KILLYLEA PRIMARY SCHOOL

*Small School… BIG Opportunities!*



RELATIONSHIPS AND

SEXUALITY EDUCATION POLICY

APRIL 2018

**1: CONTEXT**

As stated in DE circular 2013/16:

*The revised 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 both primary and post 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.*

The school accepts the Department of Education definitions as set out in DE circular 2001/15a:

*Relationships and Sexuality Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school. We acknowledge the vital part the school can play in supporting and complementing this. Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.*

RSE is a statutory aspect of the Northern Ireland curriculum which is embedded through PDMU, Health Education, the World around Us and Religious Education.

Killylea Primary School agrees with the Department of Education that the delivery of RSE must prepare pupils to view relationships in an inclusive, responsible and healthy manner and should be taught with the ethos of the school and reflect moral and religious principles held by parents/carers and the school management.

The key aim of education at Killylea Primary School, is to contribute towards the development of all aspects of the individual, including the 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.

**2: AIMS and OBJECTIVES**

**AIMS**

* 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, human sexuality and relationships in a moral, social and spiritual framework;
* promote responsible behaviour and the ability to make informed decisions;
* help the child come to value family life (regardless of structure/composition).
* appreciate the responsibilities of parenthood;
* promote an appreciation of the value of human life and the wonder of birth.
* to form values and establish behaviour within a moral, spiritual and social framework.
* to learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
* to build the foundations for developing more personal relationships in later life;
* to make positive, responsible choices about themselves and others and the way they live their lives.

**LEARNING OBJECTIVES**

The RSE curriculum should enable pupils to:

* acquire and develop knowledge and understanding of self;
* develop a positive sense of self-awareness, self-esteem and self-worth;
* develop an appreciation of the dignity, uniqueness and well-being of others;
* understand the nature, growth and development of relationships within families, in friendships and
* develop an awareness of differing family patterns;
* develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
* become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
* develop personal skills which will help to establish and sustain healthy personal relationships;
* develop some coping strategies to protect self and others from various forms of abuse;
* acquire and improve skills of communication and social interaction;

**3: 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:

* **practical skills** for everyday living; for supporting others; for future parenting;
* **communication skills** learning to listen, listening to others’ points of view; putting one’s own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive; being sensitive and respectful to others’ views and circumstances.
* **decision-making and problem-solving skills** for sensible choices made in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice.

**4: SHARING RESPONSIBILITY FOR RELATIONSHIPS AND SEXUALITY EDUCATION**

* **THE ROLE OF SENIOR MANAGEMENT**

Mrs Lowry, the Principal in conjunction with Mrs Ewart, PDMU co-ordinator, will co-ordinate the planning and delivery of RSE programme. They will also be supported by Mrs Lowry and Mrs Kerr who are the Designated and Deputy Designated Teachers for Child Protection.

* **THE ROLE OF GOVERNORS**

The governors will support and be sensitive to the beliefs of both teachers and parents whilst ensuring the availability of adequate RSE for all children.

* **THE ROLE OF TEACHERS**

All class teachers will be responsible for the delivery of the programme. Great care will be taken to ensure that the resources which are used in school are appropriate for the age of children and reflect aims and objectives of RSE.

* **THE ROLE OF PARENTS**

We recognise that parents have the prime responsibility for bringing up their children and addressing Relationships and Sexuality Education. We will seek to ensure that our RSE programme complements and is supportive of the parents’ role. When necessary, we will seek parental permission e.g. P7 Love for Life Programme.

**5: CURRICULUM**

The primary curriculum offers opportunities to develop an RSE programme in a cross-curricular way. This can be integrated within specific topics, discussed in subject-related contexts, addressed through health education, pastoral work and at assembly time as well as during visits from the school nurse, local doctor or other agency. It is important, therefore, for schools to consider the links that exist between RSE and the other curricular areas at each key stage.

In many instances, RSE shares content with:

WAU -enable pupils to explore:

* Who am I and what am I?
* Am I same as everyone else?
* 'Me' in the world.
* How do things change?

PDMU - enable pupils to develop knowledge and understanding in:

* their self-esteem and self-confidence.
* their own and others feelings and emotions.
* strategies and skills for keeping themselves healthy and safe including bullying.
* management of a range of feelings and emotions.
* how to sustain their health, growth and wellbeing.
* developing and sustaining mutually satisfying relationships.

RE - provides opportunities for pupils to consider moral issues, relate moral principles to their personal, social life and family life

* Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

# SAFEGUARDING

# The school is acutely aware of its responsibility of safeguarding pupils. Children are made aware of safe guarding personnel through assemblies, posters and circle time. Guest speakers are invited into school PSNI, NSPCC, Childline.

# SPECIAL NEEDS

It is particularly important for teaching staff to be aware of the fact that physical development may outstrip emotional maturity in the case of pupils with Special Needs and to accommodate this disparity in class lessons and experiences.Teaching at all times will be appropriate to the maturity and level of understanding of the pupils concerned. Teachers will be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupil’s capacity to understand the issues.

**6: RESOURCES**

To complement and support our class teaching we use the following:

* Living Learning – CCEA
* Helping Hands – Women’s Aid
* Resilience Programme – P3/4
* Roots of Empathy – P1/2
* Love for Life – P7
* Crossfire CEF – P5-7
* NSPCC Speak Out Stay Safe Workshop – whole school
* Anti-Bullying Ambassadors
* Anti-Bullying Week Activities
* Circle Time Activities
* Action Mental – All About Me – P3/4
* Fire Service – Safety in the Home – P5-7
* EWO – Transitions – P7
* Active Travel – whole school
* Assemblies – visits from local ministers etc.
* Inter-generational visits e.g. Grandparents Day
* Whole school positive behaviour policy – Golden Rules

**7: MONITORING/EVALUATION**

* Questionnaire responses.
* Pupil feedback.
* Reviewing policy regularly in light of guidance from DE, CCEA and available

resources.

* Teachers being able to identify RSE related topics through schemes of work.
* Co-ordinator and key staff discuss outcomes with Principal.
* Co-ordinator of RSE reports to Board of Governors.

**8: OTHER RELEVANT POLICIES**

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

* Positive Behaviour
* Anti-Bullying Policy
* Child Protection and Safeguarding Policy
* Pastoral Care Policy
* Use of Reasonable Force/Safe Handling
* Special Educational Needs
* First Aid and the Administration of Medicines
* Health and Safety Policy
* ICT and E-Safety
* Intimate Care
* Attendance Policy
* Pupil Mental Health and Wellbeing Policy

**9: POLICY REVIEW**

This policy will be reviewed in line with new guidance and resources or following an issue or concern to ensure its effectiveness in consultation with key stake holders.

The following Departmental guidance and Circulars have been used in the formulation of this policy:

**Circular 2001/15**: Relationships and Sexuality Education (RSE) **Circular 2001/15-2**: Guidance for Primary Schools - Relationships and Sexuality Education (RSE)

**Circular 2010/01**: Guidance on Relationships and Sexuality Education (RSE)

**Circular 2013/16**: Relationships and Sexuality Education Policy in Schools

**Circular 2015/22**: Relationship and Sexuality Education Guidance

**Circular 2**016/05: Children who display harmful sexualised behaviour

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| **KILLYLEA PRIMARY SCHOOL**  **RELATIONSHIP AND SEXUALITY POLICY** | |
| POLICY DATE: | 25th April 2018 |
| PRINCIPAL’S SIGNATURE: | P.Lowry |
| CHAIRPERSON, Board of Governors,  SIGNATURE: | Rev B Atkins |
| REVIEW DATE: | April 2020 |