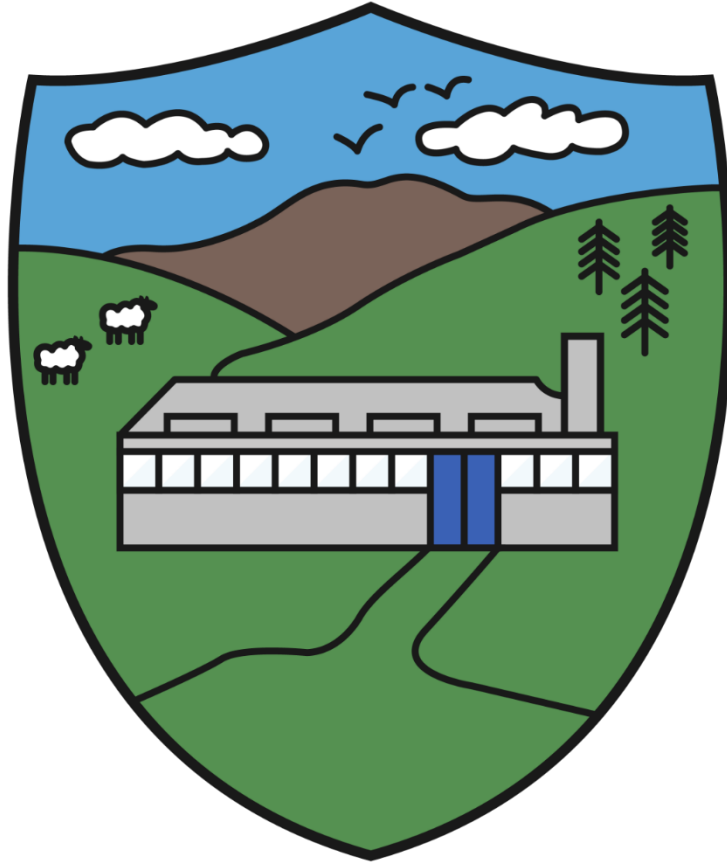


St. Paul's P.S



DRAFT

RSE POLICY 2025

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Dissemination

The draft 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 and carers along with details of the content of the RSE curriculum on the school's web site.

Defining Relationships and Sexual Education (RSE)

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 right 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.

Rationale

The school is involved in relationships and sexuality education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

RSE will be firmly embedded in the PDMU and the RE Curriculum as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.

All RSE will be delivered in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from.

The 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

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a positive and prudent sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

In line with the school's ethos and CCEA guidelines the Relationships and Sexuality Education Policy of a Catholic School aims to:

- Promote a Catholic vision of sexuality that reflects selfless love, respect and commitment within a moral, social, spiritual framework.
- Children should be made aware of the concept of positive consent and its role in creating and maintaining wholesome relationships.
- Help all pupils to appreciate their worth, dignity and uniqueness as children of God.
- Enable young people to appreciate sexuality as a gift from God and that love is the central basis of all relationships.
- Enable children to form healthy and respectful friendships and relationships.
- To enhance the personal development, self-esteem and well-being of the child.
- To foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, spiritual and social framework.
- To foster and develop mutual respect and understanding.
- To develop a respect for difference, gender and race within the school and community.
- To enable the children to identify and manage a range of feelings.
- To help all children to value family life in its diversity and the gift of marriage.
- To help young people recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty).
- promote respect for all individuals regardless of sexual orientation, race, gender or creed.

Objective of RSE

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 an 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.

RSE Curriculum

RSE will have scheduled lessons that take place in each year group throughout the year. Classroom teaching arrangements such as single gender class or mixed gender class will be considered as appropriate. 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. It may be appropriate to facilitate the delivery of specific topics of the RSE programme to boys/girls in single gender groups.

St Paul's will review and quality-assure all the resources chosen before the students use them to ensure that they are inclusive and consistent with our moral and value framework. All new RSE programmes, either developed within the school or presented by external agencies, will be brought to the attention of the Diocesan Education Office for review and accreditation.

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.

As a whole school we in St. Paul's are using "The Wonder of my Being" as our main RSE programme. '**Flourish**' is a new resource which has been developed by the Council for Catechetics of the Irish Bishops Conference, with the support of CPSMA. We are currently consulting on the use of this to work alongside with "The Wonder of my Being". These resources will be scrutinised before teaching certain elements of the programme. Details of the content of "Flourish" can be found in **Appendix 1**.

