

# RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

This policy has been formulated using the CEA RSE Guidance Update for Primary Schools (last updated 29/10/19 on the CEA website). It was written by the Pastoral Care co-ordinator in consultation with the teaching staff. It has been ratified by the Board of Governors and will be reviewed on an annual basis. A copy of this policy is available from the school office on request.

## INTRODUCTION

It is a statutory requirement that all schools in Northern Ireland have a 'Relationships and Sexuality Education' (RSE) Policy.

The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure. Relationships and Sexuality Education (RSE) is clearly a part of this general aim.

This Relationships and Sexuality Education Policy supports the values, ethos, and moral and ethical framework of the school and will inform the teaching of Relationships and Sexuality Education. It takes account of The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 (available at [www.legislation.gov.uk](http://www.legislation.gov.uk)) and the relevant sections of UNCRC.

Relationships and Sexuality Education is an integral part of the Northern Ireland Curriculum in both primary and post-primary schools and must be delivered in a sensitive manner, which is appropriate to the age and understanding of pupils (including any SEN) and the ethos of the school.

The provision of RSE is an equal opportunities issue. All pupils have a right to an education, which adequately prepares them for adult life and good RSE plays an integral part. It can have a positive effect on self-esteem. Schools can help to develop their pupils' self-esteem by creating a climate of trust and acceptance in which each person is valued and respected and encouraged to feel good about themselves. Pupils are encouraged to recognise their individual needs, to respect the needs and wants of others, and to develop the skills and self-esteem to become confident adolescents.

RSE in schools can increase informed choice by providing opportunities for pupils to examine their own values and beliefs in the light of those held by others. Deeper understanding of the values and beliefs that they hold can help pupils to clarify why they think and behave as they do, to separate fact from fiction, to recognise prejudice and to respect the views, emotions and feelings of others.

Relationships and Sexuality Education is most effective when it is taught in a sensitive and inclusive manner, and in a way that is appropriate to the child's emotional and physical age and stage of development (taking into account any SEN). All children have the right to quality teaching and learning across the curriculum; Relationships and Sexuality Education is no exception. An absence of such provision may leave children with a learning and skills deficit, making them more susceptible to inappropriate behaviours, sexual abuse and exploitation.

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 sexual identity, relationships and intimacy.'***

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.

Effective Relationships and Sexuality Education is essential if children are to value themselves as individuals and are to make responsible and well-informed decisions about their lives.

Teaching RSE should provide opportunities which enable pupils to:

- Form values and establish behaviour within a moral, spiritual and social framework;
- Examine and explore the various relationships in their personal lives;
- Learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- Build the foundations for developing more personal relationships later in life;
- Make positive, responsible choices about themselves and others and the way they live their lives.

### **AIMS**

Relationships and Sexuality Education in primary schools should provide children with opportunities to:

- value themselves as unique individuals;
- respect themselves and others;
- begin to develop their own moral thinking and value systems;
- learn about friendships, healthy relationships and behaviours with others;
- recognise and communicate their feelings and emotions and those of others;
- learn about the changes that occur as they progress towards adolescence, particularly the emotional and physical changes at puberty;
- have 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;
- learn about keeping themselves safe and know what to do or who to go to if they feel unsafe.

The CEA guidance states that:

‘RSE helps children to keep themselves safer in the digital world. Technology plays an integral role in the lives of many children in Northern Ireland today: they use the internet to watch programmes, play games, listen and download music, carry out research for school, chat with their friends, and make new friends. The 2013 Kids’ Life and Times (KLT) survey, which records the attitudes and views of Primary 7 children across Northern Ireland on a range of issues, reported that 90 percent of children have mobile phones; over 80 percent of these are smartphones with internet access (Ark, 2013). About half of all children surveyed said that they had a page or profile on a social media website, with 21 percent of boys and 11 percent of girls reporting they had completely public profiles (Ark, 2013). In addition, 16 percent of KLT respondents said that they have seen something on the internet that upset them, reinforcing the need for schools to continue to educate children (and parents or carers) about using technology and the online world safely and appropriately (Devine and Lloyd, 2014). However, whilst technological advancements provide many opportunities, along with opportunity comes risk, particularly if the children’s activity is unsupervised (Devine and Lloyd, 2014). Cyberbullying, the use of chat rooms, online grooming and child exploitation, sexting, access to inappropriate content, the acting out of inappropriate sexualised behaviours, and the sending and receiving of explicit images are just some of the ways in which online and digital technology can negatively affect the lives of children.

