

# Relationships and Sexual Education Policy

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## **Mission and Ethos Statement**

In St Patrick's Primary School, our mission is to educate our pupils to their fullest potential within the framework of Catholic principles and values.

We aim to provide an inclusive, caring and safe environment in which all children can grow in self-esteem, independence and confidence. Our care for the children enables their holistic development; spiritually, physically, intellectually, morally, emotionally and socially. We recognise the self-worth and value of every child, fostering the key values of Catholic education and the promotion of mutual understanding and respect for others.

In order to accomplish this, we seek to create a learning community where children, parents, staff and governors demonstrate a commitment to achieving high standards, mutual care and support of each other.

## **Defining Relationships and Sexuality Education**

Relationships and Sexuality Education (RSE) is about the development of the pupil's knowledge and understanding of himself/herself as a sexual being, about what it means to be fully human, called to live in healthy relationships with self and others, and being enabled to make moral decisions in conscience. RSE should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not simply intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

## **Consultation**

This policy has been developed following the guidelines set out in the Relationships and Sexuality Education (RSE) Guidance Document for Primary Schools: Northern Ireland 2021, Catholic Preschool and Primary School Religious Education Curriculum for Ireland and Council for the Curriculum Examinations and Assessment (CCEA) requirements.

Consultation between parents, pupils, staff and governors was sought to inform this policy. This included:

- Student Council content consultation.
- Parent/Guardian policy and content consultation.
- Board of Governors policy and content consultation.
- Review of RSE curriculum and content with staff.
- Consultation with wider school community e.g. Catholic Schools Trustee Service (CSTS).

## **Dissemination**

The policy will be given to all members of the Board of Governors, and all teaching and non-teaching members of staff. Copies of the document will be available to all parents/guardians along with details of the content of the RSE curriculum on the school's web site and paper copies of the policy and content will be available on request.

## **Implementation and Review of Policy**

Implementation of the policy will take place after consultation with the Board of Governors in the third term of the 2024/25 academic year.

The policy will be reviewed every four years by the Principal/RE Coordinator, teaching staff and the Board of Governors. The next review date is Term 3 of the 2028/29 academic year.

## **Rationale**

In St Patrick's Primary School, we recognise the importance and complexity of RSE. It is a lifelong process which includes the gaining of age-appropriate knowledge, understanding and skills, whilst developing attitudes, beliefs and values about sexual identity, relationships and intimacy.

In today's society young people are often influenced by the mixed messages they receive from the media about relationships and sexuality. This makes it essential to have effective teaching and learning on the subject if they are to make responsible and well-informed decisions.

In our school, the provision for RSE is understood and delivered within the context of our Catholic ethos. The morals and values of our Catholic ethos are the core principles that underpin the teaching of RSE. As a Catholic school, St Patrick's Primary School seeks to ensure that all of its pupils develop to their full potential spiritually, emotionally, intellectually, physically and socially. The RSE programme is an important element in ensuring the holistic development of our children.

## **Statutory Requirements**

The Department of Education Circular 2013/16 states:

"The Department requires each school to have in place its own written policy on how it will address the delivery of Relationships and Sexuality Education".

The circular also states that Relationships and Sexuality Education 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 held by parent(s)/guardian(s)/carer(s) and school management authorities."

This policy also seeks to address the requirements set out in DE Circular 2017/04 'Safeguarding and Child Protection: A Guide for Schools', which states that schools are responsible for developing their own policy on how they will address RSE within the curriculum, based on the ethos of their school and subject to consultation with parents and pupils, with particular reference to its requirements for the Preventative Curriculum.

## **Centrality of Virtue**

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

- A respect for God and creation.
- To be able to distinguish between what is right and wrong.
- A respect for self.
- A respect for others.
- Self-discipline.

- A responsibility for one's own actions, and an understanding of the long-term and short-term consequences of their actions.
- Non-exploitation in relationships.
- Commitment, trust and bonding within relationships.
- A development of critical self-awareness for themselves and others.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.

