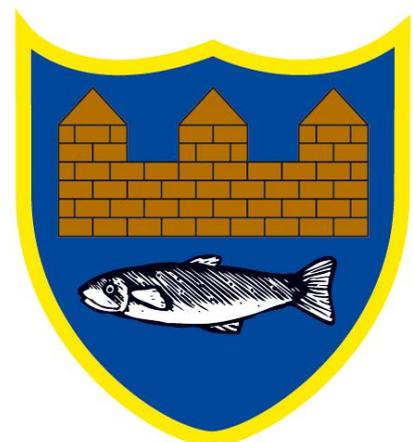


# Portrush Primary School

## PD&MU Policy (including RSE Policy, Heartstart & Cycling Proficiency)

Reviewed May 2017



# **Personal Development & Mutual Understanding Policy (PD&MU)**

*(incorporating Relationships and Sexuality Education)*

**School Motto**      *"Together we shape our future"*

## **Mission Statement**

*Portrush Primary School recognises the unique and distinctive character of each pupil and aims for young people to achieve their potential. Each pupil will be provided with learning opportunities to develop as an individual, as a contributor to society and as a contributor to the economy and the environment. The school will strive to provide pupils with the necessary knowledge and skills to help them make informed choices and decisions throughout their lives.*

## **Ethos Statement**

*In Portrush Primary School the welfare of every child is of paramount importance and so we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop socially, emotionally and physically at their own rate.*

## **Rationale**

*At Portrush Primary School we see **Personal Development and Mutual Understanding** as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain relationships, based on respect for themselves and for others, at home, at school, at work and in the local and wider community. **Personal Development and Mutual Understanding** helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.*

## **Aims**

### **Individual**

- ❖ To increase pupils' self esteem and motivation for learning by developing an awareness of their talents and abilities.
- ❖ To respect others by establishing and sustaining positive relationships and to increase their ability to make informed choices in matters of personal health.
- ❖ To foster a commitment to learning and the ability to demonstrate independence, initiative and perseverance when completing tasks.
- ❖ To understand their distinctive role in life and to develop the personal strengths and resources to deal with any difficulties they may face.

### **Contributor to Society**

- ❖ To promote principles which are based on a Christian society so that pupils may become good citizens and contribute positively to the welfare of the school, the community and the environment.
- ❖ To create in pupils an awareness of their own and other cultures, heritages, peoples and races and to develop concern for the welfare of others.
- ❖ To help pupils appreciate the role and influence of the media within society.
- ❖ To understand the effects of scientific, technological and environmental change and assess the impact of choices they may have to make.

### **Contributor to the Economy and the Environment**

- ❖ To encourage pupils to be enterprising, adaptable and open to new ideas.
- ❖ To enable the children to make balanced and informed economic judgements and be discerning and effective consumers.
- ❖ To begin the process of preparing pupils for the world of work and the enhancement of career opportunities through life long learning.
- ❖ To enable pupils to appreciate, value and respect their environment and encourage them to think globally and act locally.

## **Teaching and Learning**

The PD&MU Area of Learning provides the opportunity for specific attention to be given to emotional development, health and safety, relationships and the development of moral thinking, values and action. In Portrush Primary School PD&MU is carefully planned for through a separate Scheme of Work is included by all teachers in their curricular planners. This planning helps to ensure that the children experience continuity and progression throughout the programme.

The programme for PD&MU is set out in two strands and then developed through more specific themes. These are as follows:

### **Strand 1    *Personal Understanding and Health***

- 1     Self-Awareness
- 2     Feelings and Emotions
- 3     Learning to Learn
- 4     Health, Growth and Change
- 4a    Safety

### **Strand 2    *Mutual Understanding in the Local and Wider Community***

- 1     Relationships
- 2     Rules, Rights and Responsibilities
- 3     Managing Conflict
- 4     Similarities and Differences
- 5     Learning to Live as Members of a Community

Activities in the Foundation Stage aim to enhance the emotional development of children, their understanding of themselves and their relationships with others. This stage builds upon the children's own experiences and understanding from home, pre-school and community. Even though children are at an early stage of their development, a few examples of issues at a global level will be included to encourage their critical thinking.

