

Carr Primary School

Relationships and Sexuality Education Policy



From small beginnings come great things

2024

1. Relationships and Sexuality Education

The NI Curriculum aims to prepare young people for all aspects of life and the Department of Education recognises the importance of delivering appropriate age related relationship and sexuality education within a clear values framework as a means of developing the child as a whole.

RSE is an integral part of the revised curriculum in primary schools and must be delivered in a sensitive manner which is appropriate to the age and understanding of pupils and the ethos of the school.

Effective relationships and sexuality education is essential if children are to value themselves as individuals and are to make responsible and well-informed decisions about their lives.

Relationships and Sexuality Education in primary schools should provide children with opportunities to:

- value themselves as unique individuals;
- respect themselves and others;
- begin to develop their own moral thinking and value systems;
- learn about friendships, healthy relationships and behaviours with others;
- recognise and communicate their feelings and emotions and those of others;
- learn about the changes that occur as they progress towards adolescence particularly the emotional and physical changes at puberty; and
- learn about keeping themselves safe and know what to do or who to go to if they feel unsafe.

(Relationships and Sexuality Education Guidance, CCEA 2015 Section 1)

The Board of Governors and staff of Carr Primary School take a thorough and professional approach to their responsibilities in relation to RSE.

1.1 The RSE Policy takes into account the following policy and guidelines:

- Circular 2001/15 Relationships and Sexuality Education;
- Circulars 2001/15a and 2001/15b;
- Circular 2013/16;
- Circular 2015/22 Relationships and Sexuality Education; and
- CCEA RSE Guidance: An update for Primary Schools 2015.

1.2 This policy complements and supports a range of other school policies including:

- Positive Behaviour;
- Addressing Bullying;
- Child Protection;
- Pastoral Care;
- Special Educational Needs;
- First Aid and the Administration of Medicines;
- Health and Safety Policy; and
- ICT and E Safety Policy.

2. The Ethos of Carr Primary School

Carr Primary School is a co-educational controlled Primary School. Carr seeks to express Christian values in its life but is open to all children and believes that diversity in the school community enhances the educational experience for all children.

The school has high expectations of pupils in terms of their attitude, approach and application to learning, school discipline, respect for others, appearance and attendance.

Ultimately the school endeavours to promote a safe, stable, caring, happy and disciplined environment which will be conducive to learning and will develop in children the capacity to become contributing members of society. Our ethos centres round the maintenance of a safe, stable and caring environment in which children, staff and parents work together to develop self-respect and respect for others.

We recognise that home background has an extremely strong influence in determining a child's lifestyle and health, and that home backgrounds are increasingly diverse. We hope that through formal and informal contact we may encourage a partnership between school and home that will support the all-round development of the children in our care.

3. The Rationale behind our RSE Policy

Neither parents nor staff should be alarmed by the title of this policy document. The Department of Education requires each school to have a policy on how it will address the delivery of RSE but the same guidelines, DE Circular 2013/16, also states that RSE ***“should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities”***. As mentioned earlier Carr seeks to express Christian values in its life. These values include respect, tolerance, forgiveness, trust, self-discipline and care. On this basis we have every confidence that our teaching programme will be both appropriate and complete, in relation to RSE, and that, as and when specific issues arise they will be treated with the sensitivity that characterises all our professional judgements.

We feel a policy is necessary to ensure a consistent approach by all members of staff, to develop an effective partnership with parents and to provide a clear statement, to all, how Carr PS addresses specific issues. It is hoped that this policy will ensure our children acquire the appropriate knowledge, understanding and skills and develop the attitudes, beliefs and values about personal and social relationships to enable them to mature as individuals, and in relationships with others, and so to make the right decisions to live a healthy lifestyle.

Carr values all its children equally, subscribing to the many related Acts of Parliament which have been published over recent years. For example, The Equality Act (2006) states that “all pupils have the right to learn in a safe environment, to be treated with respect and dignity and not to be treated any less favourably on grounds of their actual or perceived sexual orientation.” The United Nations Children's Charter states “The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis” (Article 2 Non-Discrimination).

Carr also recognises the importance of home background and actively encourages the participation and engagement of parents in the education of their child. Family life may often be presented orally, in reading/text books and in other resources as consisting of Mum and Dad, who are married to each

other, and children, but we recognise, that for a variety of reasons, many families have a different composition and structure. Carr respects the home background of all our children and will seek to be extremely sensitive to all issues which arise.

