

# St Columba's P.S. Newbuildings



## Relationships and Sexuality Education Policy (RSE)

Reviewed by staff August 2017

Presented to BOG November 2017

Review Date: November 2019

**Relationships and Sexuality Education Policy**

## **The School Ethos**

The ethos of our school is founded on Christian 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 Catholic ethos of our school. The Governors of St Columba's Primary School have agreed that the teaching of some elements of sexual education is inappropriate in our school.

## **Rationale**

St Columba's Primary School is committed to the education of children regardless of race, religion, gender or status. Relationships and Sexuality are integral parts of the human personality and impact biologically, psychologically, culturally, socially and spiritually. The Christian ethos of the school is the cornerstone of our Relationships and Sexuality Policy.

RSE is a lifelong process that involves the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs, morals and values.

RSE is about understanding the importance of marriage for family life, developing healthy, stable and loving relationships and developing and establishing such values as respect, tolerance, love and care. While we believe that the primary responsibility for addressing these issues rests with parents, we acknowledge the vital part the school can play in supporting and complementing this.

Teachers need to acknowledge that many children come from backgrounds that do not reflect such values or experiences. Sensitivity is therefore needed to avoid causing hurt and offence and to ensure that all children feel a sense of worth.

RSE is related to the following policies: Pastoral Care, Positive Behaviour Management, Child Protection, Religious Education, Teaching and Learning, Anti-Bullying, SEN, Shared Education, PDMU, Health Education and Acceptable Use of the Internet.

## **Morals and Values**

Morals are essentially linked with behaviour and are reflected in what we do. They are related to our faith and experience. The values we uphold as a result of our morals include honesty, respect for self and others and are written into our school policies. Our ethics are based on Catholic principles.

Children are taught RSE within a framework which models and encourages:

- A respect for self
- A respect for others
- Commitment, trust and bonding within relationships

- Mutuality in relationships.
- Honesty with self and others.

### **Aims of RSE**

- To enhance the personal development, self-esteem and well-being of each child.
- To help children develop healthy and respectful relationships.
- To give children the opportunity to understand and deal with their feelings.
- To provide them with the skills to make decisions around their own safety.
- To promote a knowledge of and respect for themselves and others.
- To help children value family life and marriage.
- To help children appreciate the responsibility of parenthood.
- To enable them to make informed choices around relationship issues.
- To promote a healthy attitude to relationships.
- To promote an appreciation of the value of human life.

## **Issues to be considered**

### **Equal opportunities**

Learning experiences are effective, positive and relevant to all pupils. Our programme is developmental, accessible and appropriate to the age and maturity of the pupils. It is accessible to all pupils regardless of age, culture, disability, gender or social class. It meets the needs of both genders and is a positive experience for all participants. Children with special educational needs have the same rights and needs as all pupils but the content and delivery of the RSE programme may differ.

### **Family Status**

Pupils will be encouraged to appreciate the value of a stable family life and the importance of marriage as the ideal context for rearing children. We acknowledge the different family units that are represented in school and will endeavour to treat all situations sensitively.

### **Confidentiality and Child Protection**

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, child protection procedures will be implemented.

### **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 always be alert to the personal and emotional circumstances of the pupils. RSE will include the emotional changes that occur at puberty but will **not** include the physical changes or sex education.

### **Sacredness of Life**

The value of human life and the uniqueness of each individual will be at the heart of RSE teaching.

### **Withdrawal From Class And Supervision**

The DENI circular 2001 clearly stipulates the right to withdraw from RE and children can be withdrawn from class by parents over an area of RSE particularly if taught through RE. This may mean the child going to another class for the duration of the lesson.

### **Specific Issues**

There will be no direct teaching of issues such as homosexuality, AIDS, contraception etc. However, if these issues are raised by pupils, teachers will address them sensitively.

### **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. Parents will be notified in advance.

### **Staff Training**

Training needs will be considered and will be provided by the WELB, Health Ed Specialists, Diocesan advisors, the Principal (directed time and SDDs) and our school Chaplain.

Where outside Agencies are used for training purposes, their remit will be clear and will reflect the ethos of the school.

## **Roles and Responsibilities**

### **The Board of Governors**

The BOG will foster and support the development of our RSE policy and through collaboration with teachers, parents and other education and health professionals examine, develop, approve and ratify the Policy and associated work. Each of the partners can raise any concerns they may have about RSE and the Staff will address these or refer them to Bog if appropriate.

### **The Senior Management Team**

The SMT will take a planned and coherent approach to RSE throughout the school in conjunction with CCMS. Implementing this and related policies will be managed by the DT and DDT for CP. Consultation with parents, governors, staff and other agencies as needed.