### **Aims of the Relationships and Sexuality Education Policy**

Our teaching of RSE will enable pupils to consider their beliefs and to develop a respect for the beliefs of others. Our policy aims to:

- Promote a Catholic vision of sexuality that reflects selfless love, respect and commitment within a moral, social, and spiritual framework.
- Support all pupils to recognise their worth, dignity and uniqueness as children of God.
- Help pupils celebrate the God-given gift and sanctity of life.
- Enable pupils to understand that love is the central basis of all relationships.
- Assist pupils to grow in their understanding of how to develop, nurture and sustain healthy and respectful friendships and relationships.
- Help pupils become more confident in listening and talking about relationships.
- Facilitate pupils to identify and manage a range of feelings.
- Promote respect for all individuals regardless of sexual orientation, gender, race or creed.
- Enable pupils to appreciate sexuality as a gift from God.
- Know by name the various parts of the human body.
- Help pupils recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty).
- Help pupils develop healthy lifestyles and learn how to keep themselves safe and to ask for help or advice when needed.
- Foster the growth of values which impact on moral behaviour.
- Help all pupils to value family life in its diversity and the gift of marriage.
- Enhance the personal development, self-esteem and well-being of the child.

### **Objective of Relationships and Sexuality Education**

In line with the school's ethos and CCEA guidelines, the Relationships and Sexuality Curriculum attempts to enable students 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 the diversity of family life and family patterns.
- Use decision making and problem-solving strategies.
- Acquire and improve skills of communication and social interaction.
- Discuss their feelings, growth and development using appropriate vocabulary.
- Develop coping strategies to protect self and others from various forms of abuse (inappropriate behaviours, sexual abuse and exploitation).

## 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.

## Inclusion and Special Educational Needs (SEN)

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## The RSE Curriculum and Delivery of RSE

RSE will have scheduled lessons which take place in each year group throughout the year. In the light of the RSE Policy, and in the context of the ethos of the Catholic school, the statutory requirements for RSE is predominantly taught using the '**Flourish**' resource. This resource has been developed by the Council for Catechetics of the Irish Bishops Conference, with the support of CPSMA. Details of the content of the programme taught in our school can be found in **Appendix 1**.

This programme provides each year group in the primary school with resources to deliver the facts that are necessary to prepare children for life. The resource is tailored to suit the age and maturity of children in each year group. The resource helps to provide a firm foundation for children to build and sustain relationships. It is presented as part of the Religious Education programme and the lessons for each year group are linked to corresponding '**Grow in Love**' lessons. The resource is also linked to other curricular areas, for example The World Around Us and Personal Development and Mutual Understanding (PDMU) using a variety of resources including Living. Learning. Together., Helping Hands etc. and other relevant cross-curricular areas.

For most aspects of RSE children will be taught together. In Primary 6 and 7, the delivery of specific topics of the RSE programme will take place in single gender groups. This may include pupils receiving additional teaching from '**Love for Life**', specifically their '**What's Inside?**' programme. Delivery of this programme will be dependent upon receiving parental consent. The activities of this programme will complement the RSE curriculum.

The RSE curriculum depends on sensitive delivery of the lessons by class teachers. This includes adapting lessons to meet the needs of children with learning difficulties. The teacher will only deliver content he/she is comfortable teaching and deem appropriate for the maturity profile of his/her class. Pupils will be prepared for the class and parents will be informed of content to be delivered, which may be of a sensitive nature.

It is important that within the RSE programmes, activities are included to allow young people to talk about their interests, concerns and feelings. If boys/girls have respect for themselves then ultimately, they will have respect for others.

St Patrick's will review and quality-assure all the resources chosen before they are delivered to the pupils to ensure that they are inclusive and consistent with our moral and value framework.

RSE Teaching Resources will:

- Reflect the ethos of the school;
- Be age appropriate, inclusive and sensitive to the pupils' needs and experiences; and
- Be factually accurate, up-to-date and make clear distinctions between fact and opinion.

