

ST BRIGID'S PRIMARY SCHOOL

RSE POLICY



Learning and Growing Together

Reviewed with Staff- January 2022

Ratified by Governors- February 2022

Signed by Chair of Governors

Relationship and Sexuality Education (RSE) Programme

MISSION STATEMENT

St Brigid's Primary School seeks to provide a safe, caring, inclusive and stimulating environment in which all children have an equal opportunity to fulfil their potential.

Our Catholic values of love, respect, honesty and tolerance enables everyone to learn and grow together. We aim to provide high quality learning experiences for all our children, working in partnership with parents, the parish and wider community.

ETHOS

Our school ethos is spiritual and rooted in the teaching of Christ. It is founded on principles where trust, tolerance and inclusion enables each individual to be happy, secure and respected. Our ethos is expressed specifically in and through faith formation. The development of the whole child including their relationship with God, the world, self and others is nurtured in our school. We as a school community encourage and promote a deep respect for all within the context of school and the wider community, among all adults, children and young people

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 "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".

As a Catholic school, St Brigid's seeks to ensure all of its pupils develop to their full potential spiritually, emotionally, intellectually, physically and socially. The Relationship and Sexuality Education programme is an important element in securing the holistic development of the children.

RATIONALE

The sacredness of human life and the uniqueness of each human being is at the heart of the school's teaching of RSE. Sexuality is an integral part of the human person and affects our capacity to give and receive love. The RSE programme is structured to nurture, teach, advise, guide and enable the children to celebrate their faith. Accordingly, the children are introduced to Jesus as the model for living an ethical life and the moral teachings of the Church to provide them with a framework for living. Relationships and Sexuality Education is a lifelong process encompassing:

- the acquisition of knowledge, understanding and skills; and
- the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

At St Brigid's Primary School RSE is taught through the revised programme The Wonder of My Being with links to the PDMU programme and other relevant cross-curricular areas.

This policy reflects the inclusive ethos of our school and is intended to provide a framework through which young people can develop the skills, attitudes and values necessary to deal with the challenges which they will meet through society and the media about relationships and sexuality so they can make responsible

and well-informed decisions based on their own internal self-respect and self-esteem. It gives the children a chance in a safe and secure environment to learn, discuss, question and explore the world they live in. It is within the Catholic ethos of St. Brigid's that we aim to nurture the growth of the whole human person through the programme of R.S.E.

RELATED SCHOOL POLICIES

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

DEFINITION

RSE is lifelong learning about physical, moral and emotional development. RSE should provide young people with 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.

MORALS AND VALUES UNDERPINNING THE RSE POLICY

The RSE programme will reflect the moral and religious principles developed through our ethos which is directly connected with experience and faith.

Through example and our PDMU programme the children will be encouraged to discuss and reflect values of;

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

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

AIMS

The delivery of our RSE Programme, involves parents at each stage and emphasises these inter-related aims.

- To help the children to appreciate their worth, dignity and uniqueness as children of God.
- To enable children to form healthy and respectful friendships and relationships.
- To foster the growth of values which impact on moral behaviour personally and socially.
- To enable the children to appreciate that sexuality is a gift from God.
- To enhance the personal development, self-esteem and well-being of each child.
- To enable the children to identify and manage a range of feelings.
- To foster and develop mutual respect and understanding for themselves and others.
- To promote responsible behaviour and the ability to make fully informed decisions.
- To foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework.
- To develop a respect for difference, gender and race within the school and community.
- To learn about the changes that occur as they progress towards adolescence, particularly the emotional and physical changes at puberty.
- To help all to value family life in its diversity and the gift of marriage.
- To learn about keeping themselves safe and know what to do or who to go to if they feel unsafe.

OBJECTIVES

The RSE curriculum will enable children 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.
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- Acquire and improve skills of communication and social interaction.
- Acquire and use an appropriate vocabulary to discuss feelings, growth and development.
- Develop personal skills which will help to establish and sustain healthy personal relationships.
- Develop coping strategies to protect self and others from various forms of abuse (inappropriate behaviours, sexual abuse and exploitation).