Through Relationships and Sexuality Education, children should be taught 'keeping safe' messages about how to behave safely and responsibly in the digital world which plays such an integral role in their lives.'

### **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;
- Understand the nature, growth and development of relationships within families, in friendships and wider 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;
- 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 appropriate vocabulary to discuss feelings, sexuality, growth and development;
- Develop a critical understanding of external influences on lifestyles and decision-making.
- Behave safely and responsibly in the digital world.

### **SKILLS**

The RSE curriculum should 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 should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values.

They need 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 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 affect them, and others.

Children should 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.

## **THE SCHOOL ETHOS**

The ethos of our school is founded on principles where tolerance and respect for others is paramount. It is our intention that everyone feels valued and our pupils are encouraged to develop their full potential in a caring and supportive environment. This policy reflects the ethos of Doagh Primary School.

## **RELATIONSHIPS BETWEEN HOME, SCHOOL AND COMMUNITY**

The effectiveness of this policy and its implementation is dependent on a collaborative process involving teachers, parents/carers, governors and other educational and health professionals. Each of the partners has distinctive contributions to make.

Keeping parents/carers informed about the school's provision for health education is a vital element of RSE. Informal sessions may then be arranged so that interested parents/carers could consider issues such as the readiness of children for aspects of the RSE programme, the appropriateness of resources the content and methodologies proposed, and the handling of sensitive topics.

The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles.

Department of Education Circulars providing advice on developing or reviewing their RSE policy is provided in:

- Circular 2013/16.
- Circular 2010/01
- Circular 2015/22

These circulars are available on the Department's website: [www.deni.gov.uk](http://www.deni.gov.uk). Guidance and resources on RSE are also provided at [www.ccea.org.uk](http://www.ccea.org.uk)

## **CROSS CURRICULAR LINKS**

This policy is considered as part of the Pastoral Care policies and reflects the core principles of such. Aspects of RSE are addressed within our Code of Conduct, Intimate Care Policy, Positive Behaviour, Anti-Bullying and Online Safety policies.

In primary schools, RSE builds in a developmentally appropriate way on children's existing knowledge and experience of their bodies, relationships and the world around them. RSE and Health Education are complementary since both emphasise the development of a positive self-image and a respect for self and for others, as well as the provision of appropriate and accurate information.

An RSE programme for primary schools should provide structured opportunities for pupils to learn about:

- Themselves as unique human beings;
- Their spiritual, social, emotional and physical growth;
- Their friendships and relationships with others; and
- The various changes that occur as they progress towards adolescence and adulthood, particularly the emotional and physical changes which occur at puberty.

## **MEETING THE NEEDS OF PUPILS**

To ensure that the learning experiences are effective, positive and relevant to all pupils, the RSE programme should be developmental, accessible and appropriate to the age and maturity of the pupils. It should meet the needs of both genders and be a positive experience for all participants.

## **ROLES AND RESPONSIBILITIES**

- The Board of Governors examines and ratifies the school's RSE policy annually

- The Principal and staff coordinates the school's approach to RSE and consults with the Board of Governors, staff, pupils, parents/carers, and health professionals where 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**

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 ever be alert to the personal and emotional circumstances of the pupils. RSE will include the physical and emotional changes that occur at puberty but will not include sex education. Pupils in Primary 7 will receive 'the growing up talk' in the summer term. This talk is delivered separately to boys and girls. Only children with written parental /carer consent receive this talk. The school nurse and/or a staff member will deliver this talk.

Pupils should 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. In Doagh Primary School this is done through consultation and discussion with P6 and P7.

### **CURRICULUM ORGANISATION and DELIVERY**

The following outline illustrates areas covered through the delivery of the Northern Ireland Curriculum in Doagh Primary School. Many of the aspects 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.

### **FOUNDATION STAGE AND KEY STAGE 1**

#### ***Myself***

- Myself/All about me: 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, 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, 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 what 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. Participate in Anti-Bullying Week and BLUE Day.
- 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**

### ***Myself***

- Healthy Bodies (P5) and Marvellous Me (P6/7), 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.
- 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.
- Identity and belonging – Religion.
- The real me – PDMU.

### ***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 circumstances.
- Messages and images about health, gender roles and from the media, family and peers.

