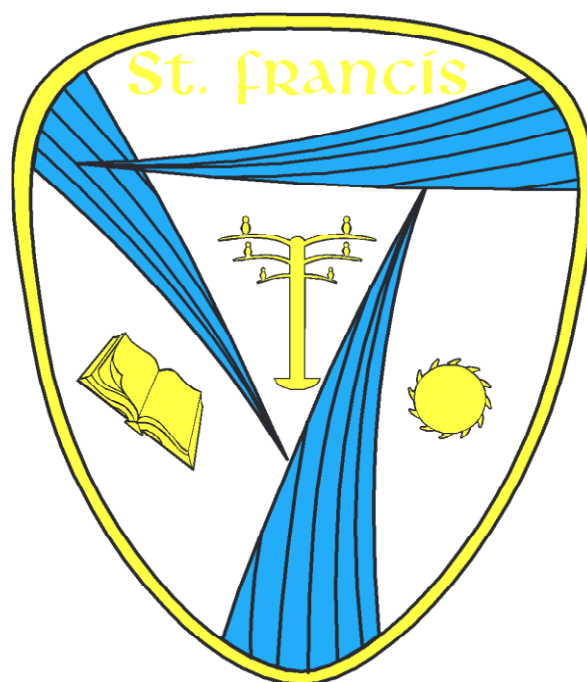


# St Francis' P.S./ Bunscoil Naomh Proinsias

## Relationships and Sexuality Policy



## AIM

Relationships and sexuality is a major issue for young people.

This relationships and sexuality policy outlines our collective approach to educating our pupils about their physical, moral and emotional development.

## RATIONALE

At St. Francis PS/Bunscoil Naomh Proinsias Relationship and Sex Education (RSE) is underpinned by the ethos and values of our school and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community, including the Catholic Church, to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

OUR school teaches RSE within the following moral and values framework based on the following principles:

- Self respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.
- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of stable loving relationships

## LEARNING INTENTIONS

We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality. We teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This prepares our pupils for the opportunities, responsibilities and experiences of adult life.

### Attitudes and Values

- to learn the value of respect, love and care
- to learn to value and respect ourselves and others
- to develop an understanding and valuing of diversity
- to promote a positive attitude to healthy lifestyle and keeping safe
- to develop an understanding of the value of family life and an appreciation of the many different types of family.

### Personal and Social Skills

- to learn how to identify and manage emotions confidently and sensitively
- to develop self-respect and empathy for others
- to develop communication skills with peers, school and family
- to learn how to assess risk and to develop strategies for keeping safe
- to develop the ability to give and secure help
- to develop an understanding of difference and an absence of prejudice.

### Knowledge and Understanding

- to recognise and name the main external parts of the body including agreed names for sexual parts
- to know the basic rules for keeping themselves safe and healthy
- to know about human life processes such as conception, birth and puberty
- to develop an understanding of the physical and emotional aspects of puberty
- to know who can provide help and support.

## PREVENTATIVE WORK:

In delivering RSE, we will primarily undertake preventative work. This includes engaging with external agencies including:

- Childline/NSPCC
- Northern Ireland Anti-Bullying Forum

- Barnarods 'Time 4 Me' counselling service
- Women's Aid (Helping Hands)
- Love for Life
- The Rainbow Group
- PSNI, Ni Fore and Rescue Service
- KOI (Knowing Our Identity)
- CAMHS (Child and Adult Mental Health Service)
- SELB PPDS services
- VOIYPIC (Voice Of the Individual or Young Person In Care)
- Family Support Hub

## SPECIFIC ISSUES WITHIN RSE WORK

### **a. What kind of language will be considered acceptable and appropriate for use in RSE lessons?**

All Staff will

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
- Avoid the use of any slang.

### **b. Safeguarding:**

RSE may bring about disclosures of safeguarding children issues and all staff are conversant with the policies and procedures for reporting their concerns.

### **c. Confidentiality:**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they talk to the named child

## PARENTAL PARTNERSHIP

We recognise that parents have the prime responsibility for bringing up their children and we will therefore seek to ensure that our RSE programme complements and is supportive of the parents' role.

## RELATED SCHOOL POLICIES

This policy is set within the broader school context of our Pastoral Care and as such should be read in conjunction with the following school policies / and other aspects.

- Child Protection Policy

- Administration of Medication Policy
- Positive Behaviour Policy
- UICT policies

<b>MONITORING AND EVALUATION OF RSE POLICY</b>
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**Date of completion:**                      **October 2017**

**Date of 1<sup>st</sup> review:**                      **October 2019**

**Next review due:**                      **October 2021**

**Signed Chair of Governor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**(Appendices A and B)**

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. We ensure contracts are drawn up to inform all contributory parties

**SERVICE LEVEL AGREEMENT FOR USE WITH EXTERNAL AGENCIES WORKING IN SCHOOLS**

I/We have read the school ethos and policies of \_\_\_\_\_  
agree to formally adhere to their ethos and policies:

- in working with young people and
- in the delivery of the programmes outlined below:

\_\_\_\_\_  
\_\_\_\_\_

I/We am/are, willing to provide *full* details of material content to:

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies

and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.

I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed \_\_\_\_\_ (External Agency)

Dated \_\_\_\_\_

Countersigned: \_\_\_\_\_ (Principal/Board of Governors)

Dated \_\_\_\_\_

**CHECKLIST FOR USE OF SCHOOLS DESIGNATED CHILD PROTECTION OFFICER TO VET  
EXTERNAL AGENCIES WORKING IN SCHOOLS**

- Accredited Body
- Copy of Mission Statement
- Personnel to be used: Police Check  
Official Qualification  
Key Person
- All statutory requirements fulfilled: i.e. Health and Safety Policy, etc.
- Sufficient Insurance
- Principal Informed and Approval Granted
- School Ethos read and understood
- Service Agreement completed and signed
- Evidence of current legislation
- Established format for feedback
- Evaluation process in place



## REFERENCE MATERIALS

- Area Child Protection Committees' Regional Policy and Procedures April 2005
- Children (NI) Order 1995 'The Sexual Offences (Amendment) Bill 2000'<sup>1</sup>
- DE Circular 'Relationships and Sexuality Education (RSE)' 2001/15
- DE Circular 'Drugs: Guidance for schools' 2004/9
- DE Circular 'Pastoral Care in Schools' 1999/10
- DE Guidance 'Safe-guarding and Child Protection in Schools- a guide for schools' 2017/04
- Drugs: Guidance for Schools in Northern Ireland CCEA 2004
- Evaluating Pastoral Care 1999 DENI
- Guidance for Primary Schools: Relationships and Sexuality Education CCEA 2001
- Guidance for Post Primary Schools: Relationships and Sexuality Education CCEA 2001
- Integrating Personal Safety Programmes into the Curriculum: Child Protection CCEA 1999
- Pastoral Care in Schools: Child Protection DENI 1999
- The Education and Libraries (NI) Order 2003
- Together Towards Improvement: A Process for Self-Evaluation  
Department of Education ETI
- UN Convention on the Rights of the Child Article 3; Article 12; Article 19