SKILLS PROMOTED

Pupils will develop:

- Communication skills – listening to other’s point of view, putting one’s own view forward, dealing with conflict peacefully and being assertive.
- Decision making skills – making good choices with the relevant information at hand, making moral judgments wisely in contexts and then putting them into practice, acting responsibly as an individual or as a member of a group.
- Interpersonal skills – managing healthy relationships with confidence and with effectiveness.

MEETING THE NEEDS OF PUPILS

In St Brigid’s Primary School, we ensure children with SEN have appropriate, accessible and relevant Relationships and Sexuality Education. We engage in the careful planning and adapting of resources and teaching activities to ensure that there are no barriers to participation or learning for pupils with SEN compared to their peers. We communicate with parents or carers of young people with SEN about the content of lessons and the date when classes will cover certain teaching activities/themes. This communication allows for parents or carers to reinforce learning at home. It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. We do our utmost to try to ensure that they develop the knowledge, understanding and skills of pupils to enable them to:

- identify inappropriate and exploitative behaviour;
- help develop their own prevention strategies to stay safe;
- recognise and build healthy relationships; and
- know who they can talk to.

THE CLASSROOM ENVIRONMENT

Teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate promotes mutual respect and the dignity of each individual and is aimed at enabling all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal.

ROLES & RESPONSIBILITIES

The programme will be led by Miss Braniff; RSE Coordinator and will be taught by the class teachers. The programme will be supported by the Senior Leadership Team, the Board of Governors and Designated Teachers.

Board of Governors

‘Every School a Good School – The Governors’ Role: A Guide for Governors’ outlines the roles and responsibilities of Governors. Section 13.40 states,

“Board of Governors should ensure that their schools have a Relationship 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 should foster and support the development of an RSE policy and programme by collaborating with teachers and parents. It should also facilitate the consultative process whereby the school community can respond and contribute. The governors should examine and approve the completed policy and programme prior to their implementation in the school and 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 Management Team

It is the role of the Principal to make possible a coherent and co-ordinated approach to RSE in keeping with the ethos of the school.

It is the role of the Vice Principal to support the work of the Principal.

The Principal and Senior Management Team co-ordinate the school's approach to RSE and consults the Board of Governors, staff, parent(s)/carer(s) and health professionals, as appropriate.

RSE Co-ordinator

Miss Braniff is the RSE Coordinator. She is appointed to be responsible for coordinating all issues related to RSE. The RSE Co-ordinator'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 education 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 Co-ordinator

The Designated Teacher, Mrs Devlin and Special Needs Co-ordinator will provide relevant information which will ensure that the needs of all pupils are met.

Chaplain

The role of the chaplain is to:

- Support the teaching of RSE where possible;
- Meet with the RSE co-ordinator 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.

Staff

The staff will deliver the Wonder of My Being programme and keep parents fully informed about the content of the programme through curriculum meetings and any other appropriate means. They are involved with planning and implementation of the programme and will use the Grow in Love series and Living, Learning Together (PDMU) programme.

Parents

- Will be provided with an opportunity to consult on the policy;
- Have a right to have access to teaching materials relating to our RSE programme;

- Are accommodated in regard to RSE and their wishes respected;
- Are kept fully informed about the school policy and the content of the school's programme;
- New parents will be made aware of the RSE policy.

Pupils

Pupils will be involved at regular intervals to ensure that the RSE programme meets their needs e.g through Circle Time/ oral discussions and consultation with the P6/7 members of the school council.

RSE CURRICULUM

RSE is taught from P1-P7 through:

The Grow in Love Programme;

The Wonder Of My Being Programme using the RSE (Revised Study of Programme – September 2008)

PDMU Programme; Living, Learning Together

Physical Education and

The World Around Us.