In the light of the RSE Policy, and in the context of the ethos of the Catholic school, the statutory requirements for RSE are taught through the religious education programme *Grow in Love* and *Flourish*, while linking with the significant and relevant areas of the curriculum such as PDMU (**see appendix 2**) and Safeguarding. Teachers will cover themes in Circle Time, RE and PDMU. We encourage active learning strategies e.g. mind mapping, discussion techniques, reporting back, listening exercises, role-play, questionnaires and quizzes.

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.

Use of Outside Agencies

Where appropriate, the skills and expertise of outside agencies and professionals may be accessed. Where this occurs we will be satisfied that contribution from informed outsiders are 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 RSE coordinator and principal. The RSE co-ordinator 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. **All external agencies** supporting RSE must sign a service

agreement (see **Appendix 3**) agreeing with the RSE policy of the school and the underpinning ethos of the school. This record will be kept in a safe place as part of the delivery of RSE and for authenticity.

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 letting parents or carers know what is going on, and strengthen ties between home and school.

During the session class teachers will be present at all times. 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.

Parents and Carers

An outline of the RSE programme will be issued to parents prior to the commencement of the programme each year. Parents will be fully informed of the content, timing and delivery of the programme in order to enable them to support the work of the school and to enable parents to discuss the topics and issues raised by the programme with their children. This policy will also be made available to parents on our school website.

Ensuring the Curriculum is Balanced

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 to relate to other individuals in a mature and respectful way.

Responsibility for Teaching the Programme

The programme will be led by the RE/RSE coordinator. It will be taught by class teachers and will be supported by the teachers and other outside agencies as appropriate.

Other Roles and Responsibilities

Trustees

The Trustees are responsible for the strategic direction, organisational nature and ethos of their

respective schools. The Bishop is responsible for Catholic schools in his Diocese as evidenced by Canon Law 806§ which states that,

'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

Every School a Good School - The Governors' Role: A Guide for Governors outlines the role and responsibilities of Governors. Section 13.40 states,

"Boards of Governors should ensure that their schools have a Relationships and Sexuality Education policy and curriculum linked to their pastoral care/child protection policy. This policy and the associated teaching should be the subject of consultation with staff and parents and endorsed by the Governors."

The Board of Governors will foster and support the development of a RSE policy and programme by collaborating with teachers and parents. The governors have examined and approved the completed policy and programme prior to their implementation in the school and will review the policy at regular intervals.

At all times the governors of the school should 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 young people.

Principal and Senior Leadership Team

As with all subject areas, it is the role of the Principal to make possible a coherent and coordinated approach to RSE in keeping with the ethos of the school.

The Principal and Senior Leadership Team co-ordinate the school's approach to RSE and will consult the Board of Governors, staff, parents/carers and health professionals, as appropriate.

Leader of RSE/RSE Coordinator

The RE/RSE coordinator is a member of staff appointed to be responsible for coordinating all issues related to the RSE policy, the Department of Education specifications and the programme designed for the students. It is essential that the coordinator is respectful and committed to the school's ethos and the aims and direction of RSE within the school.

The RSE 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 students;
- liaising with the Board of Governors, the Principal, 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 Needs Coordinator

The Designated Teacher and Special Needs Coordinator will provide relevant information which will ensure that the needs of all students are met.

Chaplain

The role of the chaplain is to:

- support the teaching of RSE where possible;
- meet with the RSE 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. To ensure consistency all school policies should strive to be consistent and coherent within the framework of the overall school development plan.

The RSE policy is developed in this context and shares links with, the following policies:

- Religious Education
- Teaching and Learning
- Confidentiality Policy
- Child Protection/Safeguarding Children
- Pastoral Care Programme
- Health Education
- Anti-Bullying Policy
- Positive Behaviour Policy
- Drugs Education Policy
- Internet Safety Policy/E-safety Policy
- World Around Us
- PDMU
- Homework Policy
- Use of outside agencies and vetting arrangements.

Responding to Pupil's Questions and Sensitive Areas

While it is important to create an environment in which students 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 students, the RSE

curriculum and the RSE policy for the school. Any advice provided and the manner in which 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. If any question asked raises child protection issues, this should be referred to the designated teacher for child protection.

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. Parents 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.