Children will continue to have these opportunities throughout Key Stage 1 and 2 but opportunities will be provided for the children to progress:

- from learning about themselves as individuals to becoming more aware of others;
- from having a positive attitude about their learning to developing strategies to improve their learning;

- from learning about the healthy options for a healthy, safe lifestyle to respecting their own body by making the right choices; and
- from becoming aware of their relationships with family, friends and others in the community to an appreciation of other cultures in the local and wider community.

PD&MU contributes to and enhances other Areas of Learning, for example:

**Language and Literacy**- by developing a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama and role-play.

**Mathematics and Numeracy**- by counting and sharing, using statistical data to inform PD&MU issues and aspects of financial capability.

**The Arts**- by focusing on aesthetic and emotional development, developing skills through group work and finding a range of ways of communication and expressing feelings and emotions.

**The World Around Us**- by developing insights into their own talents, thoughts and feelings and by comparing and contrasting these with the experiences and feelings of people in other places and times using local and appropriate global examples; by learning about health and safety issues.

**Physical Education**- by developing self-esteem, confidence and an understanding of the relationship between physical activity and good health; by working with others and developing an understanding of fairness and treating them with respect.

**RE**- by considering values and practices that underpin and influence personal and social issues.

Various other programmes in school complement the PD&MU Programme. These include Relationships and Sexuality Education (Appendix 1), how the children are encouraged to play co-operatively with games in the playground and the full range of extra- curricular activities that are offered to the children.

As PD&MU is very much about the development of values and attitudes we feel it is important that the children have opportunities to develop these naturally as a consequence of their own investigations and guided critical reflection on different issues. Learning therefore is primarily of an active nature with children being encouraged to investigate issues for themselves, to suggest solutions and make decisions based on what they have learned. To facilitate this, children will participate in activities such as preparing class charters, Circle Time and close links will be made to Thinking Skills and Personal Capabilities.

Issues such as child protection/safeguarding, relationships and sexuality, diversity, family structures and personal safety will be dealt with in a sensitive way within the curriculum. Staff through development of a Staff Code of Conduct are aware of how to answer difficult questions, use approved language and the importance of choosing appropriate age-related material.

There are many opportunities for PD&MU to be assessed and teachers will choose a variety of relevant techniques and individual or group pieces of work with which to make judgements on children's progress. Formal testing and certificates will be presented for PD&MU activities such as Heartstart (Appendix 2) and Cycling Proficiency (Appendix 3).

### **Leadership**

The Board of Governors in their role of monitoring the School Development Plan will ensure that when PD&MU is a focus action plans are fulfilled and pastoral matters dealt with appropriately.

The Principal will prioritise curriculum and staff development in PD&MU and allocate financial and other resources as appropriate.

The School co-ordinator for PD&MU is Mrs J McNeill and it will be her responsibility to liaise with other teachers in all PD&MU matters.

Miss Lipton will be responsible for Heartstart and Mrs Carruthers for Cycling Proficiency.

### **Equal Opportunities**

All children have an entitlement to access the PDMU curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

### **Links with parents, the community and bodies outside the school**

Parents and families will contribute to the PD&MU programme as issues may arise in the classroom on the basis of children's needs and personal circumstances. In such cases teachers will liaise with parents or carers so that matters are dealt with sensitively and in a fitting manner. Parents will be consulted and informed about any curriculum content that may be sensitive such as RSE. PD&MU may be reported on at Parent/Teacher Interviews and a formal comment will be made on each pupil's Annual Report in June.

As part of the school's PD&MU programme visitors to the school may be involved in delivering certain aspects and when this is the case they will be made aware of relevant values and policies.

Various outside bodies will contribute directly and indirectly to PD&MU e.g.

Health-	School Nurse, Dentist
Education Links-	Psychology, Education Welfare officers,
Safety and Environment-	Department of Environment, Police Service Northern Ireland, Coleraine Borough Council, Royal National Lifeboat Institution, Northern Ireland Fire Service, Ulsterbus etc
Input by local churches-	Clergy, Scripture Union, Pais Team
Charities-	different charities chosen annually

### **Related Policies**

- Safeguarding/Child Protection Policy inc. Intimate Care
- Pastoral Care Policy
- Discipline Policy
- Anti-Bullying Policy
- Drugs Education Policy
- Staff Code of Conduct
- UICT Policy
- Acceptable Use of the Internet and Digital Technologies
- Social Networking Policy
- SEN Policy
- Policy for the Administration of Medicines