PATHS Programme

The Wonder of My Being programme is set within and only taught through RSE. It is intrinsically linked with the liturgical year and issues around RSE are dealt with in a moral and spiritual framework. E.g. P.1-Families (The Family of Jesus) Term1 – Christmas

The time given over to RSE through The Wonder of My Being programme is dovetailed into the Grow in love lessons throughout the year from Primary 1-5. However, in Primary 6 and 7, there is a more concentrated approach in the third term.

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 pupil and teacher is always respected. In terms of such a Code of Conduct, it is important that schools:

- Teach the fundamental principle of respect for human persons.
- Challenge any discriminatory remarks.
- Deal firmly with any acts of bullying, including homophobic, transphobic and cyberbullying.
- Follow school procedures for accessing outside support for any pupil requiring additional help.
- Support the parents. Parents may want to speak to someone at the school about one or more of these issues.
- 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 pupil are met.
- Follow school procedures for monitoring the well-being of pupil/s.
- 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

Through Relationships and Sexuality Education, children will be taught 'keeping safe' messages about how to behave safely and responsibly in the digital world which plays such an integral role in their lives. (*Refer to Internet Safety Policy*).

The Status of the family:

The model of family life and marriage remain at the centre of our RSE Programme particularly as it is taught through the Grow in Love and Wonder of my Being programmes. We do realise that this model may not truly reflect the home life of all our children. Therefore, we feel that it is crucial to take a sensitive approach in the delivery of the RSE programmes and we endeavour to appreciate diversity in family life.

- single parent families
- families who have suffered bereavement
- parent separation
- families where the parents are not married
- adoptive families
- foster care families
- kinship arrangements
- LAC
- gender specific relationships

The Sanctity of Life

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

Terminology

Use of proper biological terms and language is vital and when these terms are placed in the context of family love, respect and self- respect, then their essence is understood.

Sexual Orientation and Gender Identity

As a school, the issue of sexual orientation and gender identity will be dealt with in a sensitive, non-confrontational and reassuring way. We will do this very effectively by teaching about difference in Relationships and Sexuality Education and in the wider Personal Development and Mutual Understanding curriculum.

In keeping with our Catholic ethos which reflects the gospel values of inclusivity, equality and respect, all pupils, regardless of their sexual orientation, have the right to learn in a safe and secure environment, and not to be treated any less favourably on grounds of their actual or perceived sexual orientation. Homophobic bullying is 'any language, conduct, or behaviour including online used to exclude, demean or threaten a person based on their actual or perceived sexual orientation' (The Rainbow Project, 2010). The word 'gay' is often used in a negative and belittling way by many children. This abusive language is often tolerated, the argument being that children are too young to know what they are saying; however, not only is this wrong, but it can have a devastating impact on children who may be questioning their sexual orientation or who may have lesbian, gay or bisexual parents or carers/relatives. Schools should ensure that young people are aware that using this kind of language is not acceptable; it must be challenged in a way that children understand. Any issues of bullying on the grounds of sexual orientation will be dealt with appropriately in line with the schools 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 pupils how to safely navigate the digital world. Technology plays an integral role in the lives of pupils 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. Pupils 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 child's right to privacy must be respected at all times by both the teacher/adult and all other pupils in the class but staff cannot give a guarantee of confidentiality to pupils on issues relating to Child Protection. Where a teacher suspects that a child is a victim of *or* is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the designated teacher for child protection.

WITHDRAWAL FROM RSE

The NI Curriculum Relationships and Sexuality Education Guidance 2015 states that, Whilst RSE 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. However, whilst there is no legislative provision permitting parental withdrawal from sex education, the school will take account of parent/carer concerns. Concerns may be addressed by inviting parents into the school to discuss more fully what we are trying to achieve, and the approaches we intend to use. Parents will be reassured that the programme is not intended as a substitute for their role in educating their children about relationships and sexuality. Rather it aims to build on the foundations laid by them. The programme has links for parents and it is hoped that they will play an important role in the successful delivery of it.