Specific Issues

The status of the family

In keeping with the right of Catholic schools to present RSE within its own ethos, the school supports the Sacramental vision of marriage and family, while being sensitive to other family situations. The Catholic understanding of marriage will be presented and sexual intimacy will be taught in the context of a God-given gift that enables married couples to express and deepen their love for each other, a love that should unite the couple as well being open to the gift of new life. The Church's teaching on Sacramental Marriage as a permanent, exclusive union, open to the creation of a family will be presented as the Catholic understanding of the context for sexual intimacy.

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.

The Sanctity of Life

In keeping with the right of Catholic schools to present RSE within its own ethos, the value and sacredness of life will be actively promoted. From the moment of conception, the embryo is a human being and must be recognised as having the rights of a person. The most fundamental right for every human being is the right to life. This belief is one of the foundation stones on which the RSE programme is built. Life is sacred from conception to the moment of natural death.

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 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 anti-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.

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.

Confidentiality

The student's right to privacy should be respected at all times by both the teacher and the other students in the class but staff cannot give a guarantee of confidentiality to students on issues relating to Child Protection.

- We understand that the child's right to privacy must always be respected by the teacher and other pupils. Children will not be expected to answer any personal questions.
- Teachers will not promise confidentiality. A child does not have the right to expect incidents in the classroom or school to go unreported.
- The Principal or designated teacher must be informed of any disclosures which might suggest a child is at risk from physical or sexual abuse.

Monitoring and Evaluation

The Senior Leadership Team and class teachers will monitor and evaluate the programme, which will include feedback from:

- pupils
- teachers
- parents
- any outside agencies used

Implementation of the policy will take place after consultation with the Board of Governors. This policy will be reviewed every 2 years by the RSE coordinator, the Board of Governors and Staff.

Staff Development and Training

Training should be organised by the RSE coordinator, in consultation with the Principal and Senior Leadership Team. 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.

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.

Signed:

Chairperson of the Board of Governors:

Date:

Primary 1**Myself**

- I am Me – God loves me.
- I have a wonderful body. My body is a gift from God. I must look after it.

Myself and Others

- I have a family. We love each other. Jesus had a family too.

Myself and the Wider World

- I have friends. Jesus is my friend.

Primary 2**Myself**

- I am growing. My body is changing. God loves us as we grow and change.
- I keep myself safe. I look out for other people. Jesus asked us to care for each other.

Myself and Others

- I have feelings. Others have feelings too. I want to be a good friend. I am kind like Jesus.

Myself and the Wider World

- Sometimes I need help. I ask for help. I can always ask for God's help.

Primary 3**Myself**

- I am unique. God loves me as I am.

Myself and Others

- Other people are special too. I respect other people. Jesus wants us to respect everyone.
- My space, your space. I am gentle and understanding as Jesus asked me to be.

Myself and the Wider World

- Some people are not as lucky as I am. I care about them too. Jesus cared for others

Primary 4**Myself**

- My body is amazing. I am grateful to God for all that I can do.

Myself and Others

- I am loyal to my friends. I don't let them down. Jesus asked us to be loyal.

Myself and the Wider World

- People I admire. There are lots of good people. Jesus was a role-model.
- Dangerous situations. What should I do? Who can help?

Primary 5**Myself**

- My gender is part of who I am. God loves me as I am.

Myself and Others

- Different types of friendships. Jesus had many friends.
- I support my friends.

Myself and the Wider World

- My neighbourhood – showing love to everyone. God wants us to show love in many different ways.

Primary 6

Myself

- I am growing into my adult body. God designed me perfectly.
- Good choices, bad choices. The choice is mine. My conscience will guide me.

Myself and Others

- My words and actions can hurt others. Jesus asks us to use words and actions carefully.

Myself and the Wider World

- We need to look after the earth. The environment is God's creation. He asked us to look after it.

Primary 7

Myself

- My sexuality is part of who I am. God loves me as I am.
- Puberty – welcome changes. I am perfectly designed by God.

Myself and Others

- I am attracted to other people. I respect them. God made us to be compatible with each other.

Myself and the Wider World

- Social media can be good and bad.
- Respect is the key. God wants us to respect each other.

