



**Learning together,
building for the future**

Relationships & Sexuality Education Policy

Policy Review

Date agreed: June 2020

Next Review Date: June 2022

Signed by Chair of Governors:

Date: _____

Relationships and Sexuality Education Policy

Relationships and sexuality education is part of lifelong learning skills about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. It is about the teaching of relationships, sex, sexuality and the importance of making good choices. Pupils should be given the opportunity to develop friendships and understanding of the same and opposite sex as and when appropriate.

Kirkistown Primary School is positioned on the Ards Peninsula. Children, both boys and girls from 4-11years, attend the school. The school supports a strong Christian ethos, and although deemed predominantly Protestant Christian it is inclusive to all denominations and nationalities. The school also caters for children with special educational needs and has classroom assistants working with individual children.

At Kirkistown Primary School we are conscious that access to information pertaining to relationships and sexuality is important. The aim of including RSE in the curriculum is to encourage positive relationships based on mutual respect between adults and children in school and beyond. Children will be engaged through well planned Cross Curricular lessons and a broad range of active learning approaches.

Moral and Values Framework

Relationships and Sexuality Education will reflect the values of the school and community and be taught in the context of the PDMU programmes. Children will be given opportunities to mix through organised sporting, musical and drama events and also meet socially through play or other appropriate activities.

RSE will be viewed as an integral part of a wider suite of policies including Child Protection and Safeguarding and online safety. It will also be incorporated into the PDMU curriculum in daily activities through our positive behaviour policy. RSE will promote self-esteem and emotional health and wellbeing and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Policy development

The policy will be developed in consultation with interested parties and management of the school following new guidelines and information courses attended. It will be aligned to the ethos and values of the school. The Principal recognises the importance and supports the implementation of the RSE programme. A systematic and progressive approach to embedding the most important elements of the programme will be addressed as a whole school.

Methods of consultation included auditing existing provision in order to develop, implement, monitor and evaluate the curriculum. Programmes are planned on a whole school basis to promote consistency in the quality of teaching and learning and progression of knowledge and skills across all Key Stages.

The programme will be monitored and evaluated, including children's input, to assure effective impact.

Aims and Objectives for Relationships and Sexuality Education

The aim of RSE is to provide children with age appropriate information, to explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour, choices and relationships.

The objectives of relationships and sexuality education are:-

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To give children a greater understanding of their feelings and how to express themselves and respond appropriately
- To provide the confidence to be participating members of society and to value themselves and others
- To give each individual child a voice in the decision making that affects their lives.
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To address the growing challenges of Mental Health issues

The teaching programme for Relationships and Sexuality Education

Requirements

All schools must teach the following as part of the NI Curriculum. Elements of RSE will be visited through the wider curriculum- PDMU, Literacy, TWAU, PE, RE, ICT and the Arts lessons or as incidental parts of the curriculum as they arise. RSE is taught by classroom teachers and if appropriate, outside visitors such as the school nurse, Love for Life, etc.

Lessons should promote each child's self-confidence and self-esteem providing them with appropriate life skills, e.g. coping strategies and decision making skills. Lessons should also encourage tolerance and respect for those with differing opinions and beliefs.

Training, to enhance teacher confidence when delivering the programme, will be considered according to need and availability of funding e.g. P5 "Helping Hands" programme, P6/7 Love for Life programme. Class teachers will feel confident to teach all areas as part of class topics, IEPs, Assessment for learning and incidental issues as they arise.

Children will engage in open discussion and learn through Listening Skills, Talking skills and PDMU activities.

Through PDMU, class assemblies and other activities, all children, at an appropriate age-group level, must know about inappropriate touching and be taught strategies for staying safe, e.g. Stranger Danger

Foundation Stage

1. Introduced to the concept of choices and developing self-esteem
2. Engage in activities to promote positive relationships and personal safety

Key Stage 1

1. To understand that animals, including humans, move, feed, grow, and use their senses
 - a) to recognise and compare the main external parts of our bodies. Include use of language for body parts as appropriate
2. That humans and animals can produce young and these grow into adults.
3. To recognise similarities and differences between themselves and others and treat others with respect and sensitivity.