### **Appendix 1**

- RSE Policy

### **Appendix 2**

- Heartstart

### **Appendix 3**

- Cycling Proficiency

## **Appendix 1 Relationships and Sexuality Education (RSE)**

### **Relationships and Sexuality Education in the Northern Ireland context...**

RSE is not a new area of the curriculum. The framework for sex education was initially established by the Department of Education for Northern Ireland (DENI) in *Guidance Circular 1987/45*. The main recommendation of this Circular was that each school should have a written policy on sex education which is endorsed by staff and governors and communicated to parents. It also stated "*sex education should be taught in a sensitive manner which is in harmony with the ethos of the school and in conformity with the moral and religious principles held by parents and school management authorities*"

The Education Reform (Northern Ireland) Order 1989 further set out the legislative basis, requiring all grant aided schools to offer a curriculum which ...

- 'promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society ...and...
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

The general principles which underpin our work are those set out in Departmental guidance and the following Circulars:

**Circular 2001/15:** Relationships and Sexuality Education (RSE)

**Circular 2001/15-2:** Guidance for Primary Schools - Relationships and Sexuality Education (RSE)

**Circular 2010/01:** Guidance on Relationships and Sexuality Education (RSE)

**Circular 2013/16:** Relationships and Sexuality Education Policy in Schools

**Circular 2015/22:** Relationships and Sexuality Education (RSE) Guidance

We further recognise the importance of working in partnership with parents/carers in this area of personal development and acknowledge the contribution that can be made by outside agencies with skill and expertise in particular areas of the curriculum (National Society Prevention Cruelty Children, Women's Aid and School Nursing Service).

## INTRODUCTION

School Motto      "Together we shape our future"

### School Mission Statement

Portrush Primary School recognises the unique and distinctive character of each individual pupil and aims for young people to achieve their potential. Each pupil will be provided with learning opportunities to develop as an individual, as a contributor to the economy and environment. The school will strive to equip pupils with the necessary knowledge and skills to enable them to make informed and responsible choices and decisions throughout their lives.

### School Ethos Statement

In Portrush Primary School the welfare of every child is of paramount consideration and we endeavour to create a caring, happy, secure, supportive and stimulating environment where children can develop socially, emotionally and physically at their own rate.

## RATIONALE

The **United Nations Convention on the Rights of Children** states in **Article 28 (Right to Education)** that ...

'All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way - without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.'

The **United Nations Convention on the Rights of Children** states in **Article 29 (Goals of Education)** that ...

'Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular

responsibility to respect the rights of their parents and education should aim to develop respect for the values and culture of their parents.'

### **The Equality Act (Sexual Orientation) 2006:**

These regulations make it unlawful to discriminate in the provision of goods, facilities services, education and public functions on the grounds of sexual orientation.

### **Every School a Good School states that...**

'There are many children for whom school is not just a place to learn but also a safe haven from a difficult and sometimes dangerous home life...

Society is changing rapidly and we must respond to that change to best meet the needs of our children and young people...

Our vision is of schools as vibrant, self-improving, well governed and effectively led communities of good practice, focusing not on institutions but on meeting the needs and aspirations of all pupils through high quality learning, recognising the centrality of the teacher.'

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.

RSE is included on a statutory basis within the NI curriculum and is taught mainly through the subject area of Personal Development and Mutual Understanding. In RSE all pupils will be taught in an atmosphere of mutual respect. The value of a stable family life, marriage and the responsibilities of parenthood will be presented. As they mature, pupils will be encouraged to appreciate the importance of self-discipline, dignity, respect for themselves and others.

Generally RSE will be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain understanding of each other's perspective. All pupils are entitled to this curriculum and it will be developmental, accessible and appropriate to the age and maturity of the pupils. However, from time to time children will work in single gender groups because it may be less embarrassing if specific gender issues are being discussed. For example in Primary 7 the boys and girls will be given the opportunity for separate talks which will be done with the assistance of the School Nursing Service. These will deal with personal hygiene and changes in puberty. This subject will be dealt with in a way that will not just give children factual information but will help them to prepare for change.

Teaching at all times will be appropriate to the maturity and level of understanding of the pupils concerned. Teachers will be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupil's capacity to understand the issues. Staff at all times will deal sensitively with the different family situations that pupils may come from.

If outside agencies are invited into school to assist in delivering the RSE programme then teachers will ensure that the visit complements the ongoing curriculum. Pupils will be prepared for the visit and follow-up activities will be undertaken by the class teacher.