## **SELECTION OF TEACHING RESOURCES**

The selection of teaching resources should be:

- Consistent with the school's RSE policy and the aims and objectives of the RSE programme;
- Consistent with the school's morals and values framework;
- Appropriate to pupils' age, level of understanding and maturity;
- Factually correct and respectful of its audience;
- Likely to appeal to pupils in terms of appropriate language level, images, attitudes and values, maturity, contexts and situations, and the knowledge required;
- Complementary to the existing programmes which the school offers;
- Encouraging consideration of a range of issues, attitudes and beliefs pertinent to the topics covered.

## **TEACHING RSE THE CLASSROOM ENVIRONMENT**

In Doagh Primary School we believe it is essential that teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom needs to promote mutual respect and the dignity of each individual. It is important to create an atmosphere in the classroom which allows all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. Every effort should be made to ensure that the whole group is at ease, with pupils showing respect for each other and realising their responsibilities to each other.

Ground rules should be agreed to help to minimise embarrassment and encourage the respect of each other's opinion. Realistic scenarios, case studies, role-play, drama, videos and stories can be used to enable pupils to discuss issues without personal disclosure.

Important considerations are the:

- Degree of trust, respect and positive regard for pupils;
- Relationships between the teacher and pupils, and between the pupils themselves;
- Need for clear expectations, goals and learning objectives;
- Use of teaching and learning methods which involve pupils actively in their own learning and encourage the consideration of attitudes and values and the ability to make informed and healthy decisions; and
- Need to be aware and take account of the current youth culture.

## **TERMINOLOGY**

In teaching issues related to RSE, teachers will use the correct biological terms for parts of the body, if such arises.

## **SPECIFIC ISSUES**

### **Family Status**

Pupils will be encouraged to appreciate the value of family life. We acknowledge the different family units that are represented in school and will endeavour to treat all situations sensitively.

## **ANSWERING PUPILS' QUESTIONS**

As a school we may need to consider our responses to specific issues. It is increasingly more common for some Key Stage 2 children to offer information and discuss what they watch or hear via the internet or television at home. It is therefore possible that older pupils will raise questions about these issues. Using our 'Worry Boxes', pupils can write down question at any time and post them in the box. This strategy gives members of staff time to consider an appropriate depth of response and, if necessary, to consult with work colleagues or parents.

From an early age, boys and girls learn what is considered to be appropriate behaviour from the significant adults in their lives. It is important that within the RSE programme activities are included to allow all children to talk about their interests, concerns and feelings. Formal and informal opportunities can be used for pupils to explore attitudes, emotions and relationships and stereotyping.

## **CONFIDENTIALITY AND CHILD PROTECTION/SAFEGUARDING**

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. The child's right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that no one will be expected to ask or answer any personal questions. It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life. However:

- Teachers cannot promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported, as appropriate, to his or her parents/carers and/or the principal (See Child Protection Policy).
- The Principal / Designated Teacher for Child Protection must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the school's Child Protection Policy.
- Teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents/carers.
- There will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents/carers to see how they would like the matter to be handled. Teacher colleagues or a member of the school's Leadership Team/Safeguarding Team might also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents/carers;
- Teachers are not medical professionals and will not give detailed personal medication advice to any pupil. Only doctors and health professionals should give medical advice to pupils;
- Teachers encourage young people, where possible, to discuss their concerns with parents/carers.

### **WITHDRAWAL FROM RSE**

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

### **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 Education Authority, Public Health Authority and/or other appropriate health agencies. Where outside Agencies are used for training purposes, their remit will be clear and will reflect the ethos of the school.

### **REVIEW OF THE RSE POLICY**

The RSE policy will be evaluated by the Pastoral Care Coordinator with all staff.

Pastoral Care Co-ordinator: Mrs L Brown

Policy Date: February 2020	Policy Review: February 2022
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## **APPENDIX 1 - Useful resources**

### Keeping children safer in the digital world [www.saferinternet.org.uk](http://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](http://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](http://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](http://www.childnet.com/resources).

### [www.kidsmart.org.uk](http://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.nspcc.org.uk](http://www.nspcc.org.uk)

### [www.safertoknow.info](http://www.safertoknow.info)

The Safeguarding Board for Northern Ireland's (SBNI) website/app contains useful information and resources to raise awareness on child sexual exploitation.

### Sexual orientation, gender identity and homophobic bullying [www.stonewall.org.uk](http://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.the-classroom.org.uk](http://www.the-classroom.org.uk)

This website provides detailed advice on many aspects of teaching and learning to make LGBT people visible in education. It includes presentations, detailed lesson plans and a range of inclusive teaching resources celebrating diversity.