Inappropriate images will not be used under any circumstances, and we will ensure that we protect pupils from accessing unsuitable material on the internet. We will inform parents or carers about any materials that pupils will be exposed to, particularly if these are of a sensitive nature.

We encourage active learning strategies e.g. mind mapping, discussion techniques, reporting back, listening exercises, role-play, questionnaires and quizzes.

The Primary Source for the Teaching of RSE include:

- Grow in Love Catechetical Series (Veritas)
- Flourish
- Living. Learning. Together. PDMU programme (CCEA)
- Helping Hands

### **Balanced Curriculum**

While promoting Catholic values and virtues, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues.

Pupils will also receive clear scientific information. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals and how to relate to other individuals in a mature and respectful way.

### **Staff Development and Training**

Training should be organised by the Principal/RE coordinator. Where it is deemed necessary the Diocesan Education Advisors, the Education Authority Advisors and other outside agencies may be consulted.

Dissemination of training can take place during school in-service days. It is essential that training be provided both for:

- a) new staff to the programme; and
- b) new teachers to the school.

It is recognised that no teacher should have to undertake delivery of the RSE programme without adequate training, or of material that they are not comfortable delivering.

## **Roles and Responsibilities for Teaching the Programme**

### **Trustees**

The diocesan bishop has the right of supervision, visitation and inspection of Catholic schools in his diocese, even those established or directed by members of religious orders. He also has the right to issue directives concerning the general regulation of Catholic schools.

### **Board of Governors**

Boards of Governors should ensure that their school has a Relationships and Sexuality Education policy and curriculum linked to their Pastoral Care/Safeguarding and Child Protection policy. This policy and the associated teaching should be the subject to consultation with staff and parents, analysed and ratified by the Governors.

### **Principal and Senior Leadership Team**

It is the role of the Principal to make possible a coherent and coordinated approach to RSE in keeping with the Catholic ethos of the school. The Principal and Senior Leadership Team coordinate the school's approach to RSE and consults the Board of Governors, staff, parent(s)/carer(s) and health professionals, as appropriate.

### **RE Coordinator**

It is essential that the coordinator is respectful and committed to the school's Catholic ethos and the aims and direction of RSE within the school. The RE Coordinator's role includes:

- Upholding and ensuring that the programme is taught in accordance with the school's Catholic ethos;
- Ensuring that the programme is taught effectively and is appropriate to the age and maturity of the pupils;
- Liaising with the Board of Governors, the Principal, the Vice Principal (Pastoral), all staff, parents and health and educational visitors on RSE matters;
- Attending in-service training and disseminating appropriate information to other staff members;
- Organising training for staff as and when appropriate;
- Liaising with outside agencies where appropriate.

### **Designated Teacher/Special Educational Needs Coordinator**

The Designated Teacher and Special Educational Needs Coordinator will provide relevant information which will ensure that the needs of all pupils are met and liaise with parents, particularly of statemented pupils, in ensuring the RSE programme is, where necessary, tailored to meet the children's needs.

### **Parish Priest**

The role of the chaplain is to:

- support the teaching of RSE where possible;
- meet with the RE coordinator to discuss the RSE programme and its delivery in school;
- witness to Gospel values.

## Diocesan Advisor/Diocesan Advisor Support Service

The Diocesan Advisor supports schools in the development and delivery of an RSE policy and programme which reflects the Catholic ethos and respects the wishes of parents. In addition, the Diocesan Advisor will support the RE Coordinator and staff as required.

### Teachers

In line with the guidance as per Relationships and Sexuality Education Guidance Document for Primary Schools: Northern Ireland 2021, every effort will be made, where appropriate and applicable, to uphold the values and Catholic ethos of St Patrick's, whilst respecting each member of our whole school community.

Teaching staff will deliver the RSE programme using the agreed resources and keep parents fully informed about the content of the programme through curriculum meetings and any other appropriate means.

### Parents/Carers

As parents/carers are the primary educators of their children, they have a key role in education concerning relationships and sexual education. Parents and carers will be informed of the content, timing and the delivery of the RSE programme in order to enable them to support the work of the school. Parents/carers will play a complementary role and will support the school by following up on issues raised during lessons.

