



## **Relationships and Sexual Education Policy**

*The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, 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. (RSE Guidance for Primary Schools)*

### **INTRODUCTION**

It is a statutory requirement that all schools in Northern Ireland have a 'Relationships and Sexuality Education' Policy. (RSE)

This policy has been written in line with Department of Education Requirements.

The ethos of Carryduff Primary School centres around the maintenance of a safe, stable and caring learning environment in which pupils, parents and staff work together to develop self respect and respect for others. This document reflects the aims and objectives of this school, in addition to taking account of the RSE and Department of Education guidelines.

The school will consult with staff and governors and where there is sufficient consensus on areas that require change, changes will be implemented.

### **KEY AIMS OF THE RSE EDUCATION PROGRAMME**

- To place the pupil at the centre of a programme that helps them to understand the values and morals inherent within the context of personal development
- To equip children with the skills and knowledge necessary to make informed choices and decisions about their own behaviour
- To make children aware that actions have consequences and that their behaviour should reflect this
- To promote in children a positive feeling of self worth so that each child develops an awareness that they are special and unique
- To help a child develop respect for friendships and relationships by encouraging positive role modelling within the school environment
- To develop self confidence in pupils so that they can cope with detrimental peer pressure
- To foster tolerance and respect for diversity and inclusion
- To help children keep safe in this digital age
- To help children recognise inappropriate behaviour and touch

### **MORAL AND VALUES FRAMEWORK**

This school values all of its pupils equally. It recognises the diversity of family life. The school will promote the institution of the family, referring to mums and dads where appropriate, but recognising that families have many different compositions. Stable, caring and loving relationships will be presented as the ideal.

The school acknowledges that, in this 'Information Age', children may be the recipients of sexual information presented in a variety of forms both acceptable and unacceptable. Given this situation, one of the focuses of the school's RSE programme will be to encourage our pupils to develop their self esteem and confidence to enable them to make critical and informed decisions in later life.

## **THE ROLE OF RELATIONSHIPS & SEXUALITY IN EDUCATION**

This school acknowledges that this involves the whole person, their values, and beliefs, personal and social domains. It is primarily influenced by parents, their attitudes and children's experiences at home. Morality is in essence behavioural and it is important that children realise that their behaviour has implications for them, both personally and socially. For this reason, our school will endeavour to help children develop feelings of honesty and self-worth.

## **EQUAL OPPORTUNITIES**

The school will seek to ensure that the RSE programme is relevant and accessible to pupils, regardless of age, culture, disability, gender, religion or social class. However, the school is sensitive to the views of the parents and will make suitable arrangements, should a parent wish to withdraw a child from a particular aspect of RSE.

The school will not tolerate homophobic language or bullying. Negative stereotypes and prejudicial attitudes will be challenged.

Any issue of sexual orientation and gender identity will be managed in a sensitive, non-confrontational and reassuring way.

## **ORGANISATION OF THE RSE PROGRAMME**

RSE will be taught across the curriculum, but mainly through PDMU but also in WAU and RE. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. This will also include the usage of the correct terminology, as appropriate. The class teacher will deliver most of the RSE programme. However, occasions will arise where the expertise of outside agencies and other professionals will be used. Normal classroom arrangements will prevail during RSE related activities. Where it is necessary to alter this, the consent of parents will be sought.

Carryduff Primary School is a Model PATHS School. PATHS (Promoting Alternative Thinking Strategies) is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness, peer relations and interpersonal problem solving skills. PATHS is designed for use with primary school

aged children. The purpose of the PATHS programme is to enhance the social competence and social understanding of children, as well as to facilitate educational processes in the classroom. PATHS lessons are taught regularly in every class and meet many of the RSE objectives.

As opportunities become available, staff will engage in training for RSE. Review of RSE procedures and provision will take place following new training or guidance. This review will involve staff, parents, pupils and governors. The Principal will ensure that all outside agency support is age appropriate and in keeping with the general aims and values in Carryduff Primary School.

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

The effectiveness of this policy and its implementation is dependent on a collaborative process involving teachers, parents/carers, governors and other educational and health professionals. Each of the partners has a distinctive contribution to make.

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

## **LINKS TO OTHER POLICIES**

- PDMU
- Child Protection/Safeguarding Children
- Pastoral Care

## **ROLES AND RESPONSIBILITIES**

- The Board of Governors examines and ratifies the school's RSE Policy.
- The Principal and Senior Leadership Team co-ordinates the school's approach to RSE and consults with the Board of Governors, staff, pupils, parents' carers, and health professionals.
- PDMU co-ordinator writes the policy, as relevant to this school, monitors delivery of the teaching and keeps staff up to date.
- The staff will provide a link to, and have a complimenting role with parents/carers and deliver the school's RSE programme within the context of the Northern Ireland Curriculum.

## **CONFIDENTIALITY**

From time to time, a child may make a disclosure of a confidential nature. This will be treated with sensitivity but in line with the school's Child Protection Procedures.

A copy of the policy is available from the school office for parents' inspection and is published on the school website.

### **SAFEGUARDING TEAM**

- Mrs J Hodkinson – Designated Child Protection Teacher
- Ms F Verner – Deputy Designated Child Protection Teacher
- Mrs B Preston – Principal
- Mrs R Lowe - Board of Governors representative.

Policy Agreed: February 2018

Policy Reviewed: October 2021

Next Review: October 2024