Carr shares the Together Towards Improvement philosophy that children should reach their full potential regardless of gender, social, ethnic or linguistic background, and that children should be able to manage their own emotions, regulate their learning and interact effectively with others. It also supports the key principles for policy development outlined in Every School a Good School, particularly that there should be “equity of access and equity of provision as well as a continuum of provision for a diversity of need”.

Carr sees our RSE Policy as fitting within and complementing our ethos and our suite of Pastoral Policies. As such it will be co-ordinated by our Senior Teacher for Pastoral Care, Mrs Stevenson. As part of our School Development Plan we have a rolling programme of pastoral policy review and RSE fits within this framework.

4. Aims and Objectives of the RSE Policy

The aims of RSE in Carr Primary School are:

- to develop a loving pride in one’s family and an active association in the local community;
- to encourage pupils to examine and explore the various relationships in their lives and learn how to develop and enjoy friendships which are based on responsibility and mutual respect within the school and at home;
- to promote an appreciation of the importance of the family unit (regardless of structure/composition);
- to enhance the personal development, self-esteem and well-being of each child;
- to provide pupils with the information and skills to evaluate critically the wide range of information, opinions, attitudes and values offered today; and
- to encourage pupils to avoid behaviours which could be harmful to themselves and/or others.

4.1 Morals and Values Framework

Mindful of the Christian principles which Carr Primary School seeks to express and the diversity of religious and cultural groups in school, pupils are taught RSE within a framework that encourages the following:

- a respect for self;
- a respect for others;
- non exploitation in relationships;
- commitment, trust and bonding within relationships;
- an exploration of the rights, duties and responsibilities involved in relationships;
- honesty with self and others;
- self-discipline;
- the difference between right and wrong;
- the responsibility for one’s own actions; and
- a development of critical self-awareness for themselves and others.

4.2 RSE should:

- be relevant, accessible and age appropriate to all young people;
- be set in a moral framework which is inclusive with respect to culture, religion, sexual orientation and social background;
- seek to develop and clarify values and attitude towards sex, sexuality and relationships and to encourage respect for and empathy with the values and attitudes of others;
- respect the diversity of cultural identity and encourage pupils to be aware of the traditions and beliefs of others, promoting respect, mutual understanding and tolerance;
- include activities to allow both genders to talk about their interests, attitudes, emotions, concerns and feelings;
- develop self-esteem and self-worth and in so doing encourage pupils to take responsibility for their own behaviour and actions. Pupils learn to avoid behaviours which could be harmful to themselves and /or others; and
- develop moral and religious values and a respect for the belief and values held by others in the society in which we live.

4.3 Learning Outcomes

The RSE curriculum should enable pupils to:

- develop a sense of self awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others;
- develop personal skills which help to establish and sustain healthy personal relationships;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- become aware of the variety of ways in which individuals grow and change; and
- develop a critical understanding of external influences on lifestyles and decision making.

4.4 Skills

The RSE curriculum should 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 should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values. They need opportunities to develop:

- communication skills – putting one's own views forward clearly and appropriately; listening to others' point of view; handling and resolving conflict peacefully;
- decision making and problem solving skills – for sensible and responsible choices; making moral judgements about what to do in actual situations;
- inter-personal skills – for managing relationships confidently and effectively; for developing as an effective group member or leader; and
- practical skills – for everyday living; for supporting others; for future parenting.

5. Curriculum Organisation and Delivery

RSE is 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 physical and emotional changes that occur at puberty but will not include sex education.

Our RSE programme will usually be delivered as part of PDMU (Personal Development and Mutual Education). Certain elements will also be discussed within other subject areas such as The World Around Us, Literacy, IT, RE and PE. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity.

Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils and will include many active learning strategies such as “Walking Debates”, “Think, Pair, Share”, “Circle Time” and small group work which will be conducive to exploration of the issues involved. Resources can include puppets, picture books, “issues” novels, photos, in fact anything that is conducive to creating an open, safe, oral working environment. In general, work will take place in mixed ability groupings but where children have a specific need the messages/strategies employed will be adapted appropriately.

RSE lessons will also include the usage of the correct terminology, as appropriate.

Normal classroom arrangements will prevail during RSE related activities. Where it is necessary to alter this, the consent of parents will be sought.

