

St Moninna's Primary School and Nursery Unit



Relationships Sexuality Education (RSE) Policy

*Ag foghlaim agus ag fás le grá
Learning and growing with love*

Agreed by Governors	
Review Date	
Principal	
Chair of Governors	

MISSION STATEMENT

Vision Statement

“Learning and Growing with Love”

Ag foghlaim agus ag fás le grá

Aims

In St. Moninna’s Primary School:

- We aim to enable **LEARNING** so that pupils develop to their full potential in all areas of the curriculum and become motivated, independent, life-long learners.
- We aim to enable pupils to **GROW** socially, emotionally, physically, spiritually and academically and to develop the attributes they need to be valuable, responsible, contributing adults.
- We aim to do this in an atmosphere of **LOVE** so that pupils embrace the virtues of respect, kindness, tolerance, compassion and faith while feeling happy, safe and valued as part of the St. Moninna school family.

Mission

In St. Moninna’s P.S. we believe we can achieve our aims by ensuring we are committed to

- Promoting the values of Catholic education within our school family
- Having high expectations for all pupils and a desire to see them reach their full potential
- Having inclusive, stimulating and supportive classrooms
- Working together for a common goal
- Valuing continuous improvement for all
- Investing in people and resources
- Working closely with home and the wider community

Values

- Kindness
- Respect
- Family
- Growth
- Trust

Definition of Relationships & Sexuality Education(RSE)

RSE is life-long learning about physical, moral and emotional development. RSE should provide young people with the information they need to help them develop healthy, nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend.

Our School Context

We at St. Moninna's view the development and implementation of a policy in Relationships and Sexuality (RSE) as an important step towards achieving our aim to develop all aspects of a young person's personality and growth. The morals and values of our Catholic Ethos are the core principles that underpin the teaching of RSE. Sexuality includes all aspects of the human person and develops through life. RSE is a statutory teaching requirement under PDMU and the requirements for each area of learning are laid out for each school phase in **Appendix 1**. Our school uses the 'Flourish' RSE Programme, which has been approved by CCMS and the Catholic Schools' Trustee Service. (May 2022)

As parents/guardians are the primary educators of their children, we will endeavour to engage in full consultation with them regarding aims, objectives and the teaching programme of this policy and their views will be considered when implementing and reviewing this policy.

Rationale

Our school is involved in relationships and sexuality education precisely because of our Christian beliefs about God and the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. At the heart of Christian life is the Trinity – Father, Son and Spirit in communion, united in a loving relationship and embracing all people and creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

RSE will be firmly embedded within the PDMU and RE Curriculum and will be delivered in accordance with the Church's moral teaching and will emphasise that all children have a fundamental right to have their life respected.

Aims

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. In line with our school's ethos, our overarching aims within RSE should provide opportunities that enable pupils to :

- Form values and establish behaviour within a moral, spiritual and social framework consistent with our Catholic ethos.
- Learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect.
- Build the foundations for developing more positive personal relationships in later life.
- 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 in wider contexts

- 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
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.

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;
- **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; acting responsibly and with initiative as an individual or as a member of a variety of groups;
- **inter-personal skills** for managing relationships confidently and effectively; for developing as an effective group member or leader.

MORALS AND VALUES

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

Children should be taught RSE within a framework which models and 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
- self discipline
- 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

Meeting the needs of pupils

To ensure that the learning experiences are effective, positive and relevant to all pupils, the RSE programme will be developmental, accessible and appropriate to the age and maturity of the pupils.

Community Links

The effectiveness of this policy and its implementation is dependent on a collaborative process involving teachers, parents/guardians, governors and other educational and health professionals. Each of the partners has distinctive contributions to make. Keeping parents/guardians informed about the school's provision for health education is a vital element of RSE. Informal sessions may then be arranged so that interested parents/guardians could consider issues such as the readiness of children for aspects of the RSE programme, the appropriateness of resources, the content and methodologies proposed, and the handling of sensitive topics.

The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles.

