical health and wellbeing, maintaing their development and to safeguard themselves. The aims of Sex and Relationships Education are to:

* teach about the life cycle
* maintain pupils’ safety by assisting them to recognise and respond to unacceptable behaviour by adults and other children
* differentiate between appropriate and inappropriate touching
* understand the importance of personal safety
* understand the importance of personal hygiene
* be aware and respect other people’s needs
* recognise similar characteristics and differences among themselves and others
* take increasing responsibility for keeping the mind and body safe and healthy
* understand reasons for the physical and emotional changes which take place at puberty, to include conception, pregnancy and birth
* value families and friends as a source of mutual support
* value cultural diversity and recognise the importance of equality of opportunity
* be aware of names, positions, functions and relative sizes of a human’s main organs

**3. Presenting the Sex and Relationships Education programme**

Sex and Relationships Education is taught within a framework of values which will not be affected by the personal beliefs or attitudes of the teachers. We will ensure that the appropriate vocabulary and terminology is used consistently by all teachers and any visitors who contribute to this programme.

 3.1 In the Foundation Phase Sex and Relationships Education is presented in the curriculum through Personal and Social Development, Well Being and Cultural Differences and Knowledge and Understanding of the World.

 3.2 Sex and Relationships Education forms part of the Personal and Social Education provision with aspects of Science and Religious Education contributing to specific aspects in Key Stage 2. The Sex and Relationships Education co-ordinator is responsible for co -ordinating the school’s Sex and Relationships Education in addition to supporting teachers in this area.

* Class teachers are usually responsible for presenting these lessons
* Sex and Relationships Education is taught to the class as a whole. If it deemed necessary, a f ollow on lesson for girls or boys may occur.

 3.3 The lessons are presented via:

* Circle Time sessions
* Specific subjects within the National Curriculum
* Cross curricular subjects
* Informal opportunities
* Other

 3.4 Resources used

* Growing Up floor mat and supporting, relevant resources
* Male and female dolls in the Foundation Phase
* Growing Up electronic, interactive resources for years 5 a 6
* Sense DVD Growing Up and Keeping Safe for years 3, 4, 5 a 6
* Others

**4. Management and Organisation Sex and Relationships Education**

 4.1 The Board of Governors will monitor the implementation of this policy and will review it every two years or more often if issues are raised by pupils, staff, parents and or national/county guidance.

 4.2 The Headteacher is responsible for:

* ensuring the implementation of this policy and providing a written statement to the Governing Body as part of its annual report to parents.
* ensuring that the results of staff, parent and pupil evaluations contribute towards the school’s self evaluation process and to the policy’s review.
* ensuring that staff receive appropriate training in order that they can present this subject effectively.
* ensuring the sharing of whole school, good practice by arranging lesson observation and discussion within staff meetings to contribute towards the school’s self evaluation process
* considering pupil inclusion so that absent pupils do not miss important aspects of this work
* informing parents if their child is absent from Sex and Relationships Education and encouraging them to give the information to the child themselves.

4.3 The Personal and Social Education Co-Ordinator is responsible for:

* ensuring that every member of staff is aware of the content of this policy by
* ensuring a whole school education programme which is presented at the start of the Autumn term
* discussing with Science and Religious Education subjects leaders to ensure that the statutory requirements are met
* monitoring and evaluating the teaching programme and the resources used
* consulting with pupils about the teaching programme and the resources used
* responding to the training needs of staff who present this programme
* co-ordinating the contribution of visitors who support the Sex and Relationships Education programme
* ensuring that teachers will teach Sex and Relationships Education to year 6 before the end of the Summer term as this could be too late for some pupils as they might have already started puberty

 4.4 The school will give pupils the opportunity to evaluate the Sex and Relationships Education and the teaching strategies at the end of the programme by:

* arranging for year 5 a 6 pupils to access to the Growing Up evaluation questionnaire - available from Moodle Cynnal
* giving them the opportunity to evaluate teaching strategies and resources used

The Sex and Relationships Education programme is planned within the atached curriculum map:

**5. Parents’ rights to withdraw their children from Sex and Relationships Education:**

Parents have the right to withdraw their children from aspects of the Sex and Relationships Education which are not part of the National Curriculum. If parents wish to do so they must inform the school of this decision in writing.

If parents decide to withdraw their children from parts or all of the Sex and Relationships Education we will inform them of the need to consider how else their children can access this important information. If a parent /carer is concerned about the lesson content, he/she is welcome to come to the school to discuss further with the Headteacher/School Co- Ordinator.

Parents will be informed when Sex and Relationships Education is being presented via an informative leaflet ( available from the Growing Up resource) or via the school website. The reason for this is to encourage discusson at home. This arrangement is noted in the school handbook/website.

6. Procedures for visitors and other agengies who contribute to Sex and Relationships Education:

* the school will ensure that visitors who contribute to the programme of lessons are familiar with the contents of this policy and agree to implement it
* Teachers will discuss the visitor’s contribution prior to the lessons in order to ensure the appropriateness of content and adherence to the school policy.

7. Confidentiality

Teachers cannot guarantee confidentiality. If a member of staff hears/sees anything suspicious which could suggest a pupil is in danger of harming or being harmed, he/she must inform the school’s designated Safeguarding person.

If pupils ask questions which are beyond the gudelines of the Sex and Relationships curriculum, teachers will acknowledge the question, make brief comment if appropriate and suggest to the pupils that they discuss the matter further at home.

Teachers will discuss confidentiality with the pupils and ensure they are aware of the parameters:

* establish class rules/agreements in order to set clear guidelines about divulging personal information and respecting the feelings of others. ( An exemplar class agreement is available in the Growing Up resource )
* Older pupils are asked not to discuss lesson content with the younger pupils.
* If questions of a personal nature are asked, pupils will be encouraged to discuss such questions with parents/carers..
* Pupils will be encouraged to discuss the lesson content with their parents/carers.

8. Answering questions:

* Teachers will endeavour to answer general questions honestly whilst giving due consideration to the age and maturity of the pupils.
* Teachers will encourage pupils to put anonomous questions in the question box, thus giving teachers time to prepare answers prior to the next lesson.
* If a teacher cannot or will not answer sensitive questions, the pupil will be encouraged to discuss the questionwith parents/carers.
* Ensuring pupils know whom to approach for further advice/support.

9. Primary Secondary Contact

We will inform the Sex and Relationships Education/Personal and Social Education Co-Ordinator in the catchment Secondary School of the primary Sex and Relationships Education content to ensure continuity of course content in the secondary setting.

10. Resources used:

* Floor mat and relevant supporting resources
* Growing Up resource
* Sense CD ‘Growing Up and Keeping Safe’