In all instances parents' wishes will be respected and accommodation will be made for any parent who wishes to have his/her child withdrawn from the RSE programme.

### Use of Outside Agencies

Where appropriate, the skills and expertise of outside agencies and professionals may be accessed, for example the 'What's Inside?' workshop for Primary 7 pupils delivered by 'Love for Life' (see Primary 7 parents' letter **Appendix 2**). Delivery arrangements, such as single gender class or mixed gender class, will be considered as appropriate dependent on content.

Where this occurs, we will be satisfied that contribution from informed outsiders is an integral part of the whole programme and in harmony with the aims and ethos of the school. We will ensure that all teaching is rooted in Catholic principles and practice. This will have been preapproved by the Principal/RE coordinator. The RE coordinator and teachers involved in the delivery of RSE will ensure that resource materials obtained from other agencies and presentations by outside speakers are in harmony with the ethos of the school.

Any outside agency/individual delivering a support session in a school will:

- Receive a copy of the school's Relationships & Sexuality Education Policy;
- Be made aware of and adheres to the school's Child Protection Policy;
- Agrees to respect the ethos of the school;
- Be made aware of the issues around confidentiality;
- Is vetted as appropriate.

Parents will be made aware of the type of activities which will take place to ensure they have opportunity to raise any concerns they might have before the visit. We hope this will have the added benefit of keeping parents/carers informed, and strengthen links between home and school.

During the session class teachers will be present where possible. Afterwards, the teachers will provide students with the opportunity to discuss their experience(s) and honestly evaluate the session(s). We will use student feedback to inform future planning and provision along with any evaluation carried out by the outside agency/individual.

## **Definitions**

### **Relationships and Sexuality Education**

Relationships and sexuality involve the whole person and impact on the physical, spiritual, social, psychological and cultural aspects of each person. The gift of sexuality shapes relationships through the qualities of love, respect and future new life.

**Sexuality** is a gift from God. Our faith leads us to a sense of belonging and identity and of being connected to others, the world, God and ourselves.

**Morals:** These are essentially linked with behaviour and what we actually do. They are also directly connected with experience and faith.

**Ethic(s):** refers to a systematic structure such as the 'Christian Tradition', which provides a particular lifestyle with corresponding and inherent values.

**Values:** These are the characteristics of good moral behaviour, for example, respect for self and others, honesty with self and others.

## **Specific Issues**

### **The status of the Family**

The model of family life and marriage remain at the centre of the RSE policy, particularly as it is taught through Religious Education while linking up with other curricular disciplines. There is also an inherent sensitivity to the social change and family make-up today.

### **The Virtue of Chastity**

In line with the ethos of the school and Christian morals, sexual abstinence before marriage and fidelity within it, will be presented as a positive, desirable and achievable option.

### **Sacredness of Life**

Life from the very moment of conception is sacred and this tenet of belief is reflected in RSE and based upon moral and spiritual principles, in no way can that life ever be compromised.

### **Sexual Orientation**

All pupils have the right to learn in a safe environment, to be treated with respect and dignity and not be treated any less favourably, or isolated in any way on the grounds of their actual or perceived sexual orientation. Antagonism/bullying or other forms of abuse against pupils who reveal that they are homosexual will not be tolerated by the school. Respect for all people regardless of sexual orientation will be promoted in line with the school ethos – no pupils should be isolated on the grounds of their sexual orientation. Pupils have the right to hold different views/lifestyles in a peaceful manner.

The Catholic ethos of the school ensures that gospel values, inclusivity, equality and respect for all and the right of everyone to learn in a safe and secure environment where all are treated with respect and dignity. The ethos of a Catholic school supports the guidance produced by the

Equality Commission on eliminating sexual orientation discrimination. This guidance relates to the Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 and the guidance from the Equality Commission in March 2009.