The P7 pupils will work with Mrs Bryans who will deliver appropriate puberty related talks; ‘Growing Up’ sessions will be delivered on both a mixed and gender specific basis. Children in P1-P7 will have the opportunity to participate in NSPCC Workshops. Only children with written parental/carer consent receive these talks.

Pupils will have the opportunity to provide feedback about the content of the programme of RSE delivered by the school so that it can be responsive to their needs. In Carr Primary School this is done through consultation with the Primary 6 and Primary 7 members of the School Council.

5.1 Teaching Programme

The following outline teaching programme illustrates the topics covered through the delivery of the Northern Ireland Curriculum in Carr Primary School.

Topics and themes are often repeated at regular intervals. The sequence in which ideas are presented below is not intended to imply an exact teaching order.

Foundation Stage and Key Stage 1 (Primary 1-4)

Myself

- Myself: how I grow, feed, move and use my senses; caring for myself, for example, hygiene, sleep, exercise, healthy lifestyles; personal likes and dislikes;
- Naming parts of the body (basic) - developing an agreed language for our bodies
- Being myself - I am unique, my strengths, things I am good at, my self-esteem, self-confidence, independence, respect and caring for myself;
- 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; and
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example: What do I do if I feel sad or angry?

My Relationships

- My family, special people in my life - what they do for me and I for them

- Friendships, getting on with each other, for example, communicating, playing together, listening, co-operating and sharing;
- Respect and caring for family members and friends, for example, caring for a new baby;
- Bullies and what to do about them, stay safe and speak out, who to talk to in school;
- Personal safety - simple skills and practices to maintain personal safety;
- The difference between good and bad touches (NSPCC Workshop);
- Realise that adults and older children are not always friends; the potential danger of relationships with strangers or acquaintances; and
- 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; and
- Respect and caring for people in the community, e.g. elderly people.

Key Stage 2 (Primary 5-7)

Myself

- My body, how it works and how to keep it healthy; how to sustain health, growth and well-being;
- The physical, social and emotional changes which occur during puberty (Primary 7 – ‘Growing Up’ sessions);
- Myself and my peers –Differences and similarities;
- Valuing and respecting myself, identifying personal strengths and weaknesses; self-esteem and self-confidence;
- Feelings, for example, things that make me happy, sad, excited, embarrassed, angry, scared;
- Expressing and managing our feelings;
- 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;
- Developing strategies to deal with setbacks; and
- Effective learning strategies.

My Relationships

- Identifying the positive traits of friendship and their corresponding values;
- Responding to feelings and emotions of others;
- Differences and similarities in people; the need to respect other people’s views, emotions and feelings; valuing and celebrating differences and diversity;
- Initiating and sustaining mutually satisfying relationships;
- 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.
- Causes of conflict and appropriate responses;
- The meaning of relationships within families, between friends and in the community;
- Behaviour - what constitutes appropriate and non-appropriate physical contact (NSPCC Workshop);
- Identifying dangers and risks within relationships;
- Being assertive in defending individual rights and beliefs; and
- 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;
- Valuing cultural differences in families and family relationships;
- Coping safely and efficiently with their environment;
- Helping agencies which can support families and individuals in different circumstances;
- Messages and images about health, gender roles from the media, family and peers; and
- Playing an active and meaningful part in the life of the community and be concerned about the wider environment.

***Family Status**

Pupils will be encouraged to appreciate the value of family life. We acknowledge the different family units that are represented in school and will endeavour to treat all situations sensitively.

***Sensitive Issues**

There will be no direct teaching of issues such as homosexuality, gender identity, contraception etc. However, if these issues are raised by pupils, the teachers will address them sensitively. RSE will include the physical and emotional changes that occur at puberty but will not include sex education.

5.2 Selection of Teaching Resources

The selection of teaching resources will be:

- consistent with the school's RSE policy and the aims and objectives of the RSE programme;
- consistent with the school's morals and values framework;
- appropriate to pupils' age, level of understanding and maturity;
- factually correct and respectful of its audience;
- likely to appeal to pupils in terms of appropriate language level, images, attitudes and values, maturity, contexts and situations, and the knowledge required; and
- complementary to the existing programmes which the school offers;

Further detail on the content of the RSE curriculum can be found in Appendix 1: Foundation, Key Stage 1 and 2 RSE Outline Teaching Programme.

