

# SAINT CAIREALL'S PRIMARY SCHOOL



## RELATIONSHIPS AND SEXUALITY POLICY

2023

Ratified by *D. Dolan*

Date: *4<sup>th</sup> Sep 2024*

We in St Caireall's Primary School aim to contribute towards all aspects of the development of the children in our care. Developing healthy and positive attitudes towards Relationships and Sexuality Education (RSE) is clearly a part of this general aim in keeping with the ethos of St Caireall's as a Catholic school.

## **INTRODUCTION**

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Relationships and Sexuality Education is firmly grounded in Personal Development and Mutual Understanding (PDMU) where the central focus is on the emotional development of the child, health and safety, relationships with others and the development of moral thinking, values and actions.

## **AIMS**

We aim to ensure that children learn to

- value themselves as individuals
- make responsible well informed decisions
- respect themselves and others
- begin to develop their own moral thinking and value systems
- learn about friendships, healthy relationships and behaviours with others
- learn about changes that occur as they grow
- learn about keeping themselves safe and what to do if they feel unsafe
- equip children to keep themselves safe in the digital world.

This policy is strongly linked to our school Child Protection Policy, E Safety Policy, PDMU policy and scheme, RE scheme WAU scheme and creative and expressive studies.

## LEARNING OBJECTIVES

The RSE curriculum will 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;
- . develop a critical understanding of external influences on lifestyles and decision making.

## SKILLS

The RSE curriculum will 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 will have 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.

## **RELATIONSHIPS BETWEEN HOME, SCHOOL AND COMMUNITY**

The effectiveness of an RSE policy and programme is dependent on a collaborative process involving teachers, parents, governors and other educational and health professionals. Each of the partners has distinctive contributions to make. Opportunities are provided for teachers, governors and parents to raise any issues and concerns they might have about the RSE policy and programme through consultation and ultimately the School's Complaints/Compliments Policy.

## **THE ROLE OF SENIOR MANAGEMENT**

The principal has a key role to play in

- developing and implementing an RSE policy and programme.
- ensuring there has been adequate consultation and all views have been taken on board.
- keeping the policy under review.

## **THE ROLE OF GOVERNORS**

- The governors foster and support the development of an RSE policy and programme by collaborating with teachers and parents.
- They facilitate the consultative process whereby the school community can respond and contribute.
- The governors examine and approve the completed policy and programme prior to their implementation in the school and then review the policy at regular intervals. At all times the governors of the school seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parents while fulfilling their responsibility to ensure the availability of adequate RSE for all children.

## **THE ROLE OF TEACHERS**

The classroom teacher has a significant and diverse role to play in the planning and implementation of RSE in the school. At all times the role must be considered to be complementary to that of parents, taking cognisance of the individual needs, age, maturity, stage of development and family background of the child.

## **INVOLVING PUPILS**

- Pupils are involved at regular intervals to ensure that the RSE programme meets their needs. Our RSE programme will best meet pupil needs if efforts have been made to find out what these needs are.
- A programme which remains unchanged from year to year is unlikely to meet the changing needs of pupils. Pupils are more likely to enjoy and benefit from a programme that has taken their comments on board and aims to meet their expressed needs.
- Parents, teachers and health professionals can also gain from hearing the views of the pupils. Parents may gain a more realistic idea of the needs of their children and the peer pressure they may experience by listening and talking to pupils. In St Caireall's children are consulted about their learning and work in an open environment which encourages questioning and consultation.

## **CURRICULUM ORGANISATION**

Our curriculum offers opportunities to develop an RSE programme in a holistic and cross-curricular way. Issues are 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 agencies.

The content of the RSE programme is delivered in a connected way through the PDMU curriculum, WAU Curriculum, RE programme, Literacy programme, PE, Arts and Music.

## **AN OUTLINE OF A PROGRAMME FOR FOUNDATION STAGE and KEY STAGES 1 AND 2**

The following outline teaching programme illustrates the topics that will be covered in our RSE

programme at Foundation Stage and Key Stages 1 and 2 .

Themes of the month promote the values important to us as a school community eg. Kindness, respect, generosity, fairness and equality.

## **Foundation Stage, KS1 and KS2**

### **Theme 1 Self Awareness**

**Teachers should enable pupils to develop knowledge, skills and understanding in developing:**

**FS Strand 1 - Themselves and their personal attributes**

**KS1 Strands 1 and 2 - Their self- esteem and self -confidence**

**KS2 Strands 1 and 2 Their self- esteem, self -confidence and how they develop as individuals**

### **Theme 2 Feelings and Emotions**

**Teachers should enable pupils to develop knowledge, skills and understanding in developing:**

**FS Strand 1 - Their own and others' feelings and emotions**

**KS1 Strand 1 - Their own and others' feeling and emotions and how their actions affect others.**

**KS2 Strand 1 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, skills and understanding in developing:**

**FS Strand 1 - The importance of keeping healthy**

**KS1 Strand 1 - Strategies and skills for keeping healthy**

**KS2 Strand 1 - How to sustain their health, growth and well-being**

### **Theme 4a Health and Safety**

**Teachers should enable pupils to develop knowledge, skills and understanding in developing:**

**FS Strand 1 - How to keep safe in familiar and unfamiliar environments**

**KS 1 - Strategies and skills for keeping safe**

**KS2 Strand 1 - Coping safely and efficiently with their environment**

### **Theme 5 Relationships**

**Teachers should enable pupils to develop knowledge, skills and understanding in developing:**

**FS Strand 2 - Their relationships with family and friends**

**KS1 Strand 2 - Initiating mutually satisfying relationships**

**KS2 Strand 2 - Initiating and sustaining mutually satisfying relationships**



### **Theme 6 Rules, Rights and Responsibilities**

*Teachers should enable pupils to develop knowledge, skills and understanding in developing:*

*FS Strand 2 Their responsibilities for themselves and others*

*KS1 Strand 2 Responsibility and respect, honesty and fairness*

*KS2 Strand 2 Human rights and social responsibility*

### **Theme 8 Similarities and Differences**

*Teachers should enable pupils to develop knowledge, skills and understanding in developing:*

*FS1 Strand 2 Similarities and differences*

*KS1 Strand 2 Similarities and differences between people*

*KS2 Strand 2 Valuing and celebrating cultural differences and diversity*

*Programmes which support the delivery of the RSE curriculum in our school include:*

*Helping Hands programme KS2*

*Roots of Empathy programme KS1*

*Shared Education Project FS, KS1 and KS2*

*Love for Life work shops Year 5, 6 and 7*

*Transition Workshops Year 7*

*Visitors and talks in school. E.g nurse, Fire safety- e safety etc.*

*Circle Time*

*Class and School Councils*

*Whole School Nurturing Approaches*

*Relax Kids in the hall*

*Play Therapy*

*Lego Therapy*

*1;1 programmes such as 'What's inside' and 'ismart' workshops through Love for Life.*

## **THE CLASSROOM ENVIRONMENT**

All teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom promotes mutual respect and the dignity of each individual. We work hard to create an atmosphere in the classroom which allows all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. E.g through Circle Time and Class Council meetings.

Ground rules are agreed to help to minimise embarrassment and encourage the respect of each other's opinion.

**This policy will be reviewed in 2025.**