### **Whole Staff**

The staff in St Columba's provide a link and have a complementary role with

parents in the delivery of RSE across the school. In order to teach RSE in the school and ensure a joined up and progressive approach staff will be provided with and will undertake appropriate training. Opportunities to evaluate and assess how we plan for and implement RSE will be given to all staff and new staff will ensure they are familiar with existing programmes.

### **The Class Teacher**

The classroom teacher has a significant role to play in the planning and implementation of RSE in their classroom and across the school. Their role should always be considered complementary to that of the parents, taking cognizance of 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**

At St Columba's Primary School we recognize that parents are the primary educators of their child and strive to develop a partnership where home and school work together. Particularly in the area of relationships. Parents are often concerned about the information their children are receiving from their peers and from television, video games, newspapers, magazines and online sources. We will attempt to provide opportunities for pupils to discuss, understand and fully consider this information and ensure they receive accurate information. Where puberty---related changes are being covered with P7 classes, parents will be informed about when these talks will take place, the content to be covered and the activities that pupils will undertake. Parents have been consulted about this policy and a copy of this policy is readily available for parents to consult at any time.

### **Approaches to Teaching And Learning**

#### **The delivery of RSE in our school puts the children at the centre. In St Columba's PS**

- pupils are acknowledged as the starting point to their own learning.
- Different life experiences are acknowledged.
- Pupils are actively engaged in their own learning processes.
- Pupils are encouraged to use communication skills effectively.
- Pupils work independently and collaboratively.
- Pupils develop presentation and listening skills.
- Pupils critically analyse, debate and make decisions.

Our programme is:

- Is relevant and developmental
- Is accessible.
- Is a positive experience.
- Addresses special needs.
- Information and knowledge based- brainstorming, quizzes, reporting back, games and artwork.
- Skills based-involves participation and use of verbal and non-verbal communication. Methods include- scenarios, role-play, investigation tasks and audio recordings.
- Values and attitudes based- open discussion, developing talking and listening skills, building self-esteem and encouraging awareness and exploration. Methods include Circle time, situation cards and statements, role-play and debates.

### **The Classroom Environment:**

A classroom environment should be supportive, where self- esteem is fostered and where the pupils feel valued and affirmed.

Important considerations are:

- The degree of trust, respect and positive regard for pupils
- The relationships between the teacher and pupils
- The need for clear learning objectives
- The use of teaching methods which encourages active learning
- An awareness of the current youth culture and peer pressure.

### **Confidentiality in the Classroom:**

A child's right to privacy must be respected at all times by the teacher and the other pupils. However:

- Teachers must not promise confidentiality
- The Principal or designated teacher must be informed of any disclosure which might suggest that a child is at risk
- Teachers can provide general educational advice to all pupils as part of the curriculum
- There will be occasions when teachers will have to exercise their discretion and judgement about an issue raised by the pupils.

RSE builds on children's existing knowledge and experience of their bodies, relationships and the world around them.

The RSE programme should provide opportunities for the children to learn about:

- Themselves as unique human beings

- Their spiritual, social, emotional and physical growth
- Their friendships and relationships with others.
- The various changes that occur as they develop.

### **Why RSE is important**

1. Respects the rights of children.
2. Promotes a better understanding of diversity and inclusion.
3. Helps children to keep themselves safer in the digital world.
4. Provides reliable, accurate and timely age-appropriate information.
5. Promotes the use of appropriate language.
6. Helps children to recognise inappropriate behaviour and touch.

### **Delivery**

RSE will be delivered through RE, The World Around Us, PDMU, PE, Drama, Circle Time or in reaction to specific situations, in line with the requirements of the Revised Curriculum. All teachers will deliver the RSE programme.

The Religious Education curriculum addresses many aspects of the RSE programme. It provides opportunities for pupils to consider moral issues, relate moral principles to their personal, social and family life, and identify and explore values and attributes that influence behaviour. The Grow in Love programme is set within and taught through RE. It is intrinsically linked with the liturgical year and issues around RSE are dealt with in a moral and spiritual framework.

Within the World Around Us (Science and Technology) RSE is taught through topics such as 'Ourselves' and 'Living things.'

Within PDMU, the contexts of personal development, social development and the environment complement teaching about growing up, the family, peer and other relationships.

Within Literacy opportunities are provided for pupils to explore and reflect on the various attitudes, values, beliefs and opinions which relate to themselves, their development, their relationships with others and family life.

### **Special Educational Needs:**

Pupils with special educational needs will be provided for in the following ways:

- Providing tasks appropriate to ability within the mainstream school.
- Taking appropriate action when a specific need is identified in line with the SEN code of Practice.
- Involving outside agencies when necessary in consultation with SEN coordinator/ Senior Management.