5.3 Teaching RSE – The Classroom Environment

The value of human life and the uniqueness of each individual will be at the heart of our RSE teaching. In Carr Primary School we believe it is essential that teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom needs to promote mutual respect and the dignity of each individual. It is important to create an atmosphere in the classroom which allows 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. Every effort should be made to ensure that the whole group is at ease, with pupils showing respect for each other and realising their responsibilities to each other. Ground rules should be agreed to help to minimise embarrassment and encourage the respect of each other's opinion. Realistic scenarios, case studies, role-play, drama, videos and stories can be used to enable pupils to discuss issues without personal disclosure.

Important considerations are the:

- degree of trust, respect and positive regard for pupils;
- relationships between the teacher and pupils, and between the pupils themselves;
- need for clear expectations, goals and learning objectives;
- use of teaching and learning methods which involve pupils actively in their own learning and encourage the consideration of attitudes and values and the ability to make informed and healthy decisions; and
- need to be aware and take account of the current youth culture.

5.4 Examples of events and activities to support the curriculum for the delivery of RSE

In addition, the philosophy behind our RSE Programme will be on display at whole school system level in day to day activities. For example:

- The positive climate and constructive every-day interactions between pupils and staff, both inside and outside the classroom:
 - Welcoming Schools – P1 'Getting to Know' Booklet, Stay and Play sessions and new P1 Parents Information session in June;
 - Regular Information Meetings for parents in September, October and March; and
 - School Council & ECO Council – P4-7.
- The messages we give out to children through religious celebrations and assemblies:
 - Pupil of the Week certificates celebrate the many and varied gifts and talents of our children;
 - The fact that every child is on stage for Christmas nativities and special assemblies, whatever their ability, shows an inclusive mind-set;
 - Visitors to assembly – ministers, charity workers; and
 - End of Year Prize Assembly.
- The messages we give out to children through Preventative Education weeks, discussions and workshops:
 - Internet Safety week;
 - Anti-Bullying Week; and
 - Friendship Week.
- The encouragement we give and the standards we uphold in terms of sportsmanship, fair play, accepting decisions and taking both winning and losing in the same spirit
- The respect we have for and show to all members of our community:
 - The aspiration to include all children in day and residential visits (See our Educational Visits Policy);
 - Inclusive Extra-Curricular activities;
 - Charity work; and
 - Sponsorship of a child.

5.5 Staff Training

As opportunities become available, staff will engage in training for RSE. These will include EA INSET and courses offered by outside agencies such as Dr Barnardos (PATHS Programme), NSPCC and Childline. Internal staff training will also be conducted during School Development Days throughout the school year.

5.6 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.

Any Health Professionals and Visitors who are invited to deliver aspects of the curriculum will be required to provide an overview of the content and teaching methods to the principal and class teacher. A member of staff will remain in the lesson throughout.

6. Confidentiality

The classroom is an open environment and confidentiality cannot be maintained, therefore:

- staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions;
- teachers do not promise confidentiality;
- teachers can provide all pupils with information about where and from whom, they can receive confidential advice and support; and
- teachers can encourage young people, where possible, to discuss their concerns with parents or guardians.

In line with Carr Primary School's Child Protection Policy, teachers will inform the Designated Teacher for Child Protection of any disclosures which might suggest that a pupil is at risk.

7. Equal Opportunities

The programme of RSE delivered will be accessible to all pupils regardless of age, culture, disability, sexual orientation, gender or social class. Generally, RSE will be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain an understanding of each other's perspectives. However, there will be times that teachers or the school nurse will work with single gender groups to explore puberty related physical and emotional changes in both boys and girls.

8. Withdrawal from RSE

Since RSE is a statutory requirement, it should be inclusive. As a school we actively promote the implementation of RSE.

It is understandable that many parents or carers are anxious about when, what and how their children will be taught in Relationships and Sexuality Education. Concerns range from parents or carers thinking that their child is not old enough, or is not physically and emotionally mature enough, to learn about certain issues. As parents or carers play a crucial role in supporting their

child's education (DE, 2009; Harris and Goodall, 2007) schools should consult closely with parents or carers to allay these fears. Carr Primary does so by:

- Informing parents of the Preventative Education weeks linked to RSE in advance via the Monthly and Weekly Calendars
- Sharing information about and the links to teaching content via Sway and Seesaw

In Northern Ireland, parents or carers have the 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 (Lundy, Emerson, Lloyd, Byrne and Yohanis, 2013, page 25).