Bullying behaviours on the grounds of sexual orientation is as unacceptable as it is in any other situation where someone is mistreated or bullied because of their differences from those who are perceived to be the majority. All issues relating to bullying on the grounds of sexual orientation will be dealt with appropriately in line with the school's Addressing Bullying Policy.

### **Pastoral Care of young People with Gender Dysphoria**

The disclosure of gender dysphoria by a child or young person is first and foremost a pastoral and welfare issue. As such, the priority of the school is to create a safe environment in which the vulnerable child can receive the support that they require.

### **Confidentiality**

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". 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.

### **Homosexuality**

Most children will be aware of the language relating to homosexuality. Rather than deliberating on the topic of homosexuality, which is really a post-primary issue, it may be important to look at issues related in the context of bullying and the use of names.

### **Withdrawal from RSE**

The NI Curriculum Relationships and Sexuality Education Guidance 2015 states that: Whilst Relationships and Sexuality Education is a statutory component of the Northern Ireland Curriculum, parents or carers have a right to have their children educated in accordance with their wishes. Therefore, whilst 'there is no legislative provision permitting parental withdrawal from sex education', schools can grant these requests on an individual basis. This may require the student going to another class for the duration of the lesson. We will take account of parental/carer concerns and treat issues on an individual basis and support and allay concerns. Students will be provided with the teaching materials for home use on request and with the proper guidance.

### **Terminology**

The acquisition of appropriate language in RSE is crucially important to enable children to communicate confidentially about themselves and their relationships. In acquiring appropriate vocabulary, related to growing up, physical changes and feelings, the child obtains a means by which these issues can be discussed. The use of proper biological terms will be encouraged from the earliest age so that embarrassment, misunderstanding, anxiety and unease are reduced and children become comfortable with these words and their meaning. One of the main objectives of our RSE programme is to provide the children with language through which they may seek clarification, ask questions and discuss aspects of their growth and development.

### **Emotional and Physical Changes**

Emotional and pubertal changes are caused by hormonal activity; relations with parents can diverge with an increase in communication difficulties. Children can begin to view themselves in an adult world and yet are very much children.

## **Digital Safety**

The RSE Programme will teach students how to safely navigate the digital world. Technology plays an integral role in the lives of students which poses both opportunities and risks. The RSE Programme will raise awareness of potential threats or dangers posed by the Internet such as sexting, cyber-bullying, pornography, abuse and exploitation. Students will explore the implications of the law, the strategies they can use to protect themselves and where they can access advice and support if they are at risk.

Staff and governors receive E-Safety training in August. There is a whole school through Internet Safety Day annually and bulletins are shared with parents on the school website.

## **The Management and Coordination of RSE in the School**

- The RE Coordinator, Mr Dinsmore, will have responsibility for coordinating the delivery of the RSE programme and for monitoring its delivery.
- The SENCO will advise on how the specific needs of some learners can be most effectively met.
- The RSE programme will be delivered through the Grow in Love Series and Flourish Resource Primary 1-7.
- The RE Coordinator will gather and disseminate relevant information on RSE issues to inform planning and to ensure relevance. This will include the provision of training to staff as required. The Down and Connor Catholic Schools' Support Service will provide support and guidance to the RSE Coordinator and will be available also to assist with the delivery of in-service training.
- The RSE programme will ordinarily be delivered in mixed gender classes. The school will exercise its discretion when considering the delivery of some elements of the Primary Six and Seven programmes and may arrange for delivery those aspects of the programme to single sex groups.

## **Assessment of RSE**

The nature of RSE is strongly orientated towards Personal Development which does not necessarily lend itself to summative assessment. RSE is not easily measurable as it is qualitative rather than quantitative.