Department of Education Circulars providing advice on developing or reviewing their RSE policy is provided in:

- Circular 2001/15 Relationships and Sexuality Education;
- Circulars 2001/15a and 2001/15b
- Circular 2013/16
- Circular 2015/22 Relationships and Sexuality Education

These circulars are available on the Department's website: www.education-ni.gov.uk/

Guidance and resources on RSE are also provided on the NI Curriculum website at www.nicurriculum.org.uk or www.ccea.org.uk

Roles and responsibilities

The Board of Governors examines and ratifies the school's policy. The Principal and Senior Leadership Team, work in partnership with the DT for Safeguarding, the RE Co-Ordinator and the PDMU Co-Ordinators, to ensure the school's approach to RSE. The Board of Governors, staff, pupils, parents/guardians and health professionals are all consulted as and when deemed necessary. The staff provide a link and have a complementary role with parents/guardians and deliver the school's RSE programme within the context of the Northern Ireland Curriculum. Our school chaplain / Diocesan Advisor may support our RSE programme when appropriate.

Content

RSE will be 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 be ever alert to the personal and emotional circumstances of the pupils. RSE will include the physical and emotional changes that occur to our bodies but will not include sex education. However, the children will receive a health talk that will include puberty in Primary 6 or 7. Only children with written parental/guardian consent will receive this talk. **(Appendix 3)** In all aspects, teachers will use correct terminology. Pupils should also 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 Primary School this is done through consultation with the Primary 6 and 7 members of the school Council.

Curriculum organisation and delivery

RSE will be delivered through the full implementation of the Northern Ireland Curriculum. Many of the aspects included are also part of the learning in PDMU, RE, World Around Us, PE, Drama or in reaction to specific situations. Themes will include: Myself, relationships, safety and community. All teachers will be involved in the delivery of the RSE programme using appropriate language for young children and SEN children. All materials will reflect the ethos of our school and will be factually correct. CCEA NI 'Relationships & Sexuality Education Guidance : An Update for Primary Schools' will be used as a reference material for our RSE curriculum. We will also use the resource 'Flourish' which has been recommended for use by the CCMS and the Catholic Schools' Trustee Service in May 2022. The link to the resources can be found here <https://www.catholiceducation-ni.org/about-us/rse-resources/>

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 engaging in their own learning which is appropriate to the child's ability
- attitudes, values and the ability to make informed and healthy decisions
- need to be aware and take account of the current youth culture

Equal Opportunities

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 health professionals may work with single gender groups e.g. Health Talks, to explore puberty related physical and emotional changes in both boys and girls. The programme of RSE will be accessible to all pupils regardless of age, culture, disability, general identity, sexual orientation, gender, transgender or social class. The advice of the Special Educational Needs Co-Ordinator will be key to ensuring SEN children access this area of learning in a way that is commensurate to their ability.

Child Protection/Safeguarding

We understand that the child's right to privacy must always be respected by the teacher and other pupils and children will not be expected to answer any personal questions. However, Child Protection/Safeguarding procedures will be implemented if a disclosure is made. **(Refer to Child Protection/Safeguarding policy).**

Teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents/guardians. There will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents/guardians to see how they would

like the matter to be handled. A member of the school's Safeguarding Team could also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents/guardians. Teachers are not medical professionals and will not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils. Teachers will advise children, to discuss their concerns with parents/guardians and liaise with them.

Specific Issues

- There will be no direct teaching of issues such as homosexuality etc. However, if specific issues are raised by pupils, the teachers will address them sensitively.
- **Withdrawal from RSE** - RSE is a statutory requirement, it should be inclusive. As a school we actively promote the implementation of RSE and strongly discourage withdrawal. The school will, however, take account of parent/guardian concerns.
- **Sacredness of Life** - The value of human life and the uniqueness of each individual will be at the heart of RSE teaching.
- **Digital Safety** – The programme will raise awareness of specific threats/dangers posed by the internet and these themes will be explored. Pupils will explore the implications within the law and the strategies they can use to protect themselves. (This may involve the use of the PSNI to deliver a safety talk)

Use of Visitors

Where appropriate, we may use the skills and expertise of outside agencies and professionals. Where this occurs, the school will :

- Provide a copy of the school's RSE Policy
- Provide a copy of the school Safeguarding and CP Policy
- Ensure the agency agrees to respect the ethos of the school by signing the service agreement (**Appendix 2**) This will be retained on file by the school
- Ensure all visitors are aware of issues around confidentiality
- Ensure visitors are vetted (where appropriate)

Parents/guardians will be made aware of the use of outside agencies and the type of activities that will take place. Consent will also be sought.

Assessment/ Monitoring & Evaluation of RSE

The SLT will monitor the provision of RSE within the school. They will work in partnership with the RE & PDMU Co-Ordinators and the DT for Safeguarding. The programme will be audited periodically throughout the year via the examination of samples of work, questionnaires and feedback from pupils, parents/guardians and staff. These evaluations will form the basis to any future changes to the policy.

