

Loughries Integrated Primary School

Relationships and Sexuality Education Policy

June 2016

Mission Statement

Loughries Integrated Primary School fosters a nurturing environment which encourages, supports, develops and challenges each child to reach their full potential. We endeavour to equip our pupils with the skills and qualities needed to work together for a shared future.

1. Introduction

(a) Definition

“Relationships and Sexuality Education” (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school.

Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns affectivity, the capacity to give and receive love; procreation and, in a more general way, the aptitude for forming relationships with others. It is a complex dimension of human life and relationships.

CCEA Guidance for Primary Schools, Relationships and Sexuality Education 2001.

(b) Rationale

Education is concerned with the personal, social, emotional, spiritual and moral development of young children’s lives. The inclusion of RSE within the curriculum is essential in preparing them for their adult life.

Our programme of RSE will not be value free, it will provide a framework of values and ideals within which the children will be given positive messages about family life, relationships and responsibilities reflecting the Christian ethos which permeates the work of the school.

(c) Ethos

The ethos of the school acknowledges the importance of RSE and places great value upon the development of the “whole” individual. We believe in the development of pupils’ confidence, self-esteem, self-respect, self-discipline and awareness of socially acceptable standards. The importance of personal development and being able to behave in a responsible and sensitive manner is paramount and central to the school’s ethos. Showing thoughtfulness and a caring attitude towards others is nurtured in the children and is promoted by all members of staff.

(d) Aims

The aims of RSE are to:-

- Enhance the personal development, self-esteem and well-being of the child
- Help the children to develop healthy and respectful friendships and relationships
- Enable children to learn about human development as appropriate to their age
- Develop responsible behaviour and the ability to make informed decisions
- Help the child to value family life and marriage
- Appreciate the value of human life and the responsibilities of parenthood

(e) Learning Objectives

The RSE curriculum should 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which will help to establish and sustain healthy personal relationships
- Acquire and improve skills of communication and social interaction
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making
- Develop some coping strategies to protect self and others from various forms of abuse

2. Specific Issues

(a) The status of the family (marriage/co-habitation)

The school will promote the institutions of marriage and family while being aware that this is a sensitive issue for some of our pupils.

(b) Confidentiality and Child Protection Issues

In keeping with our Child Protection Policy confidentiality cannot be guaranteed and this must be made clear to children making disclosures. If a child says something or indicates that they or others may be at risk staff will immediately consult with the Designated Teacher for Child Protection and Principal. Further guidance may be sought from the EA Child Protection Officer.

(c) Programme Issues

- Curriculum

RSE is included on a statutory basis within the Northern Ireland Curriculum through PDMU, Health Education, The World Around Us and Religious Education. Health Education is taught mainly through the medium of PDMU in the Personal Understanding and Health strand.

- Parental Involvement

If, however, a parent has any concerns regarding some of the more sensitive areas of the programme they will have the opportunity to discuss these with the Principal or class teacher.

- Programme Content

The following includes extracts from the N.I. Primary Curriculum - Personal Development and Mutual Understanding Strand - Personal Understanding and Health.

Foundation Stage

Self-Awareness – Developing themselves and their personal attributes. Exploring who they are, what they can do, identifying favourite things, what makes them special

Feelings and Emotions – Developing their own and others' feelings and emotions.

- Beginning to recognise how they feel
- Knowing what to do if sad or lonely, afraid or angry
- Telling others about feelings
- Realising what makes people sad or unhappy, recognising how people feel

Health and Safety – Developing the importance of keeping healthy

- Being aware of caring for his/her own body
- Recognising good hygiene practices
- Understanding growth and change
- Exploring appropriate personal safety strategies, Road Safety,
- Medicines and drugs -safety rules

Relationships – Developing their relationships with family and friends.

- Find out about their own family
- Talk about what families do together
- Begin to recognise how they relate to adults and other children
- Identify who their friends are
- Explore what they do together
- Know how to treat others

Similarities and Differences – Developing similarities and differences.