## **Links to Other Relevant Policies and Education Areas (Cross-Curricular)**

- Addressing Bullying Policy
- Curricular Policies
- Drugs Policy
- E-Safety and Acceptable Use Policy
- Homework Policy
- Religious Education Policy.
- Pastoral Care Policy
- PDMU
- Positive Behaviour Policy
- Safeguarding and Child Protection Policy
- Special Needs and Inclusion Policy

- The World Around Us

## **Boundary Setting**

It is essential to set parameters for the teaching of sensitive issues. Having an agreed Code of Conduct will ensure that the right to privacy for both student and teacher is respected at all times. In terms of such a Code of Conduct, we will:

- 1) Teach the fundamental principle of respect for human persons.
- 2) Challenge any discriminatory remarks.
- 3) Deal firmly with any acts of bullying, including homophobic, transphobic and cyberbullying.
- 4) Follow school procedures for accessing outside support for any student requiring additional help.
- 5) Support the parents who may want to speak to someone at the school about one or more of these issues.
- 6) Arrange a meeting with the parents and relevant support agencies to consider any appropriate measures of support that may be needed to ensure the needs of the student are met.
- 7) Follow school procedures for monitoring the well-being of student(s).
- 8) Provide time and safe spaces for young people, in an age and stage appropriate way, to engage at a deep level with these issues, to dialogue with their peers and their teacher around them and to be invited into a rich understanding of the Church's teaching in these areas.

## **Responding to Pupils' Questions and Sensitive Areas**

Whilst it is important to create an environment in which pupils can discuss issues openly, teachers may not always be able to answer all questions about issues and should set appropriate boundaries. Teachers should use their professional judgement, guided by the age of the pupils and the RSE curriculum. Any advice provided and the way teachers respond should support the role of the pupils, parents or carers and reflect the ethos of the school.

All staff teaching RSE related issues should use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang should be avoided.

Teachers should remember that, as they are not medical professionals, they must not give personal medical advice to any pupil. Teachers must advise pupils to seek advice from parents or carers and health professionals. If any question asked raises child protection issues, this should be referred to the designated teacher for child protection.

Teachers are encouraged not to undertake delivery of any material that they are not comfortable delivering.

## **Monitoring and Evaluating**

The policy will be reviewed every four years by the Principal/RE Coordinator and members of teaching staff as part of ongoing evaluation of the school's policies and procedures. The Board of Governors will have due regard to any updated guidance issued by the Department of Education (DE), Council for the Curriculum, Examinations and Assessment (CCEA) and/or the Catholic Schools' Support Service and revise the policy in light of this guidance as required.

A copy of the policy is readily available to parents on the school website or a paper copy is available on request. The RSE content taught in each year through the Flourish resource can be seen in **Appendix 1**.

The next review date will be April 2029.

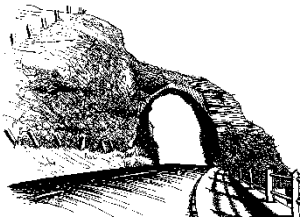
## Appendix 1 - St Patrick's Primary School Flourish Resources Overview and Content

Lesson	Foundation Stage		
	Primary 1		Primary 2
1	I Am Me* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-1-Lesson-1.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-1-Lesson-1.pdf</a>		Growing and Changing* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-2-Lesson-1.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-2-Lesson-1.pdf</a>
2	I Have A Family* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-1-Lesson-3.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-1-Lesson-3.pdf</a>		My Family* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-2-Lesson-3.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-2-Lesson-3.pdf</a>
3	I Have Friends* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-1-Lesson-4.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-1-Lesson-4.pdf</a>		I Can Make Choices* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-2-Lesson-4.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-2-Lesson-4.pdf</a>
	<b>Personal Understanding and Health</b>	<b>Mutual Understanding in the Local and Wider Community</b>	<b>Personal Understanding and Health / Mutual Understanding in the Local and Wider Community</b>

Lesson	Key Stage 1		
	Primary 3		Primary 4
1	I Am Unique* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-3-Lesson-1.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-3-Lesson-1.pdf</a>		The Wonder of New Life* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-4-Lesson-1.pdf#">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-4-Lesson-1.pdf#</a>
2	My Body* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-3-Lesson-2.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-3-Lesson-2.pdf</a>		We Have Feelings* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-4-Lesson-2.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-4-Lesson-2.pdf</a>
3	My Family Loves Me* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-3-Lesson-3.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-3-Lesson-3.pdf</a>		Friendships and Fairness* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-4-Lesson-3.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-4-Lesson-3.pdf</a>
	<b>Personal Understanding and Health</b>	<b>Mutual Understanding in the Local and Wider Community</b>	<b>Personal Understanding and Health / Mutual Understanding in the Local and Wider Community</b>

