

Enw'r unigolyn/unigolion â chyfrifoldeb am Addysg Personol a Chymdeithasol yw **Rhian Fidler**.

Cyflwyniad i'r polisi:

Mae YGIH yn cymryd rhan yng Nghynllun Ysgolion Iach ac fel rhan o'r gwaith i ddatblygu Addysg Personol a Chymdeithasol yn adolygu polisi Addysg Bywyd/Rhyw & Pherthnasedd yn y Cyfnod Sylfaen a Chyfnod Allweddol 2 yn rheolaidd.

Mae'r Fframwaith Addysg Personol 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.

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 iddynt 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.

Polisi Datblygiad Personol a Pherthnasoedd

Mae'r polisi yma yn egluro beth sydd yn cael ei ddysgu o fewn gwersi Datblygiad Personol a Pherthnasoedd. Cafodd y polisi ei lunio mewn cydweithrediad â'r rhieni.

NOD

Nod y polisi 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 glasoed wrth ddatblygu sgiliau a hunain barch i fod yn hyderus yn eu harddegau.

Beth ydym am wneud?

Mae'r Polisi yma yn egluro beth mae'r ysgol yn dysgu am ddatblygiadau personol er mwyn i blant yr ysgol fod yn gwybod beth sy'n digwydd i'w cyrff yn ystod glasoed a phan yn hŷn.

Yn dilyn y gwersi byddem yn gwybod:

- Enwau rhannau'r corff er mwyn gwahaniaethu rhwng bachgen a merch
- Beth yw cyffwrdd sydd yn dderbyniol a chyffwrdd nad ydym yn hoffi
- Am y newidiadau corfforol ac emosiynol sy'n digwydd yn ystod glasoed
- Sut mae babi yn cael ei greu a sut mae'n tyfu ac yn cael ei eni
- Am y gwahanol deimladau ac emosiynau sydd yn digwydd yn ystod glasoed
- Sut i gadw'n hunain yn ddiogel
- At bwy i fynd atynt os fyddwn yn teimlo'n annifyr neu yn anniogel.

Sut rydym am wneud hyn?

- Gwneud yn siŵr bod pawb yn gwybod at bwy neu i ble i fynd am help
- Gwneud yn siŵr bod pawb yn gwybod am linell gymorth Childline
- Gwneud yn siŵr bod pawb yn teimlo'n ddiogel
- Gwneud yn siŵr bod yr ysgol yn lle braf a diogel i bawb
- Trafod gyda'r disgyblion beth hoffent ddysgu o fewn Datblygiad Personol a Pherthnasoedd

Byddwn yn dysgu:

- Am gylch bywyd
- Sut i gadw'n ddiogel trwy ddysgu sut i adnabod os oes rhywun yn ein cyffwrdd mewn ffordd nad ydym yn hoffi
- Sut i siarad am rywbeth sy'n ymwneud â'r corff a pherthnasedd heb deimlo'n annifyr
- Enwau rhannau'r corff er mwyn gwahaniaethu rhwng bachgen a merch
- Beth yw cyffwrdd sy'n iawn i ni a chyffwrdd nad ydym yn hoffi
- Beth yw perthynas cariadus
- Newidiadau glasoed
- Atgenghedlu, sut mae'r babi yn tyfu a sut mae'n cael ei eni
- Am newidiadau o fewn teuluoedd
- Sut i ddeall teimladau ein hunain a theimladau pobl eraill.
- Sut i barchu ein hunain ac eraill.

Rhieni a theuluoedd - byddwn yn gadael i rieni a gwarchodwyr wybod am y Polisi yma drwy:

- Rhannu'r polisi trwy wefan yr ysgol neu gael copi o'r ysgol
- Dweud wrthynt fod ganddynt hawl i drafod adref beth sydd yn cael ei ddysgu drwy wersi datblygiad personol a pherthnasoedd.

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. Bydd llythyr yn cael ei anfon i rieni Blwyddyn 5 a 6 o gwmpas wythnos cyn unrhyw wers addysg rhyw a bydd cyfle i rieni i eithrio'u plant o'r gwersi yma. Llythyr i optio allan fydd yn cael ei anfon. Cymerir bod y rhieni o blaid i'r gwersi os na glywir yn wahanol.