- Begin to recognise the similarities and differences in families and the wider community
- Understand that everyone is of equal worth and that it is acceptable to be different
- Celebrate special occasions

Key Stage 1

Self-Awareness – Developing their self-esteem and self-confidence.

- Feeling positive about oneself
- awareness of own strengths, abilities, qualities, personal preferences and goals

Feelings and Emotions – Developing their own and others' feelings and emotions and how their actions affect others.

- Recognising own feelings and emotions
- Recognising and managing the effects of strong feelings – anger, sadness, loss
- Acknowledging that everyone makes mistakes
- Recognising how they can develop and improve learning

Health, Growth and Change – Developing strategies and skills for keeping healthy

- Recognising and valuing the options for a healthy lifestyle
- Having respect for their bodies and those of others
- Being aware of the stages of human growth and development
- Recognising how responsibilities and relationships change as you grow older
- Understanding medicines and drugs
- Understanding that, if not used properly, all products can be dangerous
- Being aware that some diseases are infectious and some can be controlled

Safety – Developing strategies and skills for keeping safe

- Know what to do or whom to seek help from when feeling unsafe
- Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour
- Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in Road Safety

Relationships – Developing and initiating mutually satisfying relationships

- Examine the variety of roles in families and the contribution made by each member
- Be aware of their contribution to home and school life and the responsibilities this can bring
- Know how to be a good friend
- Understand that they can take on some responsibility in their family and friendship groups

Similarities and Differences – Developing similarities and differences between people

- Appreciate ways we are similar and different
- Be aware of their own cultural and heritage, its traditions and its celebrations
- Recognise and value the culture and traditions of another group in the community
- Discuss the causes of conflict in their community and how they feel about it
- Be aware of the diversity of people around the world

Key Stage 2

Self-Awareness – Developing their self-esteem, self-confidence and how they develop as individuals.

- Developing self-awareness, self-respect and self-esteem
- Confidently express own views and opinions
- Identify current strengths and weaknesses
- Face problems and try to resolve them

Feelings and emotions – Developing their management of a range of feelings and emotions and feelings and emotions of others

- Examine and explore own and others' feelings and emotions
- Recognise, express and manage feelings in a positive and safe way
- Develop insight into potential and capabilities
- Reflect on progress and set goals
- Identify and practise effective learning strategies
- Be aware of different learning styles

Health, Growth and Change – Developing how to sustain their health growth and well-being

- Understand the benefits of a healthy lifestyle
- Recognise what shapes positive mental health
- Know about the harmful effects of tobacco, alcohol and other illicit and illegal substances
- Understand that bacteria and viruses affect health and know that basic routines can be followed to minimise risks
- Know how the body grows and develops
- Be aware of physical and emotional changes that take place during puberty (Y7 only)
- Be aware of the skills and importance of good parenting
- Recognise how responsibilities change as they become older and more independent

Keeping Safe – Developing coping safely and efficiently with their environment

- Develop strategies to resist peer pressure
- Recognise the nature of bullying and the harm which can result
- Become aware of the potential danger from strangers and how their attention can make you uncomfortable
- Recognise appropriate road use
- Develop a pro-active and responsible approach to safety – at home, near water, on the internet, TV etc.
- Know where, when and how to seek help
- Being aware of basic emergency procedures and First Aid (Y7 ABC for Life)

Relationships – Developing initiating and sustaining mutually satisfying relationships.

- Examine and explore the different types of families that exist
- Recognise the benefits of friends and families
- Find out about sources of help and support for individuals, families and groups
- Explore and examine what influences their views, feelings and behaviour
- Consider the challenges and issues that can arise at home; at school and between friends and how they can be avoided, lessened or resolved

Similarities and Differences – Developing valuing and celebrating cultural differences and diversity.