Foundation Stage

<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: themselves and their personal attributes.</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others’ feelings and emotions.</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: The importance of keeping healthy.</p>
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: How to keep safe in familiar and unfamiliar environments.</p>
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: their relationships with family and friends.</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences.</p>

Key Stage 1

<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem and self-confidence.</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others’ feelings and emotions and how their actions affect others.</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping healthy.</p>
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping safe.</p>
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: and initiating mutually satisfying relationships.</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences between people.</p>

Key Stage 2

Theme 1: Self Awareness
Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem, self-confidence and how they develop as individuals.
Theme 2: Feelings and Emotions
Teachers should enable pupils to develop knowledge, understanding and skills in developing: their management of a range of feelings and emotions and the feelings and emotions of others.
Theme 4: Health, Growth and Change
Teachers should enable pupils to develop knowledge, understanding and skills in developing: how to sustain their health, growth and well-being.

Living-Learning- Together Foundation Stage and Key Stage 1

Myself:

- How I grow, feed, move and use my senses; caring for myself, for example: hygiene, sleep, exercise.
- Their own and others' feelings/emotions and how their actions affect others.
- Naming parts of the body (basic) - developing an agreed language for our bodies.
- Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring formyself.
- Similarities and differences between myself and others, for example: uniqueness, fingerprints,gender issues, different rates of growth.
- An introduction to the stages of human development - changes as we grow, for example: baby, child,teenager, adult, mother/father, grandparents.
- Recognising moods, feelings and concerns and developing a language and an appropriate manner ofexpressing them, for example: what do I do if I feel sad or angry?
- Personal likes and dislikes.
- The importance of keeping healthy and safe.
- The importance of keeping healthy and strategies and skills for keeping healthy.

My Relationships

- My family, special people in my life - what they do for me and what I do for them.
- Friendships, getting on with each other for example: communicating, playing together, listening, co-operating and sharing.

- Ageing - how do we know that things are alive, dead, young and old.
- Loss and mourning - death of a person or a pet (Note: situations of the pupils should be taken into account prior to introducing this topic).
- Respect and caring for family members and friends for example: caring for a new baby.
- Bullies and what to do about them.
- Personal safety - simple skills and practices to maintain personal safety.
- The difference between good and bad touches.
- Realise that adults and older children are not always friends; the potential danger of relationships with strangers or acquaintances.
- Strategies which pupils might use to protect themselves from potentially dangerous situations.

My Community/Environment:

- Awareness of different types of families and the roles of individuals within families.
- Keeping safe for example: dangerous places, dangerous situations, the adults who will help, how to get help from others.
- Rules at home, at school and in the community.
Respect and caring for people in the community, e.g. elderly people.

Key Stage **2 (P5-7)**

Myself:

- The importance of keeping healthy and safe.
- My body, how it works and how to keep it healthy.
- The physical, social and emotional changes that occur during puberty (girls and boys).
- Myself and my peers - different rates of growth and physical development, maturity.
- Valuing and respecting myself, identifying personal strengths and weaknesses.
- Feelings for example: things that make me happy, sad, excited, embarrassed, angry, scared; expressing our feelings, showing love and affection.
- Gender roles.
- Making choices - the influences on me and the consequences of actions for oneself and others.
- Distinguishing between right and wrong.
- Secrets - knowing the difference between good and bad secrets, what to do about bad secrets.

My Relationships:

- Identifying the positive traits of friendship and their corresponding values.
- Differences and similarities in people; the need to respect other people's views,

emotions and feelings.

- Families and how they behave - what family members expect of each other.
- The meaning of friendship and loyalty; making and maintaining friendships and social relationships for example: identifying and understanding pressures and influences, taking account of other people's point of view.
- Handling difficult situations for example: teasing, bullying, death of a family member.
- The meaning of relationships within families, between friends and in the community.
- Behaviour - what constitutes appropriate and non-appropriate physical contact.
- Identifying dangers and risks within relationships.
- Being assertive in defending individual rights and beliefs.
- People who can help pupils when they have anxieties, concerns or questions.

My Community/Environment:

- Appreciation of the family in relation to the school and the wider community.
- Cultural differences in families and family relationships.
- Helping agencies who can support families and individuals in different circumstances. Messages and images about health, gender roles and sexuality from the media, family and peers.

Appendix 3 Service Level Agreement for External Agencies

I/We acknowledge the school's ethos and policies of St Paul's Primary School and agree to abide by its ethos and policies:

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

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

Senior Leadership, 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 _____