'If a parent or carer chooses to withdraw a child from all or part of Relationships and Sexuality Education, they must consider the potentially detrimental effect that this can have on the child with the school (Lundy et al, 2013, page 25). They should consider the social and emotional effects of being excluded, as well as the likelihood that the child will hear their peers' version of what happened or what was said in the classes, rather than the safe and reliable source of the teacher's. Ultimately, however, the school must respect the wishes of the parent or carer.'

(RSE Guidance, CCEA 2015, Section 2)

9. Key Roles & Responsibilities in RSE

Children play an active role in our approach to RSE. All children are provided with a planned programme of learning opportunities to enable them to acquire the knowledge, understanding and skills necessary to take responsibility for the decisions they make. We consider the pastoral care provided by Carr PS as appropriate to ensure our children develop as individuals and in relationships with others.

Parents play a vital role and share real responsibilities in ensuring the effectiveness of our RSE Programme.

As first educators, parents are expected to lay the foundations for acceptable patterns of behaviour, leading by example, and sharing with school the joint task of bringing the child through to the age of eleven with a balanced understanding of life and a healthy appreciation of the human relationships they form in years to come.

- Parents will be made aware of our RSE Policy Statement through the Pastoral Pack and our school website.
- Parents will be made aware that full copies of the RSE Policy Document are available on request.
- Parents will be consulted as part of a planned review of the RSE Policy within the School Development Plan.
- Additional information will be circulated to parents through a range of home/school communications as appropriate and where appropriate permission sought.
- On occasions parents will be invited to attend meetings re RSE issues.
- Parents will be made aware of the curriculum content of our RSE programme through the availability of the RSE Policy Document, through specific curriculum tasks set for their child and through discussion with their child about RSE related issues.

All **school staff** have important roles and responsibilities in relation to the effective implementation of our RSE Programme.

- All school staff will be given copies of the full RSE Policy Document
- All school staff will be made aware of who the Senior Teacher for Pastoral Care is
- All new staff will address RSE related issues as part of a planned induction programme
- Additional INSET opportunities may be available for specific and or key staff within school
- All staff groupings will discuss the RSE Policy as part of our rolling programme
- All staff groupings will be consulted as part of a planned review of the RSE Policy within the School Development Plan

Teachers provide general educational advice to all pupils as part of the curriculum, as such:

- general advice can be given by teachers to pupils individually or within group situations
- teachers can provide all pupils with information about where, and from whom, they can receive confidential advice and support
- only appropriate medical professionals should give medical advice to pupils
- any disclosures that might suggest that a pupil is at risk are reported as outlined in the Child Protection Policy

The **Senior Teacher for Pastoral Care** in Carr Primary School is Mrs Stevenson. She will work in conjunction with the **Principal**, Mrs Bryans. As a team, their responsibilities will be:

- attending EA RSE training as appropriate
- gathering and disseminating current and relevant information through the receipt of DENI Circulars, the Northern Ireland Curriculum website etc.
- liaising with other bodies in relation to RSE
- liaising with other staff in relation to RSE
- recognising the need for staff training re RSE
- monitoring and evaluating the effectiveness of programmes of study re RSE
- informing parents re RSE

The Board of Governors play a vital role and hold real responsibilities in all aspects of our RSE Policy.

- The Board of Governors will determine, approve and adopt the RSE Policy for Carr Primary School.
- The Board of Governors, in conjunction with the Principal, will determine both the School Development Plan and the inclusion of RSE within this.
- The Board of Governors will be consulted as part of any planned review of our RSE Policy within this School Development Plan.
- The Board of Governors will be kept fully informed of issues in relation to the implementation of our RSE Policy.

10. Monitoring, Review and Evaluation of our RSE Policy.

The responsibility to ensure the monitoring, review and evaluation of the RSE Policy rests with the Senior Teacher for Pastoral Care, the Principal and the Board of Governors.

Monitoring will include reviewing year group Medium Term Planning, classroom observation and teacher consultation. Monitoring will take place on an on-going informal basis as well as formally under the PRSD scheme from time to time.

Review & Evaluation of our policy will seek to include the views of teaching staff, children, parents and governors. Review & Evaluation will take place as part of our rolling programme of policy review within our school development plan.

We will use a range of monitoring and evaluating activities to review effectiveness of this policy, including:

- pupil feedback
- staff review and feedback
- parental feedback
- further Departmental guidance and legislative changes.