If a parent or carer still chooses to withdraw a child from all or part of Relationships and Sexuality Education, this may mean the child going into another class or may involve parents taking responsibility during the times for RSE.

OUTSIDE AGENCIES AND INDIVIDUALS

In consulting with an outside agency or an individual regarding the RSE programme, St Brigid's P.S. will ensure:

- Agency personnel are vetted to comply with our Child Protection Policy
- Advise all agency speakers of confidentiality regarding sensitive issues.
- All reasons such as videos/tapes/role plays will be closely vetted for suitability to age range.
- All visiting personnel are provided with the school's RSE policy.
- Parents will be advised when outside agencies are being used by the school.

- The School Management Team and RE Coordinator will monitor and evaluate the success or otherwise of outside agencies/individuals input in order to inform future planning.
- Children will be involved in evaluation of the programme

STAFF TRAINING

This is provided by RSE Coordinator in consultation with Principal and SLT were deemed necessary the Diocesan Education Advisors, and the EA and other outside agencies may be consulted.

CONCLUSION

Our school believes that the proper implementation of the RSE programme should involve the co-operation of pupils, parents, teachers, parish, BOG and outside agencies. We endeavour to maintain a sensitive and caring approach to the RSE Programme, mindful of our responsibilities in the development of the whole child. At all times we are aware of our responsibilities as Catholic Educators. We appreciate the privilege of being involved with parents in the development of the children entrusted to our care.

RELATED CIRCULARS

The following circulars have underpinned the development of this policy.

- The Wonder of My Being RSE Policy Guidance Diocesan Advisers in Religious Education
- 2001/15: relationships and Sexuality Education (RSE)
- 2010/01 The Department of Education Circular advises schools to take account of guidance issued by the Equality Commission in March 2009 on eliminating sexual orientation discrimination in schools in Northern Ireland.
- 2013/16 The Department of Education Circular requires every school to have an up-to-date written policy on how it will address the delivery of Relationships and Sexuality Education.
- 20015/22 RSE Guidance
- CCEA- RSE Guidance. An Update for Primary Schools

MONITORING AND EVALUATING

The Re Co-ordinator in conjunction with the School Management Team will be involved in monitoring the provision of the RSE programme by examining plans, schemes of work and samples of pupils work at regular intervals. Questionnaires and focus groups will assist in the evaluation of the programme. The results of monitoring and evaluations will be shared with governors, staff, pupils and parents.

Our aims, as listed in the policy, will be at the forefront of any monitoring and evaluation to ascertain if they are being achieved.

This policy will be subject to ongoing review.

Date of Review		Updates
Last Reviewed	January 2016	
Reviewed	January 2019	Updated to: Include reference to New Programme introduced for the teaching of RE- Grow in Love. Include a review of the Rational and Aims of the Policy Reference related School Policies

		<p>Include the delivery of RSE through the curriculum. Outline how the needs of all pupils will be met. Reference circulars consulted in developing the policy. Include consultation process with parents. Detail Wonder of my Being Programme.</p>
	January 2022	<p>Updated to: Reflect RSE Guidance for Catholic Schools 2021 Detail The Delivery of RSE</p>