## Outline of Programme for Foundation Stage

### Self-awareness:

#### **Theirself and their personal attributes**

- Explore who they are and recognise what they can do
- Identify their favourite things and recognise what makes them special

### Feelings and Emotions:

#### **Their own and others feelings and emotions**

- Begin to recognise how they feel and how to express these feelings
- Realise what makes others feel happy or sad

### Learning to learn:

#### **Their dispositions and attitudes to learning**

- Learn to focus attention and develop a positive attitude to learning

### Health, growth and change:

#### **The importance of keeping healthy**

- Be aware of how to care for and keep your body healthy
- Recognise basic hygiene skills and understand that growth and change are part of the process of life

### Safety:

#### **How to keep safe in familiar and unfamiliar environments**

- Identify safe and unsafe situations
- Realise the importance of road safety
- Understand that medication and substances can be harmful

### Relationships:

#### **Their relationships with family and friends**

- Identify and find out about family and friends
- Begin to realise how they relate to adults and other children

### Rules, rights and responsibilities:

#### **Their responsibilities for self and others**

- Realise the necessity for rules and develop a sense of what is fair

### Managing Conflict:

#### **How to respond appropriately in conflict situations**

- Begin to take responsibility for their actions

### Similarities and Differences:

- Begin to recognise similarities and differences in families and the wider community
- Understand that everyone is equal and celebrate occasions

### Learning to live as a member of the community:

- Begin to understand the interdependent nature of each person within the school or wider community

### Outline of Programme for Key Stage One

#### Self-awareness:

##### **Their self-esteem and self-confidence**

- Feel positive about themselves
- Become aware of their strengths and goals

#### Feelings and Emotions:

##### **Their own and other's feelings and emotions and how their actions affect others**

- Begin to recognise and manage their feelings

#### Learning to Learn:

##### **Positive attitudes to learning and achievement**

- Acknowledge that they will not always succeed and recognise how they can improve their learning

#### Health, growth and change:

##### **Strategies and skills for keeping healthy**

- Recognise and value the options for a healthy lifestyle
- Be aware of human growth and development
- Understand that some products can be harmful to your body

#### Safety:

##### **Strategies and skills for keeping safe**

- Know what to do when feeling unsafe or being bullied
- Explore the rules for road safety and potential dangers in the environment
- Identify ways of keeping safe in extreme weather conditions

#### Relationships:

##### **Initiating mutually satisfying relationships**

- Examine the roles of family members
- Be aware of their contribution to home and school life

#### Rules, rights and responsibilities

##### **Responsibility and respect, honesty and fairness**

- Identify the members and roles of the school community
- Understand the need for rules in an ordered community

#### Managing conflict:

##### **Constructive approaches to conflict**

- Identify ways in which conflict may arise at home or in school and how it may be avoided or resolved

#### Similarities and Differences:

- Appreciate ways we are similar and different
- Be aware of their own culture and traditions

#### Learning to live as members of the community:

- Recognise the interdependence of members in the school and wider community
- Be aware of who influences their views and feelings at school and at home

## Outline of Programme for Key Stage Two

### Self-awareness:

#### **Their self-esteem, self-confidence and how they develop as individuals**

- Know how to confidently express their views and opinions and how to resist unwanted peer pressure
- Recognise how responsibilities change as they become older

### Feelings and Emotions:

#### **Their management of a range of feelings and emotions and the feelings and emotions of others**

- Examine and explore their own and others' feelings
- Recognise that feelings may change and how to manage this in a positive way

### Learning to learn:

#### **Effective learning strategies**

- Know how to confidently express their views and opinions in unfamiliar circumstances
- Reflect upon their progress and set goals for improvement

### Health, growth and change:

#### **How to sustain their health, growth and well-being**

- Understand the benefits of a healthy lifestyle and what shapes positive mental health
- Know the harmful effects of certain substances
- Know how the body grows and develops
- Recognise how responsibilities change as they become older

### Safety:

#### **Coping safely and efficiently with their environment**

- Recognise the harm that can result from bullying or relationships with strangers
- Become aware of appropriate road use and safety
- Be aware of basic first aid skills

### Relationships:

#### **Initiating and sustaining mutually satisfying relationships**

- Examine the different types of families that exist and the benefits of family and friends
- Consider challenges that arise between people at home or at school and how they can be resolved or avoided

### Rules, rights and responsibilities:

#### **Human rights and social responsibility**

- Explore the rules at school and at home and the importance of these
- Identify groups and their roles within a community

### Managing Conflict:

#### **Causes of conflict and appropriate responses**

- Examine ways conflict can be caused by words, gestures, symbols or actions

**Similarities and Differences:**

**Valuing and celebrating cultural differences and diversity**

- Examine different types of families that exist
- Know about aspects of their cultural heritage
- Develop an awareness of the cultures and beliefs of people in the wider world

**Learning to live as members of the community:**

**Playing an active and meaningful part in the life of the community and be concerned about the wider community**

- Explore what influences their views, feelings and behaviour
- Recognise the importance of democratic decision-making
- Know about the process involved in the production and advertising of goods and their role as consumers