

ST CLARE'S PRIMARY SCHOOL



RSE POLICY Policy October 2020

Relationships and Sexuality Education (RSE) Policy

Name of school: St Clare's Primary School

Date of policy: March 2019

Members of staff responsible for drawing up policy: Principal Religion Co-ordinator Miss Maguire

Description of Policy Formation and Consultation Process

The Religion Co-ordinators drafted the RSE policy, in consultation with teachers and parents using the revised CCEA 2015 RSE guidance and CCMS Circular 2013.

Legislation and Circulars

This policy was written taking into consideration the following Department of Education Circulars

- 1999/10
- 2001/15
- 2007/06
- 2010/01
- 2013/16
- Community Relations Equality and Diversity Policy

CCEA Documents

- Living Learning Together
- PDMU Understanding Guidance Booklet
- PDMU Understanding Progression Grids
- Active Learning and Teaching methods
- Thinking Skills and Personal Capabilities

Relationships and Sexuality Education (RSE) Policy

School ethos

In St Clare's Primary School our ethos is founded upon Christian principles. Religious education and faith, is an essential and integral part of the life of our school. The person of Jesus Christ is placed at the heart of the education we provide, inspiring and animating every action of the school's life.

We are committed to providing to all pupils, the highest level of pastoral care in a safe, caring and attractive learning environment. We believe in the holistic development of the child and endeavour to nurture their spiritual, moral, intellectual, social, physical and aesthetic capabilities through promoting attitudes and values according to the Catholic tradition.

This policy reflects the ethos of our school.

Rationale

RSE is a lifelong process that involves the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs, morals, and values regarding personal and social relationships.

Sexuality is an integral part of the human personality and it affects our capacity to give and receive love.

Through RSE we endeavour to equip, form and prepare children for life in a moral and spiritual context thus enabling them to make positive responsible choices about themselves and the way they live their lives.

Aims:

The aims of RSE are to:

- Help children to appreciate their worth, dignity and uniqueness as children of God.
- enable children to appreciate that sexuality is a gift from God
- enhance the personal development, self-esteem and well-being of each child
- help each child develop healthy and respectful friendships and relationships
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework
- promote responsible behaviour and the ability to make informed decisions
- help each child come to value family life and marriage

- appreciate the responsibilities of parenthood
- promote an appreciation of the value of human life and the wonder of birth.
- foster and develop mutual respect and understanding.
- develop a respect for difference, gender and race within the school and community.

Objectives

“The Northern Ireland Curriculum aims to empower young people to achieve their full potential and to make informed and responsible decisions throughout their lives. Relationship and Sexuality education is firmly grounded in PDMU, where the central focus is on the emotional development of the child, health and safety, relationships with others, development of moral thinking, values and actions”

The RSE curriculum will enable pupils to:

- acquire and develop knowledge and understanding of self
- develop a positive sense of self-awareness, self-esteem and self-worth
- develop an appreciation of the dignity, uniqueness and well-being of others
- understand the nature, growth and development of relationships within families, in friendships and in wider contexts
- develop an awareness of differing family patterns
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts
- become aware of the variety of ways in which individuals grow and change
- develop personal skills which will help to establish and sustain healthy personal relationships
- develop some coping strategies to protect self and others from various forms of abuse
- acquire and improve skills of communication and social interaction
- acquire and use an appropriate vocabulary to discuss feelings, growth and development.

Skills

The RSE curriculum will enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being. Pupils will also be helped to develop skills to critically evaluate a wide range of information, opinions, attitudes and values.

They will be given opportunities to develop:

- **practical skills** for everyday living; for supporting others; for future parenting;
- **communication skills** - learning to listen, listening to others' points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive;
- **decision-making and problem-solving skills** for sensible choices made in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice; acting responsibly and with initiative as an individual or as a member of a variety of groups;
- **inter-personal skills** for managing relationships confidently and effectively; for developing as an effective group member or leader.

Morals and Values

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they and others are affected by them.

RSE should be tailored to the age, maturity and understanding of pupils. Pupils should be helped to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour. Teachers should however acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth.

Children will be taught RSE within a framework which models and encourages the following values:

- a respect for self
- a respect for others
- non-exploitation in relationships
- commitment, trust and bonding within relationships
- mutuality in relationships
- honesty with self and others
- a development of critical self-awareness for themselves and others

- an exploration of the rights, duties and responsibilities involved in relationships
- compassion, forgiveness, mercy and care when people do not conform to their way of life
- self-discipline
- distinguish between what is right and wrong

Relationships between Home, School and Community

RSE is a lifelong process which begins in the home, however, in view of the significant amount of time children spend in school, parents or carers entrust teachers to help educate their children in this sensitive and important area of their lives.