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.
- sicrhau bod y plant yn deall y cytundeb dosbarth lle 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.
- annog disgyblion i drafod cynnwys y gwersi gyda'u rhieni/gofalwyr.

Adolygu'r polisi:

Bydd yr ysgol yn trafod y Polisi yma bob 3 mlynedd er mwyn gwneud yn siŵr ei fod yn gweithio'n iawn ac ein bod yn dysgu am bopeth yr ydym wedi ymrwymo i'w ddysgu

Gwybodaeth Atodol Bellach:

Amlinellaid o'r Gwersi / Cwricwlwm ac Amseriad

(Fframwaith Cyfnod Sylfaen/Fframwaith Addysg Bersonol a Chymdeithasol 2008)

Datblygiad Personol a Chymdeithasol, Lles ac Amrywiaeth Ddiwylliannol yn y Cyfnod Sylfaen:

Dylid rhoi cyfleoedd i ddisgyblion:-

- i ddilyn gwersi ACEDD a gwersi'r cwricwlwm - datblygiad personol a chymdeithasol
- 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

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

Addysg Bersonol a Chymdeithasol a Gwyddoniaeth yng Nghyfnod Allweddol 2 (Blwyddyn 3 i 6)

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 3 a 4	Addysg Bersonol a Chymdeithasol	Adnoddau
	Iechyd a lles emosiynol: -deall pwysigrwydd diogelwch personol -deall beth y dylid ei wneud neu at bwy y dylid mynd pan na fyddant yn teimlo'n ddiogel -cymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach -bod yn bendant ac ymwrthod a dylanwad na ddymunir gan gyfoedion a phobl eraill	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>Dinasyddiaeth weithgar:</p> <ul style="list-style-type: none"> -gwerthfawrogi teulu a ffrindiau fel ffynhonnell o gymorth i'w gilydd -deall y manteision o gael teulu a ffrindiau, a'r problemau sy'n gallu codi -deall sefyllfaoedd sy'n esgor ar wrthdaro a natur bwlio -datblygu parch atynt hwy eu hunain ac at bobol eraill -deall eu hawliau -deall y manteision o gael teulu a ffrindiau 	
Blwyddyn 5 a 6	<p>Iechyd a lles emosiynol:</p> <ul style="list-style-type: none"> -deall y rhesymau dros y newidiadau corfforol ac emosiynol sy'n digwydd yn ystod glasoed gan gynnwys cenhedliad - deall ystod eu teimladau a'u hemosiynau eu hunain ac eraill -cymryd cyfrifoldeb cynyddol dros gadw'r meddwl a'r corff yn ddiogel ac yn iach -deall pwysigrwydd diogelwch personol -deall beth y dylid ei wneud neu at bwy y dylid mynd pan na fyddant yn teimlo'n ddiogel <p>Datblygiad moesol ac ysbrydol:</p> <ul style="list-style-type: none"> -deall sut mae gwerthoedd diwylliannol a chredoau crefyddol yn llywio'r ffordd y mae pobl yn byw -gwerthfawrogi amrywiaeth a chydabod pwysigrwydd cyfle cyfartal 	<p>Taflenni o becyn Addysg Bywyd Ysgolion iach:- rheolau/cytundeb dosbarth, cynlluniau gwersi CD Sense, glasoed a hylendid, rhyw, Taflen mapio gwersi pecyn Sense Ffurflen arfarnu gwersi Addysg Bywyd a Pherthnasoedd</p> <p>DVD: 'Growing up and Keeping Safe/Tyfu fyny'</p>

Cyflwyno'r Cwricwlwm Addysg Bywyd/Rhyw a Pherthnasedd yn yr Ysgol:

Cyflwynir Addysg Bywyd i ddisgyblion trwy:

- sesiynau Amser Cylch a gwersi Addysg Bersonol a Chymdeithasol
- trwy bynciau penodol yn y Cwricwlwm Cenedlaethol e.e. Gwyddoniaeth
- ACEDD
- bynciau trawsgwricwlaidd
- gyfleoedd anffurfiol e.e. croesawu mamau i ddod i siarad â phlant am anghenion babanod
- trwy adnoddau amrywiol megis: lluniau, llyfrau, hysbysebion, erthyglau, pypedau, DVD/clipiau, nyrs ysgol.

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 gwybodaeth 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
- ymgynghori â disgyblion
- ymgynghori 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

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 uchod 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)

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.

