

Relationships and Sexuality Education Policy

Leaney Primary School

Policy

March 2024

The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure. Relationships and Sexuality Education (RSE) is clearly a part of this general aim. (RSE Guidance for Primary Schools)

Introduction

It is a statutory requirement that all schools in Northern Ireland have a 'Relationships and Sexuality Education' Policy. (RSE)

This policy has been written in line with Department of Education requirements.

The ethos of Leaney Primary School promotes the maintenance of a safe, stable and caring learning environment in which pupils, parents and staff work together to develop self-respect and respect for others. This policy reflects the aims and objectives of this school, in addition to taking account of the RSE and Department of Education guidelines.

The school will consult with staff, parents and governors and where there is sufficient consensus on areas that require change, changes will be implemented.

RSE is a statutory part of the NI curriculum and is delivered through RE, Health Education, PDMU, PE and The World Around Us. In Leaney PS, RSE is taught mainly through PDMU in the Personal Understanding and Health strand.

In RSE all children will be taught in an atmosphere of mutual respect. The value of a stable family life will be presented. As they mature, children will be encouraged to appreciate the importance of self-discipline, dignity, respect for

themselves and others. Through PDMU children will learn about changes in their bodies as they grow older and, in Years 6 and 7, will be given the opportunity to learn about puberty in order to prepare them for the emotional and physical changes they may expect to experience over the next few years. The teaching arrangements for this will be in single gender groups.

Aims

The aims of RSE are to:

- Enhance the personal development, self-esteem and well-being of the child;
- Help the child develop healthy and respectful friendships and relationships;
- Foster an understanding of, and a healthy attitude to relationships in a moral and social framework;
- Promote responsible behaviour and the ability to make informed decisions;
- Promote an appreciation of the value of value of family and human life.

Learning objectives

The RSE curriculum should 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 and in friendships.

Within a wider context, children will be enabled to:

- Develop an awareness of differing family patterns;
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts;
- 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;
- Acquire and improve skills of communication and social interaction;
- Develop a critical understanding of external influences on lifestyles and decision making.

Delivering the RSE Programme

RSE will be taught across the curriculum, mainly through PDMU, but also in WAU and RE. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Teachers will use a variety of teaching strategies and approaches in keeping with the maturity of the children. This will also include the usage of the correct terminology, as appropriate. The class teacher will deliver most of the RSE programme. However, occasions will arise where the expertise of outside agencies and other professionals will be used. This may include:

- Childline/NSPCC
- Helping Hands Programme (Women's Aid)
- Internet Safety
- PSNI
- School Nursing Service
- Health professionals/organisations
- Love For Life

As opportunities become available, staff will engage in training for RSE. Review of RSE procedures and provision will take place following new training or guidance. This review will involve staff, parents, pupils and governors.

Parents reserve the right to withdraw their children from RSE lessons. The school will provide alternative arrangements for children who are removed from any lessons.

Love For Life Organisation

The Love For Life organisation deliver 2 programmes in our school for the Y6 and Y7 children.

Love For Life has a long-standing reputation for engaging effectively in the specific area of RSE. All of Love For Life's programmes are age-appropriate, offering accurate information in an engaging manner, helping children and young people to learn, reflect and develop in their knowledge, skills and attitudes in this important area.

The experienced and professional Love For Life team create a safe and secure environment in which our children can have, engaging and respectful conversations about strong healthy relationships. Below is a short description of the programmes, 'What's Inside' and 'Choices and Changes.'

What's Inside?

A comprehensive and interactive workshop, preparing 10-11 year olds for both the physical and emotional changes of puberty, exploring the changes associated with the transition to post-primary school, as well as recognising the importance of building healthy relationships.

Choices & Changes

An introduction for 9-10 year olds to the physical and emotional changes they can expect during puberty, offering support as they explore and develop an understanding about the choices and changes in their lives.

Monitoring, Evaluating and Reviewing the RSE Policy

Leaney PS staff are committed to monitoring and evaluating the effectiveness of this policy. Specifically important to the RSE programme are:

- Pupil feedback
- Staff review and feedback
- Parental feedback
- Further Departmental guidance and legislative changes

This policy will be reviewed as necessary but at least every 3 years.

Other Relevant Policies and Procedures

The school has a duty to ensure that safeguarding permeates all activities. This policy therefore complements and supports the following school policies:

- Pastoral
- Safeguarding
- Positive Behaviour
- SEN and Inclusion
- Mobile Phones
- ICT/E-Safety
- Attendance
- Induction
- Health and Safety
- First Aid and the Administration of Medicines
- Intimate Care
- Anti-Bullying
- Educational Visits
- Code of Conduct for staff and volunteers

Roles and Responsibilities

- The Board of Governors examines and ratifies the school's RSE policy
- The Principal and Senior Leadership Team co-ordinates the school's approach to RSE and consults with the Board of Governors, staff, children, parents, carers and Health Professionals
- Pastoral Co-ordinator writes the policy and monitors the delivery of the teaching and keeps staff up to date
- Teaching staff will deliver the school's RSE programme within the context of the NI Curriculum

Confidentiality

From time to time, a child may make a disclosure of a confidential nature. This will be treated with sensitivity and in line with the school's Child Protection Procedures.