The effectiveness of our policy and programme depends upon the involvement of teachers, parents, governors and other education and health professionals. Each of these has distinctive contributions to make to our policy. It is our role to assist the work of parents and to teach RSE in a manner appropriate to the emotional and psychological development of the child.

In developing our policy we have consulted parents. A copy of our policy is readily available for parents to consult at any time. We will have regular review of our policy and on-going communication with parents.

Links to other Policies

- Teaching and Learning
- Child Protection/Safeguarding Children
- Pastoral Care
- Health Education
- Anti-bullying Policy
- Positive Behaviour Policy
- Internet Safety/E-Safety Policy
- Emotional Literacy
- Equality, Diversity and Inclusion Policy

Roles and responsibilities

- The Board of Governors examines and ratifies the school's RSE Policy
- It is reviewed during the cycle of each three-year School Development Plan
- The Principal and Senior Leadership Team co-ordinate the school's approach to RSE and consult with the Board of Governors, staff, pupils, parents/carers, and health professionals as appropriate.
- The staff provide a link and have a complementary role with parents/carers and deliver the school's RSE programme within the context of the Northern Ireland Curriculum.

Content / detail

Grow in Love is at the centre of our RSE programme and RSE will be delivered in a holistic, cross curricular way, ensuring that teaching is at all times appropriate to the maturity and understanding of the pupils. Teachers will be ever alert to the personal and emotional circumstances of the pupils. RSE will include the physical and emotional changes that occur at puberty for children in Primary 7 but will not include sex education.

In the summer term of their P7 year children attend a workshop on puberty entitled 'Inside Out' delivered by trained staff in our assembly hall. Only children with written parental/carer consent receive this talk. Course content will be shared in advance with parents both in written form and on request during one-to-one meetings.

Pupils also have the opportunity to provide feedback about the content of the programme of RSE delivered by the school so that it can be responsive to their needs.

Curriculum organisation and delivery

The following outline illustrates the topics covered through the delivery of the Northern Ireland Curriculum in Primary School. Many of the aspects included below are also part of the Health Education curriculum, PDMU, RE, the World Around Us, PE, Drama or in reaction to specific situations. All teachers will deliver the RSE programme.

Within our RSE programme, teachers will enable pupils to develop knowledge, understanding and skills through exploring the following strands:

1. **Self-Awareness**- themselves and personal attributes, their self-esteem and self-confidence and how they develop as individuals.
2. **Feelings and Emotions**- their own and others' feelings and emotions and how they manage their emotions and how their actions affect others. (PDMU, RE programme, Emotional Literacy programme)

3. **Learning to Live**- their dispositions to learning, developing positive attitudes to learning and achievement and effective learning strategies (this will be explored through our PASS data and the mentoring programme)
4. **Health, Growth and Change**- the importance of being healthy, strategies and skills to sustain health, growth and well being (Healthy Living Policy, Health Curriculum, Heart Start First Aid Programme, Inside Out Wonder Of My Being, NI Cancer, Belfast Giants Healthy Eating Programme)
5. **Safety**- how to stay safe in familiar and unfamiliar settings, strategies and skills for staying safe, coping safely with their environment (NSPCC, Road Safety programme, radar Centre, All Stars Resilience programme, Blast Off to Bullies Fronter Room, Heart Start Programme, Medics in Primary School, E Safety monthly code programme, Esafetysaurus, 360 Degree programme, Choices programme, NI Cancer programme on Sun Safety, Dangers of smoking)
6. **Relationships**- their relationships with families and friends, initiating and maintaining mutually satisfying relationships.
7. **Rules, Rights and Responsibilities**- their responsibility to self and others, respect, honesty and fairness, human rights and social responsibility (class and school rules, UNICEF Charter of Rights of the Child- Rights Respecting Schools Programme)
8. **Managing Conflict**- how to respond appropriately to conflict situations. Constructive approaches to conflict, causes of conflict and appropriate responses (Peer Mediation programme)
9. **Similarities and Differences**- similarities and differences between people, valuing and celebrating cultural differences and diversity (Global Policy)
10. **Learning to live as members of the Community**- learning to live as members of the community, playing an active and meaningful role and be concerned with the wider environment (ECO schools programme, Global Policy, Pupil Council, Eco Council, Digital leaders)

The sequence in which ideas are presented below is not intended to imply a teaching order.

