



Building
together
for our future.



Braidside Integrated Primary School

RSE Policy

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Relationship and Sexuality Education Policy

Ethos

In Braidside IPS we aim to provide a supportive, stimulating and secure environment where children are encouraged to express themselves and where their contributions are valued. We also want to provide for the overall development of the child; the moral, spiritual, physical and social as well as the academic. The Christian ethos of the school in the teaching of morals and values corresponds to and compliments what is being referred to in the guidance for primary schools in RSE.

Morals, Values and Beliefs

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they, and others, are affected by them.

Morals - Pupils should be able to:-

- distinguish between right and wrong
- articulate their own attitudes and values
- take responsibility for their own actions
- recognise the moral dimension to situations
- understand the long and short term consequences of their actions for themselves and others
- develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour
- behave consistently in accordance with their principles

RSE encourages the following values:-

- a respect for self
- a respect for others
- non-exploitation in relationships
- commitment, trust and bonding within relationships
- mutuality in relationships
- honesty with self and others
- a development of critical self-awareness for themselves and others
- an exploration of the rights, duties and responsibilities involved in relationships
- compassion, forgiveness, mercy and care when people do not conform to their way of life
- self-discipline

RSE in the Primary Curriculum

We at Braidside recognise that RSE is a life-long process encompassing the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

RSE is important as it respects the rights of the child/ promotes a better understanding of diversity and inclusion/ helps children to keep themselves safe in a digital world/ provides reliable, accurate and timely age-appropriate information/ promotes the use of appropriate language/ helps children to recognise inappropriate behaviour and touch.

As a statutory element within the Northern Ireland Curriculum, RSE is taught and explored through the PDMU Curriculum, Health Education, The World Around Us and RE. At Braidside IPS the Living Learning Together Programme is used and helps support the delivery of PDMU and covers issues and topics related to RSE, particularly in the yellow units.

Equal Opportunities

Children and young people must feel comfortable and confident in themselves without fear of being bullied or being viewed as different. RSE should offer all children the opportunity to focus on appreciating the uniqueness of each person while also promoting inclusivity, equality and respect for all pupils. RSE should enable the children to consider and develop their attitudes and values in relation to gender, stereotyping, race and culture, disability, religion and sexual orientation.

AIMS

During the teaching of an RSE scheme it is our intention for the children to:

- Explore the spiritual, moral and ethical issues surrounding sexuality;
- Develop a respect of their own and other people's bodies;
- Understand the stages of development from infancy through adolescence, to adulthood; thus gaining an elementary understanding of the reproductive system
- Develop skills in forming and maintaining healthy relationships thus helping prepare pupils for adult life;
- Develop skills in recognising and protecting themselves from abuse;
- Be able to communicate about feelings and development using appropriate language, preparing pupils to cope with the physical and emotional challenges of growing up;

- Understand the influence of messages from peers and the media on ones own values and develop skills to resist detrimental peer pressure and exert positive pressure on others;
- Promote the values of family life.

Specific Issues

a. Family , Marriage and Co-habiting

Braidside IPS has at its core a Christian ethos. We offer opportunities to learn about Christian beliefs and the beliefs of other faiths. We respect the beliefs of those of all faiths and none. We aim to teach the children the importance of responsibility and to value family life.

b. Sacredness of Life

We recognise that life is sacred from the moment of conception and this will be considered and reflected in the teaching.

c. Confidentiality and Child Protection Issues

The provision of effective RSE can play key role in meeting the schools' child protection/ safeguarding obligations. The foundation for effective delivery of RSE is the building of secure, trusting, respectful relationships between the teacher and their pupils. It must also be clear to pupils that, whilst teachers will offer support, they are obligated to notify the child protection/ safeguarding teacher or team if they are concerned that a pupil may be "at risk". If pupils make a disclosure to a member of staff the correct child protection procedures must be followed as indicated in the Child Protection Policy. Teachers cannot promise confidentiality to children where disclosures of a child protection nature have been made.

d. Withdrawal from class and supervision

In NI parents have the right to have their children educated in accordance with their wishes. While there is no legislative provision permitting parental withdrawal from RSE, schools can grant these requests on an individual basis. If a parent chooses to withdraw their child from RSE, they must discuss the potentially detrimental effect that this can have on the child with the school. 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. Where parents indicate a wish to withdraw their child from a particular lesson or RSE session, the child may be placed in an alternative classroom for the duration of the lesson where there is supervision.

e. **RSE for Boys**

At Braidside IPS RSE material will be taught in mixed groups. However there are occasions when pupils and the teachers prefer to work in single-gender groups, particularly when they are exploring girl/boy issues, or those relating to puberty. It may reduce embarrassment and awkwardness for both pupils and teachers.

When planning activities teachers should also ensure that content is relevant for boys as well as girls; including activities which encourage boys' participation, develop their confidence to ask questions and, very importantly, talk about their concerns and feelings.

f. **Teaching RSE**

In RSE teachers will try to adopt a learner centred approach and enquiry based approach which exploring sensitive and complex issues and use participative methodologies. As with other elements of PDMU and circle time based activities, children will be encouraged to participate but we recognise that at some times pupils may not wish to make a contribution.