Policy Agreed by the Board of Governors

May 2024

(Chair of the Board of Governors)

Review Date: May 2027 or at such times as new guidance becomes available or relevant legislation is passed.

Appendix 1: Foundation Stage, Key Stage 1 and 2 RSE Outline Teaching Programme

The RSE teaching programme is part of the PDMU Policy and Teaching Programmes. The content is based upon the PDMU scheme introduced as part of the Revised Northern Ireland Curriculum in 2007.

In each stage this breaks down into:

Strand 1: Personal Understanding and Health

Strand 2: Mutual Understanding in the Local and Wider Community

The following statutory sections of the NI Curriculum are of particular relevance to Relationships and Sexuality Education:

THEME 1: SELF-AWARENESS		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
Strand 1 Themselves and their personal attributes. <ul style="list-style-type: none"> Explore who they are. Recognise what they can do. Identify their favourite things. Recognise what makes them special. <p><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></p>	Strands 1 and 2 Their self-esteem and self-confidence. <ul style="list-style-type: none"> Feel positive about themselves and develop an understanding of their self-esteem and confidence. Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals. <p><i>In Key Stage 1, this theme is covered using the following resources:</i></p> <ul style="list-style-type: none"> Termly resolutions assembly and class tasks CCEA Living, Learning Together → Getting to Know Me (Year 3) → The Real Me (Year 4) 	Strands 1 and 2 Their self-esteem, self-confidence and how they develop as individuals. <ul style="list-style-type: none"> Develop self-awareness, self-respect and self-esteem. Know how to confidently express their own views and opinions in unfamiliar circumstances. Identify current strengths and weaknesses. Face problems, trying to resolve and learn from them. Recognise how responsibilities change as they become older and more independent. Explore and examine what influences their views, feelings and behaviour. Develop strategies to resist unwanted peer/sibling pressure and behaviour. <p><i>In Key Stage 2, this theme is covered using the following resources:</i></p> <ul style="list-style-type: none"> Termly resolutions assembly and class tasks CCEA Living, Learning Together → Myself and My Attributes (Year 5) → Who Am I? (Year 6) → Moving On (Year 7)

THEME 2: FEELINGS AND EMOTIONS		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1</p> <p>Their own and others' feelings and emotions.</p> <ul style="list-style-type: none"> • <i>Begin to recognise how they feel.</i> • <i>Develop ways of expressing how they feel.</i> • <i>Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings.</i> • <i>Realise what makes their friends feel happy or sad.</i> • <i>Recognise how other people feel when they are happy, sad, angry or lonely.</i> <p><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></p> <p><i>The PATHS Education programme (Barnardos) also supports Social and Emotional Learning.</i></p>	<p>Strand 1</p> <p>Their own and other's feelings and emotions and how their actions affect others.</p> <ul style="list-style-type: none"> • <i>Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human.</i> • <i>Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss.</i> <p><i>In Key Stage 1, this theme is covered using the following resources:</i></p> <ul style="list-style-type: none"> - <i>PATHS Education Programme (Barnardos)</i> - <i>CCEA Living, Learning Together → Difficult Feelings (Year 4)</i> <p><i>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of positive mental health.</i></p>	<p>Strand 1</p> <p>Their management of a range of feelings and emotions and the feelings and emotions of others.</p> <ul style="list-style-type: none"> • <i>Examine and explore their own and others' feelings and emotions.</i> • <i>Know how to recognise, express and manage feelings in a positive and safe way.</i> • <i>Recognise that feelings may change at times of change and loss.</i> <p><i>In Key Stage 2, this theme is covered using the following resources:</i></p> <ul style="list-style-type: none"> - <i>PATHS Education Programme (Barnardos)</i> - <i>CCEA Living, Learning Together → I Have Feelings (Year 5)</i> → <i>Dealing with Feelings (Year 6)</i> → <i>Thinking and Feeling (Year 7)</i> <p><i>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of positive mental health.</i></p>