DRAFT

Delivery of RSE in St Brigid's Primary School 2021/2022

Class	Term 1A	Term 2A	Term 3
<p>Foundation</p> <p>Outline for: PDMU PATHS Wonder of my Being</p>	<p>PDMU Theme 1: Self Awareness</p> <ul style="list-style-type: none"> • Explore who they are.(P1) • Recognise what they can do.(P1) • Identify their favourite things.(P2) • Recognise what makes them special.(P2) <p>PDMU Theme 2: Feelings and Emotions</p> <ul style="list-style-type: none"> • Begin to recognise how they feel.(P1) • Develop ways of expressing how they feel.(P1) • Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings.(P2) • Realise what makes their friends feel happy or sad. (P2) • Recognise how other people feel when they are happy, sad, angry or lonely(P2) <p>PATHS Lessons Unit 1(Rules)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate that I am boy/girl. (P1) • To understand that I needed help with everything when I was a baby. (P2) 	<p>PDMU Theme 4B: Safety</p> <ul style="list-style-type: none"> • Explore appropriate personal safety strategies. (P1) • Identify situations that are safe and those where personal safety may be at risk. (P1) • Begin to realise the importance of road safety. (P2) • Understand that many substances can be dangerous. Know the safety rules that apply when taking medicines. (P2) <p>PDMU Theme 5: Relationships</p> <ul style="list-style-type: none"> • Find out about their own family. • Talk about what families do together. (P1) • Begin to recognise how they relate to adults and other children.(P2) ☐ Identify who their friends are. • Explore what they do together. Know how to treat others.(P2) <p>PATHS Lessons Unit 3 (Basic Feelings)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To understand that I grew in my mother's womb.(P1) • To understand some development stages of babies. (P2) 	<p>PDMU Theme 8: Similarities and Differences</p> <ul style="list-style-type: none"> • Begin to recognise the similarities and differences in families and the wider community. (P1) • Understand that everyone is of equal worth and that it is acceptable to be different.(P1) • Celebrate special occasions.(P2) <p>PDMU Theme 9: Learning to live as members of a community</p> <ul style="list-style-type: none"> • Begin to understand the interdependent nature of the class/community and themselves as participant members. (P1) • Raise awareness of their attitudes to others in the school community. (P2) • Celebrate a special occasion.(P1) <p>PATHS Lessons Unit 5 (Sharing, Caring and Friendship)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate that I am special. (P1) • To appreciate that God chose Mary to be the mother of his Son Jesus. (P2) • To appreciate that Mary and Joseph loved and cared for Jesus. (P2)