Sensitive issues too are part and parcel of life. Children are aware of them, and want to talk about and understand them, particularly those sensitive issues which are also topical. Pupils should not be denied the opportunity to explore such issues in an age-appropriate way however teachers should also have the right to not feel pressurised to answer difficult questions on the spot but allow time to reflect and return to the matter another time. When teaching sensitive issues, teachers must plan for and be prepared to deal with the strong emotional responses which pupils often have.

g. **Terminology**

Correct terminology for body parts and functions of the body will be used in a straightforward way in a manner that is age-appropriate for the children being taught.

h. **Use of Visitors and Outside Agencies**

At Braidside IPS we may, at times wish to use the expertise and skills of health care professionals from outside agencies in the wider community to deliver particular aspects of the RSE curriculum; for example, the NSPCC to deliver the "Speak Out Stay Safe" programme. It is vital that all Outside Agencies and Visitors are aware of our school's policies, procedures, ethos and confidentiality. Parents and carers will be made aware of any Outside Agency visit prior to the visit taking place.

SEN and RSE

It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Teachers must 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 preventative

strategies to stay safe/ recognise and build healthy relationships and know who they can talk to.

We also recognise that for some children with specific SEN they may have difficulties in understanding particular issues due to emotional immaturity. Teaching staff in all situations aim to take the particular needs of each child into account when preparing RSE lessons.

Consultation

Staff, governors and parents will be consulted in the development of this policy in draft form. When the policy is agreed all stakeholders should receive a copy.

Monitoring and Evaluation

The PDMU Coordinator, together with the Principal will review the policy every two years. Evaluations will be based on the aims of the policy as outlined previously, and will be carried out through the use of evidence of pupils' work, oral feedback from children and teachers as well as questionnaires, where appropriate.

Related DENI Circulars:

2001/15: RSE
2001/15-2: Guidance for Primary Schools – RSE
2010/01: Guidance on RSE
2013/ 16: RSE Policy in Schools
2015/22: RSE Guidance

Key RSE Programme; from PDMU Primary Curriculum

Within the PDMU curriculum; detailed in “The Northern Ireland Curriculum – Primary” Document the statutory requirements are detailed.

Within Foundation Stage, Key Stage 1 and Key Stage 2 teachers are required to enable pupils to develop knowledge, understanding and skills in the following areas:

Strand 1: Personal Understanding and Health

Pupils should explore

- Self-awareness
- Feelings and emotions
- Healthy and safety

Strand 2: Mutual Understanding and The Wider Community

Pupils should explore:

- Relationships with families
- Relationships in school and the community
- Their learning dispositions

Overleaf you will see general RSE content for Foundation Stage, Key Stage 1 and 2.

Foundation Stage:

Children will have opportunities to:

- Explore who they are and their physical attributes
- Recognise what makes individual children different

- Begin to recognise how they are feeling e.g. happy, sad, angry, afraid
- Develop ways of expressing how they feel e.g. orally, facially, expressions
- Know what to do when they feel sad, angry or lonely
- Know when it is important to talk to other about their feelings
- Realise what makes others happy or sad
- Recognise feelings of happiness, sadness or anger in others

- Be aware of how to care their bodies to keep them healthy and well i.e talking about healthy foods, regular exercise and rest
- Discuss, recognise and practise basic hygiene skills; hand-washing, eating habits and dressing themselves
- Realise that everybody grows and changes differently

- Find out about their own family and the relationships within it
- Talk about what families do together
- Discuss how to build friendships
- Learn about and have opportunities to co-operate, share, take turns, ask for help
- Develop a sense of what is fair
- Begin to take responsibility for what they say and do
- Understand that everyone is equal and it is acceptable to be different
- Raise awareness of attitudes to others in the class and school community

Key Stage 1:

Children will have opportunities to:

- Develop positive feelings about themselves, leading to an understanding of self-esteem and self-confidence
- Begin to recognise, name and manage their own feelings and emotions, knowing they are natural and part of being human
- Begin to recognise strong feelings of anger, sadness and loss
- Recognise that everyone makes mistakes

- Have respect for their body and know how to look after it
- Be aware of the stages of human growth and development
- Recognise how responsibilities and relationships change as people grow and develop
- Examine the variety of roles in families and the contribution made by each member
- Know how to be a good friend
- Understand that they can take on some responsibility in their family and friendship groups
- Identify way in which conflict may arise at home and explore ways it could be lessened, avoided or resolved.
- Be aware of who and what influences their views and behaviour.
- Identify ways in which conflict may arise and ways in which it can be avoided.
- Appreciate ways in which we are similar and different e.g. age, culture, gender, race, religion, hobbies.

Key Stage 2:

Children will have opportunities to:

- Develop self-awareness, self-respect and self-esteem
- Discuss problems, trying to resolve them and learn from them
- Engage in the Peer Mediation Training Programme
- Examine and explore their own feelings and emotions and will be encouraged to consider those of others
- Know how to recognise, express and manage their feelings in a positive and safe way
- Recognise that feelings and emotions change at times of change and loss
- Understand the benefits of a healthy lifestyle
- Recognise what steps they can take towards positive mental health
- Know how the body grows and develops
- Be aware of the physical and emotional changes that take place during puberty
- Discuss the skills required for parenting and the importance of good parenting
- Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches
- Examine and explore different types of families that exist
- Recognise the benefits of families and friends and finding out about sources of support for individuals and families
- Consider the challenges and issues that can arise at home and at school and how these can be avoided, lessened and resolved.
- Examine ways in which conflict in relationships can be caused by gestures, symbols or actions.