THEME 4: HEALTH, GROWTH AND CHANGE		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1</p> <p>The importance of keeping healthy.</p> <ul style="list-style-type: none"> • <i>Be aware of how to care for their body in order to keep it healthy and well.</i> • <i>Recognise and practise basic hygiene skills.</i> • <i>Realise that growth and change are part of the process of life and are unique to each individual.</i> <p><i>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</i></p>	<p>Strand 1</p> <p>Strategies and skills for keeping healthy.</p> <ul style="list-style-type: none"> • <i>Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene.</i> • <i>Have respect for their bodies and those of others.</i> • <i>Be aware of the stages of human growth and development.</i> • <i>Recognise how responsibilities and relationships change as people grow and develop.</i> • <i>Understand that medicines are given to make you feel better, but that some drugs are dangerous.</i> • <i>Understand that if not used properly, all products can be harmful.</i> • <i>Be aware that some diseases are infectious and some can be controlled.</i> <p><i>In Key Stage 1, this theme is covered</i></p>	<p>Strand 1</p> <p>How to sustain their health, growth and well-being.</p> <ul style="list-style-type: none"> • <i>Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene.</i> • <i>Recognise what shapes positive mental health.</i> • <i>Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others.</i> • <i>Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.</i> • <i>Know how the body grows and develops.</i> • <i>Be aware of the physical and emotional changes that take place during puberty.</i> • <i>Recognise how responsibilities change as they become older and</i>

	<p>using the following resources: - CCEA Living, Learning Together → Take Care, Be Safe (Year 4)</p> <p>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of controlling infectious diseases.</p>	<p>more independent.</p> <p>In Key Stage 2, this theme is covered using the following resources: - CCEA Living, Learning Together → Stay Safe and Healthy (Year 5) → Fit for the Future (Year 7)</p> <p>P6 girls receive a session on Puberty and Periods annually.</p> <p>Each year, there is a whole school Healthy Living Week and, bi-annually, this will consider the theme of controlling infectious diseases.</p>
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THEME 4A: SAFETY		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 1</p> <p>How to keep safe in familiar and unfamiliar environments.</p> <ul style="list-style-type: none"> Explore appropriate personal safety strategies. Identify situations that are safe and those where personal safety may be at risk. Begin to realise the importance of road safety. Understand that many substances can be dangerous. Know the safety rules that apply when taking medicines. <p>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</p> <p>The NSPCC Speak Out, Stay Safe programme is used to explore personal safety and identify situations that are safe and those where personal safety may be at risk.</p> <p>Each year, there is a whole school Road Safety Week and a whole school Internet Safety Week.</p>	<p>Strand 1</p> <p>Strategies and skills for keeping safe.</p> <ul style="list-style-type: none"> Know what to do or whom to seek help from when feeling unsafe. Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour. Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety. Explore how to travel safely in cars and buses. Know about the potential dangers and threats in the home and environment. Develop simple safety rules and strategies to protect themselves from potentially dangerous situations. Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions. <p>In Key Stage 1, this theme is covered using the following resources: - CCEA Living, Learning Together → Take Care, Be Safe (Year 4)</p> <p>The NSPCC Speak Out, Stay Safe programme is used to explore personal safety and identify situations that are safe and those where personal safety may be at risk.</p> <p>Each year, there is a whole school - Road Safety Week covering themes of Road Safety and Safe Travelling; - Internet Safety Week covering</p>	<p>Strand 1</p> <p>Coping safely and efficiently with their environment.</p> <ul style="list-style-type: none"> Develop strategies to resist unwanted peer/sibling pressure and behaviour. Recognise, discuss and understand the nature of bullying and the harm that can result. Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches. Become aware of: <ul style="list-style-type: none"> -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 to school transport; and -how bicycles are best maintained and ridden. Develop a pro-active and responsible approach to safety. Know where, when and how to seek help. Be aware of basic emergency procedures and first aid. <p>The NSPCC Speak Out, Stay Safe programme is used to explore personal safety and identify situations that are safe and those where personal safety may be at risk.</p> <p>P7 pupils complete the national Cycling Proficiency award and lessons in basic first aid annually.</p>