Staff Training

Training needs will be considered and will be accessed using the appropriate agencies. Where outside agencies are used for training purposes, their remit will be clear and will reflect the ethos of the school.

Links To Other Policies

- Child Protection/Safeguarding
- Acceptable Use of the Internet and E-Safety
- Pastoral Care
- Positive Behaviour
- Anti-Bullying

Monitoring, Review and Evaluation of this Policy

This policy will be reviewed in line with our 3 year cycle of policy reviews / when changes in policy are required. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by feedback from teachers, parents, governors, outside agencies and pupils. This policy is available on our school website, our school app and upon request from the school office.

Appendix 1 - Statutory Curricular Requirements for PDMU: An Overview

Foundation Stage

Theme 1: Self Awareness

Teachers should enable pupils to develop knowledge, understanding and skills in developing: themselves and their personal attributes.

Theme 2: Feelings and Emotions

Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others' feelings and emotions.

Theme 4: Health, Growth and Change

Teachers should enable pupils to develop knowledge, understanding and skills in developing: The importance of keeping healthy.

Theme 4a: Safety

Teachers should enable pupils to develop knowledge, understanding and skills in developing: How to keep safe in familiar and unfamiliar environments.

Theme 5: Relationships

Teachers should enable pupils to develop knowledge, understanding and skills in developing: their relationships with family and friends.

Theme 8: Similarities and Differences

Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences.

Key Stage 1

Theme 1: Self Awareness

Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem and self-confidence.

Theme 2: Feelings and Emotions

Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others' feelings and emotions and how their actions affect others.

Theme 4: Health, Growth and Change

Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping healthy.

Theme 4a: Safety

Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping safe.

Theme 5: Relationships

Teachers should enable pupils to develop knowledge, understanding and skills in developing: and initiating mutually satisfying relationships.

Theme 8: Similarities and Differences

Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences between people.

Key Stage 2

Theme 1: Self Awareness

Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem, self-confidence and how they develop as individuals.

Theme 2: Feelings and Emotions

Teachers should enable pupils to develop knowledge, understanding and skills in developing: their management of a range of feelings and emotions and the feelings and emotions of others.

Theme 4: Health, Growth and Change

Teachers should enable pupils to develop knowledge, understanding and skills in developing: how to sustain their health, growth and well-being.

Appendix 2

St. Moninna's P.S.



Principal: Mrs I Temple
81 Chancellor's Road, Newry, BT358LA
Telephone: 028 3026 2688
Email: info@cloughoge.newry.ni.sch.uk
Website: www.cloughogeprimaryschool.com

I/We acknowledge receipt and acceptance of the school's :

- RSE Policy
- Safeguarding and CP Policy

I/We acknowledge and accept the school's :

- Procedures concerning confidentiality (excluding Safeguarding Concerns)
- Ethos and agree to abide by its ethos and policies in the delivery of the programmes outlined below

I am/we are, willing to provide in advance full details of material content to:

Senior Leadership, Teachers, Parents/Guardians, Governors and other Appropriate Bodies and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our young people.

I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ (External Agency)

Dated _____

Countersigned _____ (Principal/Board of Governors)

Dated _____

Appendix 3

St. Moninna's P.S.



Principal: Mrs I Temple
81 Chancellor's Road, Newry, BT358LA
Telephone: 028 3026 2688
Email: info@cloughoge.newry.ni.sch.uk
Website: www.cloughogeprimaryschool.com

Date:

Dear Parent/Guardian,

Starting from _____, Primary _____ pupils will be looking at the Relationships and Sexuality Education RSE curriculum. We will be exploring the following topics.

- The emotional and physical changes occurring in puberty
- Describing how to manage physical and emotional changes
- Explain how to stay clean during puberty
- Describe how emotions change during puberty
- Know how to get help and support during puberty

All these topics will be delivered in a sensitive and age-appropriate way.

Please contact us if you have any concerns. We will be happy to discuss any part of the program. If you would like further information about the materials that we will be using, copies of the learning materials will be available on request from your class teacher.

Yours sincerely,

Mrs. I. Temple

PRINCIPAL

I give consent for my child to take part in this activity

I do not give consent for my child to take part in this activity

Name of Child: _____ Class: _____

Name of adult: _____ Date _____