	<b>Key Stage 2</b>		
	<b>Primary 5</b>	<b>Primary 6</b>	<b>Primary 7</b>
<b>1</b>	Making the Right Choices* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-5-Lesson-2.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-5-Lesson-2.pdf</a>	Feelings* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-6-Lesson-1.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-6-Lesson-1.pdf</a>	Puberty* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/05/Primary-7-Lesson-1.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/05/Primary-7-Lesson-1.pdf</a>
<b>2</b>	Positive Role Models* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-5-Lesson-3.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-5-Lesson-3.pdf</a>	Bullying* <a href="https://catholiceducation-ni.org/wp-content/uploads/2023/05/Primary-6-Lesson-2.pdf">https://catholiceducation-ni.org/wp-content/uploads/2023/05/Primary-6-Lesson-2.pdf</a>	Emotions and Relationships* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-7-Lesson-2.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-7-Lesson-2.pdf</a>
<b>3</b>	Why Have Rules* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-5-Lesson-4.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-5-Lesson-4.pdf</a>	Environmental Care* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-6-Lesson-4.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-6-Lesson-4.pdf</a>	Body Changes* <a href="https://catholiceducation-ni.org/wp-content/uploads/2023/06/Primary-7-Lesson-5.pdf">https://catholiceducation-ni.org/wp-content/uploads/2023/06/Primary-7-Lesson-5.pdf</a>
<b>4</b>			It's OK to Say 'No'* <a href="https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-7-Lesson-8.pdf">https://catholiceducation-ni.org/wp-content/uploads/2022/04/Primary-7-Lesson-8.pdf</a>
	<b>Personal Understanding and Health</b>	<b>Mutual Understanding in the Local and Wider Community</b>	<b>Personal Understanding and Health / Mutual Understanding in the Local and Wider Community</b>

## Appendix 2 – What’s Inside? Parental Permission Letter



### St Patrick’s Primary School

Every Child Matters,  
Every Moment Counts.

244 Garron Road  
Glenariff  
County Antrim  
BT44 0RB

Telephone: 028 2177 1619  
Principal: Mark Dinsmore

Tuesday 18<sup>th</sup> March 2025

### What’s Inside? – Parental Permission

Dear Parent(s)/Guardian(s),

I am writing to let you know about a Workshop the Down and Connor Catholic Schools' Support Service has helped the school organise for our Primary 7 pupils and their teachers entitled *What's Inside?* This Workshop is delivered by *Love for Life* – an organisation with a long-standing reputation for engaging effectively in the specific area of RSE.

The 3-hour presentation is a comprehensive and interactive workshop designed to prepare 10–11-year-olds for both the physical and emotional changes of puberty, exploring the changes associated with the transition to post-primary school, as well as recognising the importance of building healthy relationships. The session is set within a spiritual and moral context and links up with *The Wonder of My Being* and *Grow in Love* programmes.

I am therefore writing to ask if you would consider giving permission for your child to attend the Workshop which will be held on:

**Date:** Friday 4<sup>th</sup> April 2025

**Time:** Beginning at 9.30am

**Venue:** St Mary’s Parish Centre, Cushendall

I would be grateful if you could complete and return the attached reply form by Friday 21<sup>st</sup> March.

If you have any queries, please don’t hesitate to contact me.

Yours sincerely,

Mr M Dinsmore  
Principal  
St Patrick’s Primary School

✂-----

### Reply Form for ‘What's Inside?’ Primary 7 Workshop

(please ✓ appropriate box)

I hereby give permission for my child to attend the Primary 7 Workshop.

I prefer for my child not to attend the Primary 7 Workshop.

Child’s name: .....

Signed: .....

Parent/Guardian