	<p>themes of 'Internet Safety' and 'Internet Strangers'; and</p> <p>- Anti-Bullying week covering themes of 'What is Bullying?' and 'Managing Conflict'</p> <p>Teachers use age-appropriate resources provided by the PATHS (Barnardos) and Anti Bullying Alliance to support Anti-Bullying Week lessons and assemblies.</p>	<p>Each year, there is a whole school</p> <p>- Road Safety Week covering themes of 'Green Cross Code' and 'Road/Passenger Safety';</p> <p>- Internet Safety Week covering themes of 'Internet Safety' and 'Internet Strangers'; and</p> <p>- Anti-Bullying week covering themes of 'Resisting Peer Pressure', 'What is Bullying and Seeking Help' and 'Resolving Conflict'</p> <p>Teachers use age-appropriate resources provided by the PATHS (Barnardos) and Anti Bullying Alliance to support Anti-Bullying Week lessons and assemblies.</p>
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THEME 5: RELATIONSHIPS		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 2</p> <p>Their relationships with family and friends.</p> <ul style="list-style-type: none"> Find out about their own family. Talk about what families do together. Begin to recognise how they relate to adults and other children. Identify who their friends are. Explore what they do together. Know how to treat others. <p>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</p> <p>Each year, there is a whole school Friendship Week and a whole school Anti-Bullying Week.</p> <p>Teachers use age-appropriate resources provided by the Anti Bullying Alliance to support Anti-Bullying Week lessons and assemblies.</p>	<p>Strand 2</p> <p>Initiating mutually satisfying relationships.</p> <ul style="list-style-type: none"> Examine the variety of roles in families and the contribution made by each member. Be aware of their contribution to home and school life and the responsibilities this can bring. Know how to be a good friend. Understand that they can take on some responsibility in their family and friendship groups. <p>In Key Stage 1, this theme is covered using the following resources:</p> <p>- CCEA Living, Learning Together</p> <p>→ Friendships (Year 4)</p> <p>Each year, there is a whole school Friendship Week covering themes of 'Being a Good Friend' and 'Influences in Friendships'.</p>	<p>Strand 2</p> <p>Initiating and sustaining mutually satisfying 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. Find out about sources of help and support for individuals, families and groups. Explore and examine what influences their views, feelings and behaviour. Consider the challenges and issues that can arise: <ul style="list-style-type: none"> at home; at school; and between friends and how they can be avoided, lessened or resolved. <p>In Key Stage 2, this theme is covered using the following resources:</p> <p>- CCEA Living, Learning Together</p> <p>→ Learning More About Others (Year 5)</p> <p>→ Making Good Choices (Year 5)</p> <p>Each year, there is a whole school Friendship Week covering themes of 'Being a Good Friend' and 'Influences in Friendships'.</p>

THEME 8: SIMILARITIES AND DIFFERENCES		
Foundation Stage	Key Stage 1	Key Stage 2
Teachers should enable pupils to develop knowledge, understanding and skills in developing:		
<p>Strand 2</p> <p>Similarities and differences.</p> <ul style="list-style-type: none"> • <i>Begin to recognise the similarities and differences in families and the wider community.</i> • <i>Understand that everyone is of equal worth and that it is acceptable to be different.</i> • <i>Celebrate special occasions.</i> <p>In the foundation stage, pupils are exposed to a range of tasks, activities and experiences through Play Based Learning and Shared Story Sessions which support the development of PDMU skills.</p>	<p>Strand 2</p> <p>Similarities and differences between people.</p> <ul style="list-style-type: none"> • <i>Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work.</i> • <i>Be aware of their own cultural heritage, its traditions and its celebrations.</i> • <i>Recognise and value the culture and traditions of another group in the community.</i> • <i>Discuss the causes of conflict in their community and how they feel about it.</i> • <i>Be aware of the diversity of people around the world.</i> <p>In Key Stage 1, this theme is covered using the following resources: - CCEA Living, Learning Together → Living with Difference (Year 3) → Who Influences Me (Year 4)</p>	<p>Strand 2</p> <p>Valuing and celebrating cultural differences and diversity.</p> <ul style="list-style-type: none"> • <i>Examine and explore the different types of families that exist, the roles within them, and the different responsibilities.</i> • <i>Know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland.</i> • <i>Recognise the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations.</i> • <i>Acknowledge that people differ in what they believe is right or wrong.</i> • <i>Recognise that people have different beliefs that shape the way they live.</i> • <i>Develop an awareness of the experiences, lives and cultures of people in the wider world.</i> • <i>Recognise how injustice and inequality affect people's lives.</i> • <i>Recognise the similarities and differences between different cultures of the wider world, for example food, clothes, symbols and celebrations.</i> • <i>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</i> <p>In Key Stage 2, this theme is covered using the following resources: - CCEA Living, Learning Together → Learning More About Others (Year 5)</p> <p>Year 7 pupils also cover the topic 'Wonderful World' as part of The World Around Us and use this topic as a basis to consider cultural similarities and differences, including food, clothes, symbols and celebrations.</p>