Name of the individual with responsibility for Personal and Social Education is **Rhian Fidler**.

Introduction to the policy:

Ysgol Gymraeg Ifor Hael is involved in the Healthy Schools Scheme and, as part of the work to develop Personal and Social Education, is reviewing the Life/Sex and Relationships Education policy in the Foundation Phase and Key Stage 2.

The Personal and Social Education Framework (DCELLS) 2008 in the Health and Well-being section, states:

Learners can be helped to maintain their emotional and physical health and well-being, sustain their growth and development, and know how to keep themselves safe. As children and young people develop sexually they need to understand bodily changes, manage sexual feelings and enjoy safe, responsible and happy relationships. Learners can also be enabled to explore their feelings, develop self-awareness and self-respect and develop their self-esteem.

The Consultation Process:

We consult the school's parents during an information evening to ensure that we have given them the opportunity to consider the schemes and express their views before they are delivered.

The school will give KS2 pupils the opportunity to evaluate Life/Sex and Relationships Education on the completion of the programme so as to enable them to express their views on how to adapt the lessons, if necessary.

Policy for Personal Development and Relationships

This policy explains what is taught in Personal Development and Relationships lessons.

The policy was drawn up in collaboration with parents.

AIMS

This Policy explains what the school teaches about personal developments so that children at the school are aware of what happens to the body during puberty and as they grow older. By doing this, the pupils will be able to deal with adolescence better and develop skills and self-esteem to be confident in their teens.

What will the school do?

This Policy explains what the school will teach about personal development to our pupils and what is happening to their bodies during adolescence and older.

Following the lessons, pupils will know:

- the names of parts of the body in order to differentiate between male and female;
- about acceptable touching and about touching that we do not like;
- about the physical and emotional changes that occur during puberty;
- how a baby is created, grows and is born;
- about the different feelings and emotions that occur during puberty;
- how to keep ourselves safe;
- who to go to if we feel uncomfortable or unsafe.

How will we do this?

- By making sure that everyone knows who to go to, or where to go, for help.
- By making sure that everyone knows about the Childline helpline.
- By making sure that everyone feels safe.
- By making sure that the school is a pleasant and safe place for all.
- By discussing with the pupils what they would like to learn within Personal Development and Relationships.

We will learn:

- about the life cycle;
- how to stay safe, by learning how to recognise if someone touches us in a way that we do not like;
- how to talk about anything involving the body and relationships without feeling uncomfortable;
- the names of parts of the body in order to differentiate between male and female;
- about appropriate touching and about touching that we do not like;
- about loving relationships;
- about changes during puberty;
- about reproduction, how a baby grows and how it is born;
- about changes within families;
- how to understand our own feelings and the feelings of other people;
- how to respect ourselves and others.

Parents and families – we will let parents and guardians know about this Policy by:

- sharing the policy through the school website or providing a copy from the school;
- telling them that they are entitled to discuss at home what is taught in personal development and relationships lessons.

Parental rights to withdraw their children:

Parents have the right to withdraw their children from those elements that are not included in the National Curriculum 2008. If parents/guardians have concerns, they are welcome to come to the school to discuss these with the Headteacher. A letter will be sent to the parents of Years 5 and 6 approximately one week before any sex education lesson. Parents are entitled to withdraw their children from these lessons. The letter will be an opt-out letter; unless we are informed to the contrary, we will assume that parents are in favour of their children attending the lesson.

Confidentiality

It should be noted that teachers cannot offer unconditional confidentiality. If the children reveal that they are being abused or say something that causes teachers to think that they are under risk of being abused, they must follow the All Wales Child Protection Procedures.

Monitoring our policy:

The school will discuss this Policy every three years in order to make sure that it is working properly and that we are learning everything that we have committed ourselves to learning.

Further Details:

Outline of the lessons / Curriculum and Timing

Health and Emotional Well-being (Foundation Phase Framework/Personal and Social Education Framework 2008); Foundation Phase Outcomes – Personal and Social Development, Well-being and Cultural Diversity in the **Foundation Phase**:

Pupils should be given opportunities to:-

- to take part in SEAL lessons and the Personal and Social Development curriculum
- 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
- become independent in relation to satisfying their needs in respect of personal hygiene and become aware of personal safety
- ask for assistance when needed
- express different feelings and emotions – themselves and other people
- be aware of other people's needs and respect them
- be responsible for their own actions.