Foundation stage and key stage 1 (P1-P4)

Myself

- Myself: how I grow, feed, move and use my senses; caring for myself, for example, hygiene, sleep, exercise
- Naming parts of the body (basic) - developing an agreed language for our bodies
- Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring for myself
- Similarities and differences between myself and others, for example, uniqueness, fingerprints, gender issues, different rates of growth.
- An introduction to the stages of human development - changes as we grow, for example, baby, child, teenager, adult, mother/father, grandparents
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example, what do I do if I feel sad or angry?
- Personal likes and dislikes.

My Relationships

- My family, special people in my life - what they do for me and what I do for them
- Friendships, getting on with each other, for example, communicating, playing together, listening, co-operating and sharing
- Ageing- how do we know that things are alive, dead, young and old
- Loss and mourning - death of a person or a pet (Note: the situations of the pupils should be taken into account prior to introducing this topic)
- Respect and caring for family members and friends, for example, caring for a new baby
- Bullies and what to do about them
- Personal safety - simple skills and practices to maintain personal safety
- The difference between good and bad touches
- Realise that adults and older children are not always friends; the potential danger of relationships with strangers or acquaintances
- Strategies which pupils might use to protect themselves from potentially dangerous situations

My Community/Environment

- Awareness of different types of families and the roles of individuals within families
- Keeping safe, for example, dangerous places, dangerous situations, the adults who will help, how to get help from others
- Rules at home, at school and in the community
- Respect and caring for people in the community, e.g. elderly people

Key Stage 2 (P5-P7)

Myself

- My body, how it works and how to keep it healthy
- The physical, social and emotional changes that occur during puberty (girls and boys)
- Myself and my peers - different rates of growth and physical development, maturity
- Valuing and respecting myself, identifying personal strengths and weaknesses
- Feelings, for example, things that make me happy, sad, excited, embarrassed, angry, scared; expressing our feelings, showing love and affection
- Gender roles
- Making choices - the influences on me and the consequences of actions for oneself and others
- Distinguishing between right and wrong

- Secrets - knowing the difference between good and bad secrets, what to do about bad secrets

My Relationships

- Identifying the positive traits of friendship and their corresponding values
- Differences and similarities in people; the need to respect other people's views, emotions and feelings
- Families and how they behave - what family members expect of each other
- The meaning of friendship and loyalty; making and maintaining friendships and social relationships, for example, identifying and understanding pressures and influences, taking account of other people's point of view
- Handling difficult situations, for example, teasing, bullying, death of a family member
- The meaning of relationships within families, between friends and in the community
- Behaviour - what constitutes appropriate and non-appropriate physical contact
- Identifying dangers and risks within relationships
- Being assertive in defending individual rights and beliefs
- People who can help pupils when they have anxieties, concerns or questions

My Community/Environment

- Appreciation of the family in relation to the school and the wider community
- Cultural differences in families and family relationships
- Helping agencies which can support families and individuals in different circumstance
- Messages and images about health, gender roles and sexuality from the media, family and peers.

Teaching Resources

The selection of teaching resources are consistent with the school's RSE policy and the aims and objectives of the RSE programme.

The CCEA resource *Living Learning Together* helps to support the delivery of the PDMU area of learning. It covers issues and topics related to RSE, particularly in the yellow units.

Connected Learning Opportunities

Children will explore a range of ways of communicating and expressing feelings and develop a vocabulary of feelings and emotions through the Arts including art and design, music and drama. Through Language and Literacy, children

can develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role-play.

Confidentiality and Child Protection/Safeguarding Children

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, Child Protection/Safeguarding Children procedures will be implemented. The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

The child's right to privacy will be respected at all times by both the teacher and all other pupils in the class.

Withdrawal from RSE

Since RSE is a statutory requirement, it is part of our school curriculum. As a school we actively promote the implementation of RSE and strongly discourage withdrawal. The school will, however, take account of parent/carer concerns.

Parents will be provided with teaching materials for home use on request.

Sacredness of life

The value of human life and the uniqueness of each individual will be at the heart of RSE teaching.

Specific Issues

There will be no direct teaching of issues such as homosexuality, AIDS, contraception etc. However, if these issues are raised by pupils, the teachers will address them sensitively in keeping with The Equality Act (Sexual Orientation) Regulations Northern Ireland 2006.