- Examine and explore the different types of families that exist, the roles within them, and the different responsibilities

Terminology

All teachers will use the correct biological terms for the body as appropriate during the teaching of these lessons.

Use of Visitors

Anyone coming into the school to support this programme shall adhere to the school's policies.

The boys and girls in Primary 7 will receive separate lessons as a direct result of parental consultation. These may be given by the class teacher with the possible support of the school nurse programme. As is the case with all visitors parents will be asked to complete a consent form for their child's attendance at any presentation given by outside agencies.

3. Implementation

(a) Monitoring and Evaluating

All teachers will be involved in the monitoring and evaluating of RSE. It shall be monitored and evaluated against the aims of the programme. This shall be based upon evidence of staff, pupil and parent questionnaires.

(b) Staff Training

Where appropriate staff will receive training from doctors, school nurses. This will be in keeping with the ethos of the school and statutory guidelines from CCEA.

Past practice and skills from other areas of the curriculum eg RE, Health Education, PE, The World Around Us will be utilised when possible.

(c) Roles and Responsibilities

1. Board of Governors

Works in collaboration with teachers and parents.

- Examines and approves the policy
- Reviews policy
- Has a sensitivity in a religious and cultural manner
- Ratifies policy and programme

2. Principal

- Consults with Governors, staff, parents and appropriate outside agencies
- Assists RSE Co-ordinator in writing a draft policy to be given to governors, staff and parents
- Assists RSE Co-ordinator in reviewing policy
- Co-ordinates approach to RSE

3. RSE Co-ordinator

- Be familiar with statutory content
- Draw up and review policy
- Contact outside agencies
- Attend relevant training and disseminate to staff
- Monitor programme
- Liaise with Principal in implementing any changes

3. Staff

- Complementary role with parents
- Attend training where and when appropriate
- Planning and implementation of RSE
- Develop a programme of study
- Consultation with pupils

Other Relevant Policies

This policy complements and supports a range of other school policies including:

- Positive Behaviour/Anti-Bullying Policy
- Child Protection Policy
- Pastoral Care Policy
- Special Educational Needs
- Administration of Medicines
- Health and Safety Policy
- e-safety Policy and access to the Internet information
- Intimate Care

It is particularly important for teaching staff to be aware of the fact that physical development may outstrip emotional maturity in the case of pupils with Special Needs and to accommodate this disparity in class lessons and experiences.

Websites

Keeping children safer in the digital world

www.saferinternet.org.uk

UK Safer Internet Centre have produced a range of resources to help schools teach pupils about staying safe online. These resources include a range of games, films, quizzes and advice and are pitched at children between 3–11 years old.

www.thinkuknow.co.uk

Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for parents or carers and teachers, and for children aged 5–7 and 8–10 years old.

www.childnet.com/teachers-and-professionals

Childnet International provides in-depth advice for teachers in their 'hot topics' section, covering issues such as sexting, online grooming, cyberbullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for children of primary school age – this is available at www.childnet.com/resources.

www.kidsmart.org.uk

This website contains useful support for teachers, including resources for teaching children about staying safe online.

Recognising and challenging inappropriate behaviour and touch

www.stonewall.org.uk

This website provides access to many resources on celebrating difference and encouraging respect for one another in the primary classroom setting.

www.endbullying.org.uk

The Northern Ireland Anti-Bullying Forum includes resources on cyberbullying.

Guidance documents

The following guidance documents by CCEA may also be of use to teachers in planning their Relationships and Sexuality Education provision:

- Living Learning Together
- Personal Development and Mutual Understanding Guidance Booklet
- Personal Development and Mutual Understanding Progression Grids
- Active Learning and Teaching Methods for Key Stages 1 & 2
- Assessment for Learning: A Practical Guide
- Thinking Skills and Personal Capabilities at Key Stages 1 & 2

All documents are available at www.ccea.org.uk

[Circular 2015/22 - CCEA Guidance](#)