Foundation Phase	
Name parts of the body in order to differentiate between male and female.	Circle Time lesson plans, male/female worksheets, body parts labels, traffic lights
Appropriate and inappropriate touching.	Worksheets from Healthy Schools' Life Education pack:- Circle Time lesson plans, traffic lights, worksheets on touching, worksheets on feelings and secrets, unkind person, who can I tell, myself.

Personal and Social Development, Well-being and Cultural Diversity Key Stage 2 and Science Key Stage 2 (Years 3 to 6)

Pupils should have an opportunity to understand:-

- the physical and emotional characteristics and benefits of a healthy lifestyle
- the reasons for the physical and emotional changes which take place at puberty including 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.

By 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.

Key Stage 2		
School Year	Personal and Social Education	Resources
Years 3 and 4	Health and emotional well-being: <ul style="list-style-type: none">- recognise the importance of personal safety- understand what to do or to whom they should go when they feel unsafe- take increasing responsibility for keeping the mind and body safe and healthy- be assertive and resist unwanted influences from peers and other people	Worksheets from Healthy Schools' Life Education pack:- a good friend, feelings chart, my changing responsibilities, relationships, good/bad secrets, 'Sense' pack lesson mapping sheets

	<p>Active citizenship:</p> <ul style="list-style-type: none"> - value families and friends as a source of mutual support - understand the benefits of families and friends, and the issues that can arise - understand situations that produce conflict and the nature of bullying - develop respect for themselves and others - understand their rights - understand the advantages of having family and friends 	
Years 5 and 6	<p>Health and emotional well-being:</p> <ul style="list-style-type: none"> - understand the reasons for the physical and emotional changes that take place at puberty including conception - understand the range of their own and others' feelings and emotions - taking increasing responsibility for keeping the mind and body safe and healthy - understand the importance of personal safety - understand what to do or to whom to go when feeling unsafe <p>Moral and spiritual development:</p> <ul style="list-style-type: none"> - understand how cultural values and religious beliefs shape the way people live - value diversity and recognise the importance of equality of opportunity 	<p>Worksheets from Healthy Schools' Life Education pack:- class rules/agreement, 'Sense' CD lesson plans – puberty and hygiene, sex, 'Sense' pack lesson mapping sheet, form to evaluate lessons in Life and Relationships Education</p> <p>DVD 'Growing up and Keeping Safe'</p>

Presenting the Life/Sex and Relationships Education Curriculum at the school:

Life Education is presented to pupils through:

- Circle Time sessions and Personal and Social Education lessons
- specific subjects within the National Curriculum, e.g. science
- SEAL curriculum
- cross-curricular subjects
- informal opportunities, e.g. welcoming mothers to come and talk to children about the needs of babies
- various resources such as: pictures, books, adverts, articles, puppets, DVD/video clips, school nurse visits.

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 and understanding, skills and values.

Good practice in Life and Relationships Education programmes:

The school recognises the following as good practice and staff will adopt them as basic principles for Life/Sex and Relationships Education programmes.

- Confident teachers who have received appropriate training.
- Consult with pupils.
- Consult with parents.
- Decide on a basic classroom agreement with the children.
- Distancing techniques.
- Informal/practical teaching methods.
- Group work.
- Teachers ensuring that personal beliefs do not influence the programme.
- Clear guidelines on boundaries and confidentiality.

Guidelines on specific issues – visitors and agencies who contribute to Life/Sex and Relationships

Education:

- The school will ensure that any professional visitors and visitors from the community who contribute to the PSE programmes are aware of this policy and agree to adhere to it.
- Teachers will discuss contributions with visitors prior to their presentations to pupils to ensure that they are appropriate and comply with the school's policy.
- Confidentiality (see below).

Answering Questions:

- Teachers will attempt to answer pupils' general questions honestly, taking the child's/children's age and maturity into account.
- Teachers will use a questions box to provide the children with the opportunity to ask questions anonymously and for teachers to consider questions before responding.
- If a pupil asks questions about values, teachers will refer the child to his/her family and will attempt to avoid giving his/her viewpoint as the only correct viewpoint.
- If the teacher is unable to provide an answer, children are encouraged to speak to their parents.