Resource Directory

Keeping children safer in the digital world

www.saferinternet.org.uk

A range of resources to help schools teach pupils about staying safe online – a range of games, films, quizzes and advice (ages 3-11)

www.thinkuknow.co.uk

Child exploitation and online protection (CEOP) website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. Contains targeted advice for parents, carers and teachers and for children aged 5-7 and 8-10 years old.

www.childnet.com/teachers-and-professionals

In-depth advice for teachers in their 'hot topics' section, covering issues such as sexting, online grooming, cyberbullying and online gaming safety. Also an online resource bank with lesson plans and activity ideas suitable for primary age children.

www.kidsmart.org.uk

Useful support for teachers and children about staying safe online.

Recognising and challenging inappropriate behaviour and touch

www.nspcc.org.uk

www.safertoknow.info

The Safeguarding Board for Northern Ireland's (SBNI) website contains useful information and resources to raise awareness on child sexual exploitation.

Guidance Documents

The following guidance documents by CCEA may be of use in planning for RSE

- Living. Learning. Together
- PDMU Guidance Booklet
- PDMU progression grids
- Active Learning and Teaching methods
- Assessment for Learning: A Practical Guide
- Thinking Skills and Personal Capabilities at KS1 and KS2

RSE Themes within the PDMU Curriculum

Themes 1,2,4,5 and 8 within the PDMU Curriculum contain RSE strands.

Theme 3 (Learning to Learn, Theme 6 (Rules, Rights and Responsibilities) and Theme 7 (Managing Conflict) do not contain RSE strands.

Foundation Stage

Theme 1: SELF-AWARENESS

- Explore who they are, what they can do, identify favourite things, recognise what makes them special.

Theme 2: FEELINGS AND EMOTIONS

- Begin to recognise how they feel/express how they feel;
- Know what to do if sad or lonely, afraid or angry;
- Tell others about their feelings;
- Realise what makes their friends happy or sad;
- Recognise how others feel when they are happy, sad, angry or lonely.

Theme 4/4a: HEALTH GROWTH AND CHANGE/SAFETY

- Be aware of how to care for their own body;
- Recognise and practise basic hygiene skills;
- Understand growth and change as part of the process of life;
- Explore appropriate personal safety strategies, road safety;
- Medicines and dangerous substances-safety rules.

Theme 5: RELATIONSHIPS

- Find out about their own family/ how they relate to other adults and children;
- Talk about what families do together;
- Identify who their friends are/explore what they do together;
- Know how to treat others.

Theme 8: SIMILARITIES AND DIFFERENCES

- Begin to recognise the similarities and differences in families and the wider community;
- Understand that everyone is of equal worth and that it is acceptable to be different;
- Celebrate special occasions.

Key Stage 1

Theme 1: SELF-AWARENESS

- Feel positive about themselves and develop an understanding of their self-esteem and confidence;
- Awareness of own strengths, abilities, qualities, achievements, personal preferences and goals.

Theme 2: FEELINGS AND EMOTIONS

- Recognise and name own feelings and emotions;
- Recognise and manage the effects of strong feelings such as anger, sadness or loss;
- Understand how their actions affect others.

Theme 4/4a : HEALTH, GROWTH AND CHANGE/SAFETY

- Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene;
- Have respect for their bodies and those of others;

- Be aware of the stages of human growth and development eg. baby, child, adult;
- Recognise how responsibilities and relationships change as people grow and develop;
- Understand the purpose of medicines/dangers of drugs;
- Understand that if not used properly, all products can be harmful;
- Be aware that some diseases are infectious and some can be controlled.

Theme 5: RELATIONSHIPS

- 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.

Theme 8: SIMILARITIES AND DIFFERENCES

- Appreciate ways we are similar and different eg. age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work;
- Be aware of their own cultural heritage, its traditions and its celebrations;
- Recognise and value the culture and traditions of another group in the community;
- Discuss the causes of conflict in their community and how they feel about it;
- Be aware of the diversity of people around the world.

Key Stage 2

Theme 1: SELF-AWARENESS

- Develop self-awareness, self-respect and self-esteem;
- Confidently express own views and opinions in unfamiliar circumstances;
- Identify current strengths and weaknesses;

- Face problems and try to resolve/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.

Theme 2: FEELINGS AND EMOTIONS

- Examine and explore their own and others' feelings and emotions;
- Recognise, express and manage feelings in a positive and safe way;
- Recognise that feelings may change at times of change and loss.

Theme 4: HEALTH, GROWTH AND CHANGE

- Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene;
- Recognise what shapes positive mental health;
- Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others;
- Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed;
- Know how the body grows and develops;
- Be aware of the physical and emotional changes that take place during puberty. (puberty talks for Y6/7 by school nurse)
- Be aware of the skills for parenting and the importance of good parenting;
- Recognise how responsibilities change as they become older and more independent.

THEME 4a: SAFETY

- 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 appropriate road use, road safety –Green Cross Code, safe cycling;
- 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.

Theme 5: RELATIONSHIPS

- 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 – at home, school and between friends and how they can be avoided, lessened or resolved.

Theme 8: SIMILARITIES AND DIFFERENCES

- Examine and explore the different types of families that exist, the roles and responsibilities within them;
- 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, eg. food, clothes, symbols and celebrations;
- Recognise that people have different beliefs that shape the way they live;
- Develop an awareness of experiences, lives and cultures of people in the wider world;
- Recognise how injustice and inequality affect people's lives.