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<p>Term B</p>	<p>PDMU Theme 3: Learning to learn</p> <ul style="list-style-type: none"> • Learn to focus attention, concentrate and remember by taking part in a variety of activities that reflect the way they learn.(P1) • Be encouraged to develop a positive attitude to learning.(P2) <p>PDMU Theme 4: Health, Growth and Change</p> <ul style="list-style-type: none"> • Be aware of how to care for their body in order to keep it healthy and well. (P1) • Recognise and practise basic hygiene skills.(P2) • Realise that growth and change are part of the process of life and are unique to each individual.(P2) <p>PATHS Lessons Unit 2 (Basic Feelings)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate that I am part of a family. (P1) • To understand that I have grown and changed since I was a baby. (P2) 	<p>PDMU Theme 6: Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Realise why it is necessary to have rules in the classroom and the school. (P1) • Develop a sense of what is fair.(P2) <p>PDMU Theme 7: Managing Conflict</p> <ul style="list-style-type: none"> • Begin to take responsibility for what they say and do.(P1&P2) <p>PATHS Lessons Unit 4 (Self Control)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To learn that Jesus was part of a family. (P1) • To appreciate that my family loves and cares for me.(P2) 	<p>PATHS Lessons Unit 6 (Basic Problem Solving)</p>
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<p>KS1</p> <p>Outline for: PDMU PATHS Wonder of my Being</p>	<p>PDMU Theme 1: Self Awareness</p> <ul style="list-style-type: none"> • Feel positive about themselves, and develop an understanding of their self-esteem and confidence. (P3) • Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals. (P4) <p>PDMU Theme 2: Feelings and Emotions</p> <ul style="list-style-type: none"> • Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human.(P3) • Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss.(P4) <p>PATHs Lessons Unit 1 (Positive classroom Environment)</p> <p>Unit 2 (Basic Emotions):</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate that people celebrate weddings. (P3) • To appreciate that Mary was told by an angel that she was to be the mother of Jesus.(P4) 	<p>PDMU Theme 4B: Safety</p> <ul style="list-style-type: none"> • Know what to do or whom to seek help from when feeling unsafe. (P3) • Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour.(P3) • Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety. (P3) • Explore how to travel safely in cars and buses. (P4) • Know about the potential dangers and threats in the home and environment. (P4) • Develop simple safety rules and strategies to protect themselves from potentially dangerous situations. (P4) • Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions.(P4) <p>PDMU Theme 5: Relationships</p> <ul style="list-style-type: none"> • Examine the variety of roles in families and the contribution made by each member. (P3) • Be aware of their contribution to home and school life and the responsibilities this can bring. (P3) • Know how to be a good friend.(P4) Understand that they can take on some responsibility in their family and friendship groups.(P4) <p>PATHs Lessons Unit 5(Anger Management and Problem Solving)(P3)</p>	<p>PDMU Theme 8: Similarities and Differences</p> <ul style="list-style-type: none"> • Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.(P3) • Be aware of their own cultural heritage, its traditions and its celebrations.(P3) • Recognise and value the culture and traditions of another group in the community. (P4) • Discuss the causes of conflict in their community and how they feel about it.(P4) • Be aware of the diversity of people around the world.(P4) <p>PDMU Theme 9: Learning to live as a member of a community</p> <ul style="list-style-type: none"> • Recognise the interdependence of members in the school community. (P3) • Be aware of how the school community interacts how they listen and respond to each other and how they treat each other.(P3) • Be aware of who and what influences their views, feelings and behaviour at home. (P4) • Be aware of who and what influences their views, feelings and behaviour at school. (P4) Understand how their environment could be made better or worse to
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		<p>Unit 6 (Friendship and feeling lonely)(P3) PATHs Lessons Unit 5 (Getting along with others)(P4) Unit 6 (Feelings in Relationships)(P4)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> To appreciate the qualities necessary for family. (P3) To appreciate the role of Mary as the mother of God.(P4) 	<p>live in and what contribution they can make.(P4)</p> <p>PATHS Lessons Unit 8 (Feelings/Emotions/Behaviours)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> To appreciate that Jesus helped Mary and Joseph at home. (P3) To learn the vocabulary(P4)
<p style="text-align: center;">Term B</p>	<p>PDMU Theme 3: Learning to learn</p> <ul style="list-style-type: none"> Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals.(P3) Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning. (P4) Recognise how they can develop and improve their learning. (P4) <p>PDMU Theme 4: Health, Growth and Change</p> <ul style="list-style-type: none"> Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene. (P3) Have respect for their bodies and those of others.(P3) Be aware of the stages of human growth and development.(P3) 	<p>PDMU Theme 6: Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> Identify members of their school community and the roles and responsibilities they have.(P3) Recognise the interdependence of members in the school community. Be aware of how the school community interacts.(P3) Begin to understand why and how rules are made in class, in the playground and at school.(P3) Identify the people, jobs and workplaces in the community.(P4) Realise that money can buy goods and services and is earned through work. (P4) Understand that rules are essential in an ordered community(P4) <p>PDMU Theme 7: Managing Conflict</p> <ul style="list-style-type: none"> Identify ways in which conflict may arise at home, and explore ways in 	<p>Wonder of my Being</p> <ul style="list-style-type: none"> To appreciate how we can help at home. (P3) To appreciate that family is a gift from God. (P4)