The RSE programme will be available to all children in school regardless of age, culture, disability, gender, religion or social class and the teaching of RSE should provide opportunities which enable pupils:

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

## AIMS

The aims of RSE are to:

- enhance the personal development, self-esteem and well-being of the child;
- help the 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 the child to value family life;
- appreciate the responsibilities of parenthood; and
- promote an appreciation of the value of human life and the wonder of birth.

## 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;
- 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, sexuality, growth and development; and
- develop a critical understanding of external influences on lifestyles and decision making.

## 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 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 will enable pupils to clarify what they believe, why they believe it and develop a respect for and interest in the beliefs of others. Pupils will be provided with opportunities to explore values and attitudes and to consider how they affect them, and others. In Portrush Primary School we will endeavour to lay emphasis on the following morals and values:

- ✓ a respect for themselves;
- ✓ a respect for others;
- ✓ non-exploitation in relationships;
- ✓ commitment, trust and bonding within relationships;
- ✓ mutuality in relationships;
- ✓ honesty with themselves 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; and
- ✓ self-discipline.

### **ANSWERING PUPILS' QUESTIONS**

If pupils raise issues that are offensive to some or beyond the maturity level of the majority of the pupils, staff will not answer in class. If the teacher feels the question was a genuine one, he/she may suggest that the pupil ask his/her parents or, if this is an inappropriate option, the teacher may decide to answer the question in a sensitive manner (which may require the presence of another colleague). If the question asked raises child protection issues, this will be referred to the Designated Teacher for Child Protection.

### **CONFIDENTIALITY AND SAFEGUARDING**

At Portrush Primary School we respect the child's right to privacy. A key rule to agree in advance of any discussion is that no one should feel obliged 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 as teachers we should not promise confidentiality. Staff cannot give a guarantee of confidentiality to pupils around issues relating to child protection. If details are revealed that would lead staff to suspect that any form of abuse is involved, the teacher must follow the child protection procedures outlined in the Safeguarding and Child Protection Policy.

### **SPECIAL NEEDS**

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.

### **SHARING RESPONSIBILTIIY FOR RSE**

- *Relationships between Home, School and Community*

The effectiveness of this RSE policy and programme is dependent on a collaborative process involving teachers, parents, governors and other educational and health professionals. Each of the partners has distinctive contributions to make. Teachers, governors and parents can raise any concerns they might have about RSE issues and the Senior Leadership Team (SLT) will address these or refer to the Board of Governors if necessary.

- ***The Role of the Senior Leadership Team***

A planned, structured and coherent approach to RSE will be sought throughout the school. Implementing this and other related policies will be managed by the member of staff with responsibility for Child Protection and overseen by SLT. Consultation will need to be initiated with governors, staff, parents, health professionals and other relevant community representatives as necessary.

- ***The Role of Governors***

The governors will try to foster and support the development of our RSE policy and similar related policies by collaborating with teachers and parents. They shall facilitate the consultative process whereby the school community can respond and contribute on relevant issues. The governors of the school will seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parents while fulfilling their responsibility to ensure the availability of adequate RSE for all children.

- ***The Role of Teachers***

The classroom teacher has a significant and diverse role to play in the planning and implementation of RSE in the school. At all times the role must be considered to be complementary to that of parents, taking account of the individual needs, age, maturity, stage of development and family background of the child. The class teacher will strive to promote the aims of this policy and other related policies and deliver the requirements of RSE at the level appropriate to their particular class.

- ***Involving Parents***

Our aim is to develop a structure which enables both parents and teachers to work together. The home exerts a major influence on all aspects of a child's life and especially so in the domain of relationships and sexuality. Parents are often concerned about the information their children are receiving from their peers and from social media, television, videos, newspapers and magazines. We will attempt to provide opportunities for pupils to consider this information and ensure they receive accurate information. Where puberty-related changes are being covered with P7 pupils, parents are informed about when these talks will take place, the content to be covered and the activities that pupils will undertake. The first concern of parents is likely to be for the safety and well-being of their children. It is important that if pupils cannot talk or do not wish

to talk to their parents they have access to support from sympathetic teachers at school.