Key Stage 2

1. That the life processes common to humans and other animals include nutrition, growth and reproduction.
About the main stages of the human life cycle.
 2. Increased awareness of potential risks posed by on-line access and contact, including cyber bullying
 3. Understand sexuality, puberty, inappropriate behaviour
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- *Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language, special needs, disadvantaged and looked after children. The development of healthy attitudes around equality is central to all learning.*
 - *It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.*

Such a programme can successfully follow the outline given below:-

Foundation

Children learn about the concept of male and female and about young animals. In on-going Health Education and PDMU work, they develop skills to form friendships and think about relationships and interaction with others.

Key Stage 1

Through work in science, children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things produce young. They learn about the importance of personal hygiene, healthy eating and active lifestyles to maintain good health. In RE and PDMU children reflect on family relationships, different family groups and friendship. They learn about traditions associated with birth, marriage and death and talk about the emotions involved.

They are encouraged to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

They also learn about personal safety.

Key Stage 2

Children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby (P6/7). *"Sensitive" areas are still voluntary but must be offered/provided before transition to secondary education.*

Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene and know where they can seek help from both inside and outside of school. Reference is made to further practical arrangements for girls in our Intimate Care Policy. In PDMU and Health Education they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple and complex choices and exercise some basic techniques for resisting pressures. They will understand the importance of healthy eating and active lifestyles.

Relationship and sexuality education should focus on the development of skills and attitudes not just the acquisition of knowledge.

The organisation of Relationship and Sexuality Education

Mr Graham and the Designated and Deputy Designated members of staff with responsibility for Child Protection and Safeguarding will be responsible for coordinating, monitoring and evaluating the relationships and sexuality education programme.

A range of teaching methods which involve children's full participation are used to teach relationship and sexuality education. RSE is usually delivered in mixed gender groups however there may be occasions where single gender groups are more appropriate and relevant.

Resources to assist in teaching relationships and sexuality education include various fiction, reference books, leaflets and extracts from videos, etc. which can be obtained through CCEA.

Other resources include:-

"The Wonder of my Being" programme

PATHS- "Roots of empathy" programme

Channel 4 "Living and Growing" video Unit 1, 2 & 3 plus work books.

Unit 1 5-7yrs Differences / How did I get Here? / Growing up

Unit 2 7-9 yrs Changes / How babies are made / How babies are born

Unit 3 9-11yrs Girl talk / Boy talk / Let's talk about sex

Available from 4 Learning, PO Box 400 Wetherby LS23 7LG Tel 08701 246444

Relationships and sexuality education is monitored and evaluated by the Principal as part of the school's development plan. As a result of this process changes will be made to the programmes as appropriate.

Specific Issues

- Parental consultation**

The school informs parents when aspects of the relationship and sexuality programme are taught (Puberty P6/7) and provides opportunities for parents to view the resources being used (e.g. Love for Life resources). Parents will be kept informed through meetings and/or written communication as necessary.

Parents have the right to withdraw their children from those aspects of relationship and sexuality education not included in the NI Curriculum.

By working in partnership with parents we would hope they recognise the importance of this aspect of their child's education and not exclude them.

- Child Protection / Confidentiality**

It is important to engage in meaningful consultation with all members of the school community when preparing the RSE programme taking into account diverse family situations, changing social values and moral stances. Teachers need to be aware that effective relationship and sexuality education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Designated Child Protection person in line with the DENI procedures for child protection should a disclosure be made during any RSE or other activity.

***A member of staff cannot promise confidentiality if concerns exist.**

- **Links to other professionals:-**

Health care practitioners

Other statutory and voluntary external agencies, e.g. Family works

- **Links with other school policies**

Child Protection/ Safeguarding

Anti-bullying

Behaviour

Equality & Inclusion

These policies can be requested from the Principal

- The designated Child Protection teacher and the deputy CP teacher are available in the event of emergencies or concerns relating to individuals or groups of children attending the school. All staff are trained and regularly updated in child protection/safeguarding issues.

- **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of a question/ suggestion box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **Use of visitors**

When appropriate visitors, such as the school nurse or specialist company, e.g. Love for Life, may be involved in the delivery of relationships and sexuality education, particularly in Key Stage 2.

- **Children with special needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of relationships and sexuality education programme.

Monitoring and Evaluation

Whole school monitoring is the responsibility of the head teacher and / or Designated Child Protection teacher. The school will assess the effectiveness of the aims, content and methods in promoting students' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required. Resources to be updated as necessary to reflect continuing changes in society and attitudes.

This policy will be reviewed by Mr Graham / Mrs Harbinson.

Adopted by Governors

Signed by Chair of Governors Date.....

DENI circulars:-

2015/22

2010/01