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	<ul style="list-style-type: none"> • Recognise how responsibilities and relationships change as people grow and develop. (P4) • Understand that medicines are given to make you feel better, but that some drugs are dangerous. (P4) • Understand that if not used properly, all products can be harmful. (P4) • Be aware that some diseases are infectious and some can be controlled. (P4) <p>PATHS Lessons Unit 3 (Feelings and Behaviours)</p> <p>Unit 4 (Self Control and Anger Management)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate the qualities that are required for friendship. (P3) • To appreciate that an angel appeared to Joseph to tell him he would be the one to care for Mary and Jesus. (P4) 	<ul style="list-style-type: none"> • which it could be lessened, avoided or resolved.(P3) • (P4) Identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved. <p>PATHS Lessons Unit 7(Manners and Listening to Others)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate how a mother cares for her new baby. (P3) • To appreciate the qualities and values that was part of Holy Family of Nazareth. (P4) 	
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<p>KS2</p> <p>Outline for: PDMU PATHS Wonder of my Being</p>	<p>PDMU Theme 1: Self Awareness</p> <ul style="list-style-type: none"> • Develop self-awareness, self respect and self-esteem. (P5) • Know how to confidently express their own views and opinions in unfamiliar circumstances.(P5) • Identify current strengths and weaknesses. (P6) • Face problems, trying to resolve and learn from them. (P6) • Recognise how responsibilities change as they become older and more independent.(P7) • Explore and examine what influences their views, feelings and behaviour. (P7) • Develop strategies to resist unwanted peer/ sibling pressure and behaviour.(P7) <p>PDMU Theme 2: Feelings and Emotions</p> <ul style="list-style-type: none"> • Examine and explore their own and others' feelings and emotions. (P5) • Know how to recognise, express and manage feelings in a positive and safe way. (P6) • Recognise that feelings may change at times of change and loss.(P7) <p>PATHs Lessons Unit 1 (Introduction)</p> <p>Unit 2 (Feelings and Relationships)</p>	<p>PDMU Theme 4B: Safety</p> <ul style="list-style-type: none"> • Develop strategies to resist unwanted peer/ sibling pressure and behaviour. (P5) • Recognise, discuss and understand the nature of bullying and the harm that can result. (P5) • Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches.(P6) • Become aware of: - appropriate road use; - how to apply the Green Cross Code; - how conspicuity reduces road collisions; - passenger skills including boarding and disembarking from cars and home; - school transport; and - how bicycles are best maintained and ridden. (P6) • Develop a pro-active and responsible approach to safety. Know where, when and how to seek help. (P7) • Be aware of basic emergency procedures and first aid.(P7) <p>PDMU Theme 5: Relationships</p> <ul style="list-style-type: none"> • Examine and explore the different types of families that exist. Recognise the benefits of friends and families.(P5) • Find out about sources of help and support for individuals, families and groups. (P6) • Explore and examine what influences their views, feelings and behaviour. (P7) • Consider the challenges and issues that can arise: – at home; – at school; and – between friends and how they can be avoided, lessened or resolved.(P7) 	<p>PDMU Theme 8: Similarities and Differences</p> <ul style="list-style-type: none"> • Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.(P5) • Know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland. Recognise the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations. (P5) • Acknowledge that people differ in what they believe is right or wrong.(P6) • Recognise that people have different beliefs that shape the way they live.(P6) • Develop an awareness of the experiences, lives and cultures of people in the wider world.(P7) • Recognise how injustice and inequality affect people's lives. Recognise the similarities and differences between different cultures of the wider world, for example food, clothes, symbols and celebrations. (P7) • Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. (P7)
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	<p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate the uniqueness of each person. (P5) • To appreciate that we are made in God's image and likeness. (P6) • To appreciate that we are called by God.(P7) • To appreciate that presence of God in our lives as we grow and change.(P7) 	<p>PATHs Lessons Unit 5 (Problem-Solving)</p> <p>Wonder of my Being</p> <p>To appreciate the importance of preparing responsibly for new life. (P5)</p> <p>To recognise significant moments in our lives. (P6)</p> <p>To understand the importance of accepting and respecting each other just as we are. (P7)</p> <p>To make us aware that we are influenced by many different people and things. (P7)</p>	<p>PDMU Theme 9: Learning to live as a member of a community</p> <ul style="list-style-type: none"> • Explore and examine what influences their views, feelings and behaviour.