- ***The Rights and Responsibilities of Parents***

Any issues raised regarding the content of an element of RSE or other related programmes will be addressed and resolved in a positive manner as part of the consultation process. Although full consultation may have been undertaken, a parent may still request that their child is excused from participating in some or all of the RSE lessons. In this circumstance, the school will discuss the nature of the parent's concerns, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupil in terms of the parts of the statutory programmes of study which will be missed. The social and emotional effects of exclusion should be considered as well as the likelihood that pupils will discuss the content of RSE lessons outside the classroom.

## **DELIVERING THE RSE PROGRAMME**

RSE will form part of the Personal Development and Mutual Understanding Scheme of Work and at all stages will be relevant and developmental. Teachers will endeavour to create a classroom environment, which is supportive, where self-esteem is fostered and where pupils will feel valued and affirmed. Teachers will provide opportunities for all pupils including those with Special Educational Needs to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. Teaching and learning methods will be used that involve pupils actively in their own learning and pupils will be encouraged to consider attitudes and values so that they develop the ability to make informed and healthy decisions. This will promote behaviour, which will allow pupils to take increasing responsibility for themselves as they grow and develop.

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

**Strand - Personal Understanding and Health**

### **Foundation Stage**

Self-Awareness

- exploring who they are, what they can do, identifying favourite things, what makes them special

## 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

- 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

## **Key Stage 1**

### Self-Awareness

- feeling positive about oneself
- awareness of own strengths, abilities, qualities, personal preferences
- 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

- 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

### Keeping Safe

- recognise the nature of bullying and the harm which can result

## **Key Stage 2**

### Self-Awareness

- 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
- 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

- understand the benefits of a healthy lifestyle
- recognise what shapes positive mental health
- understand about medicines and drugs
- 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

- 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

#### **OTHER RELEVANT POLICIES**

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

- Discipline Policy
- Anti-Bullying Policy
- Safeguarding/Child Protection Policy inc. Intimate Care
- Pastoral Care Policy
- Personal Development and Mutual Understanding Policy and Scheme of Work
- Drugs Education Policy

- Policy for the Administration of Medication
- Social Networking Policy
- Acceptable Use of the Internet and Digital Technologies
- UICT Policy
- Special Educational Needs Policy

## **MONITORING, EVALUATING AND REVIEWING THE RSE POLICY**

The staff in Portrush PS are committed to monitoring and evaluating the effectiveness of this policy. Specifically important to the RSE Programme are:

- pupils' feedback
- staff review and feedback
- parental feedback
- further Departmental guidance and legislative changes

## **Appendix 2 Heartstart**

Heartstart UK is an initiative co-ordinated by the British Heart Foundation to teach the public what to do in a life-threatening emergency. The course is offered to children in Primary 7. The emphasis is on learning practical skills and the programme design provides maximum time for practice and 'hands-on' learning using resuscitation-training manikins.

### ***Learning Outcomes***

- Demonstrate safe approach and assessment
- Make a 999/112 call
- Open an airway
- Check for normal breathing
- Demonstrate the recovery position
- Perform cardiopulmonary resuscitation (CPR)
- Demonstrate the management of choking
- Know how to manage someone with a suspected heart attack
- Know how to deal with serious bleeding

The course usually runs over a period of 6-8 after-school club sessions and is taken by a member of staff who has been trained as a Heartstart instructor.

### **Appendix 3 Cycling Proficiency**

The Cycling Proficiency Scheme is an initiative of the Department of Environment Road Safety Education Officer Service.

The Road Safety Education Officer Service provides the teacher in charge with all the training and resources necessary to allow them to run the scheme with P6/7 pupils. In some circumstances P5s can undertake the training but must be nine years old to be tested. Each child who is trained and reaches the required standard on the day of the test receives a certificate and badge in recognition of their achievement.

The scheme teaches the children how to cycle safely on roads and while they may be successful in the test, they are advised to have an adult to continue to accompany them if using roads. Wearing a cycle helmet is strongly encouraged and pupils receive a certificate for doing this.

Cycling Proficiency Club is offered as an extra-curricular activity at Portrush Primary School to children in Years 7, 6, and 5 (in that order until places are filled). A normal ratio is one teacher to twelve pupils.

Cycling Proficiency takes place one afternoon per week from mid-February until mid-June, until at least ten hours of tuition has been provided and pupils are ready to undertake the test.

Further information is available in the education section of the DOE website <http://www.doeni.gov.uk/>

**Reviewed 2017**