Responding to questions in RSE

There will be occasions when teachers will have to use their own discretion and judgement about how to deal with particular questions. Teachers should exercise their professional judgement: for example, they may need to decide whether it is appropriate to deal with the question in a whole-class forum, through circle-time, or if it may be more appropriate to respond on an individual basis. The teacher may also wish to discuss the question asked with the parents/carers and/ or a senior member of staff to ascertain how they would like to handle the matter.

Use of Visitors

Where appropriate, we may use the skills and expertise of outside agencies and professionals. Where this occurs, the school will be satisfied that contributions from informed outsiders are an integral part of the whole programme and in harmony with the aims and ethos of the school.

Staff Training

Training needs will be considered and will be accessed using the appropriate agencies. Where outside agencies are used for training purposes, their remit will be clear and will reflect the ethos of the school.

Monitoring and Evaluating

The Religion co-ordinators and class teachers will monitor and evaluate the programme, which will include feedback from:

- pupils
- teachers
- parents and
- any outside agencies used

The policy will be reviewed when the complete publication of the new 'Grow in Love' series is complete.

External Agency Involvement

- NSPCC
- Road Safety DOE
- Heart Start Red Cross
- Radar Centre
- NI Cancer
- Beam
- PSNI
- Medics in Primary School
- Barnardos All Star Resilience Programme
- Belfast Giants

The Wonder of My Being Programme Overview

Year One	<ol style="list-style-type: none"> 1. To appreciate that I am a boy/girl. 2. To appreciate that I am part of a family. 3. To understand that I grew in my mother's womb. 4. To learn that Jesus was part of a family. 5. To appreciate that I am special.
Year Two	<ol style="list-style-type: none"> 1. To understand that I needed help with everything when I was a baby. 2. To understand that I have grown and changed since I was a baby. 3. To understand some developmental stages of babies e.g. crawling, walking, talking ... 4. To appreciate that my family loves and cares for me. 5. To appreciate that God chose Mary to be the mother of his son Jesus. 6. To appreciate that Mary and Joseph loved and cared for Jesus.
Year Three	<ol style="list-style-type: none"> 1. To appreciate that people celebrate weddings. 2. To appreciate the qualities that are required for friendship. 3. To appreciate the qualities necessary for family. 4. To appreciate how a mother cares for her new baby. 5. To appreciate that Jesus helped Mary and Joseph at home. 6. To appreciate how we can help at home.
Year Four	<ol style="list-style-type: none"> 1. To appreciate that Mary was told by an Angel that she was to be the mother of Jesus. 2. To appreciate that an Angel appeared to Joseph to tell him he would be the one to care for Mary and Jesus. 3. To appreciate the role of Mary as the mother of God. 4. To appreciate the qualities and values that were part of the Holy Family of Nazareth. 5. To learn the vocabulary associated with pregnancy and birth. 6. To appreciate the preparations that were needed for your birth. 7. To appreciate that family is a gift from God

<p>Year Five</p>	<ol style="list-style-type: none"> 1. To appreciate the uniqueness of each person. 2. To appreciate that we are all created in the image and likeness of God. 3. To appreciate the importance of preparing responsibly for new life. 4. To appreciate the stages of development between birth and two years. 5. To appreciate we change as we grow (2 years – 9/10 years). 6. To be aware of people who help us grow and develop: family, church, medical. 7. To revisit the Sacrament of Baptism so that the children can become aware of their place in God’s family.
<p>Year Six</p>	<ol style="list-style-type: none"> 1. To appreciate that we are made in God’s image and likeness. 2. To appreciate the stages of growth before birth. 3. To recognise significant moments in our lives to date. 4. To recognise that we are created by God and that our bodies are sacred. 5. To recognise that our bodies change as we grow. 6. To appreciate that everyone is part of the body of Christ. 7. To appreciate the values of friendship in our lives. 8. To identify negative behaviour and how it can affect other people.
<p>Year Seven</p>	<ol style="list-style-type: none"> 1. To appreciate that we are called by God. 2. To appreciate the presence of God in our lives as we grow and change. 3. To appreciate the talents that each of us has and consider how we will use these as we grow and change. 4. To appreciate the qualities and characteristics of friendship. 5. To understand the importance of accepting and respecting each other just as we are. 6. To make pupils aware that they are influenced by many different people and things. 7. To appreciate that I can be a good or bad influence others. 8. To help make informed decision about their lives. 9. To enable the children to face future changes with optimism.