(P5) • Recognise the importance of democratic decision making and active participation at home and in the classroom.(P5) • Appreciate the interdependence of people within the community. (P5) • Know about the importance of democratic decision- making and involvement and the institutions that support it at a local level. (P6) • Develop an understanding of their role and responsibility as consumers in society.(P6) • Know about the range of jobs and work carried out by different people.(P6) • Know about the process and people involved in the production, distribution and selling of goods.(P7) • Examine the role of advertising at a local and/ or global level.(P7) • Explore how the media presents information. (P7) <p>PATHs Lessons Appendix A (Problem Solving Meeting)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none"> • To appreciate we change as we grow (2-10 year olds). (P5) • To be aware of people who help us grow and develop: family, church, society. (P5) • To appreciate that everyone is part of the Body of Christ.(P6) <ul style="list-style-type: none"> • To appreciate the values of
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			friendship in our lives.(P6) To enable us to face future changes with optimism. (P7)
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Term B	<p>PDMU Theme 3: Feelings and Emotions</p> <ul style="list-style-type: none"> • Know how to confidently express their views and opinions in unfamiliar circumstances. (P5) • Face problems, trying to resolve and learn from them. (P5) • Identify their current strengths and weaknesses. (P6) • Develop an insight into their potential and capabilities.(P6) • Reflect upon their progress and set goals for improvement. (P6) • Identify and practice effective learning strategies.(P7) • Be aware of their different learning styles and be able to identify how they learn best.(P7) <p>PDMU Theme 4: Feelings and Emotions</p> <ul style="list-style-type: none"> • Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.(P5) • Recognise what shapes positive mental health. Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal 	<p>PDMU Theme 6: Rules, Rights and Responsibilities</p> <ul style="list-style-type: none"> • Explore and examine the rules within their families, friendship groups, and at school. (P5) • Understand the need for rules and that they are necessary for harmony at home and at school. Identify the variety of groups that exist within the community and their roles and responsibilities. (P5) • Consider the rights and responsibilities of members of the community. (P6) • Understand that rules are essential in an ordered community and the need for different rules in different contexts. (P6) • Examine the effects of antisocial behaviour. (P7) • Appreciate how and why rules and laws are created and implemented.(P7) <p>PDMU Theme 7: Managing Conflict</p> <ul style="list-style-type: none"> • Examine ways in which conflict can be caused by words, gestures, symbols or actions(P5&P6&P7) <p>PATHs Lessons Appendix A (Feelings intensity Lessons)</p>	<p>Wonder of my Being</p> <ul style="list-style-type: none"> • To revisit the Sacrament of Baptism so that the children can become aware of their place in God's family. (P5) • To identify negative behaviour and how it can affect other people. (P6)
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	<p>substances can have on themselves and others. (P5)</p> <ul style="list-style-type: none">• Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed. (P5)• Be aware of the physical and emotional changes that take place during puberty.(P6)• Know how babies are conceived, grow and are born. (P6)• Know how the body grows and develops.(P6)• Be aware of the skills for parenting and the importance of good parenting.(P7)• Recognise how responsibilities change as they become older and more independent.(P7)• Know that AIDS is a prevalent disease throughout the world and is a major health issue for many countries(P7) <p>PATHs Lessons Unit 3 (Making Good Decisions) Unit 4 (Being Responsible and Caring for Others)</p> <p>Wonder of my Being</p> <ul style="list-style-type: none">• To appreciate that we are all created in the image and likeness of God. (P5)• To appreciate the stages of growth before birth. (P6)	<p>Wonder of my Being</p> <ul style="list-style-type: none">• To appreciate the stages of development between birth and two years. (P5)• To recognise that we are created by God and that our bodies are sacred. (P6)• To recognise that our bodies change as we grow.(P6) To appreciate that we can be good or bad influence on others. (P7)• To help make informed decisions about our lives. (P7)	
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	<ul style="list-style-type: none">• To appreciate the talents that each of us has and consider how we will use these as we grow and change. (P7)• To appreciate the qualities and characteristics of friendship.(P7)		
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