

HAMLTONSBAWN PRIMARY SCHOOL



Relationships and Sexuality Education (RSE) Policy

Policy ratified by governors - February 2016

POLICY STATEMENT

We in Hamiltonsbawn Primary School view the development and implementation of a policy in Relationships and Sexuality Education (RSE) as an important step towards achieving our aim to develop all aspects of a child's personality and growth. The morals and values of our Christian Faith are the core principles that underpin the teaching of RSE. RSE is firmly grounded in Personal Development and Mutual Understanding (PD&MU) where the central focus is on the emotional development of children; health and safety; relationships with others; and the development of moral thinking, values and actions. Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. It is a complex dimension of human life and relationships. As the learning process begins informally in the home, we will endeavour to engage in full consultation with parents regarding the aims, objectives and teaching programme of this policy and their views will be considered when implementing and reviewing the policy.

Teaching RSE should provide opportunities that enable pupils to:

- Form values and establish behaviour within a moral, spiritual and social framework
- 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.

AIMS

In Hamiltonsbawn Primary School we aim to:

- Develop a loving pride in one's family and where applicable, an active association with one's church
- Promote an appreciation of the importance of the family unit (regardless of structure/composition)
- Enhance the personal development, self esteem and well being of each child
- Help the children to develop healthy and respectful friendships within the school and at home
- Develop an understanding of how human relationships grow and deepen through friendship, love and affection
- Promote an appreciation of the value of human life

OBJECTIVES

Through this policy we are setting out to achieve:

- Respect the rights of children
- Promote a better understanding of diversity and inclusion
- Help children to keep themselves safer in the digital world
- Provide reliable, accurate and age appropriate information
- Help children to recognise inappropriate behaviour and touch

LEARNING OUTCOMES

The RSE curriculum should enable pupils to:

- Develop a positive sense of self awareness, self esteem and self worth
- Develop an appreciation of the dignity, uniqueness and well being of others
- Develop personal skills which help to establish and sustain healthy, personal relationships
- Acquire and improve skills of communication and social interaction
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development
- Become aware of the variety of ways in which individuals grow and change
- Develop a critical understanding of external influences on lifestyles and decision making

SKILLS

The RSE curriculum should enable pupils to develop:

- Communication skills - putting one's own views clearly and appropriately; listening to others' points of view; handling and resolving conflict peacefully
- Decision making and problem solving skills - for sensible and responsible choices; making moral judgements about what to do in actual situations

- Inter - personal skills - for managing relationships confidently and effectively; for developing as an effective group member or leader
- Practical skills - for everyday living; for supporting others; for future parenting

MORALS AND VALUES

The RSE curriculum promotes the moral values of our Christian faith and enables the children to begin to develop:

- A respect for self
- A respect for others
- Honesty with self and others
- Self-discipline
- The difference between right and wrong
- The responsibility for ones' own actions
- The recognition of the moral dimension to situations
- An understanding of the long term and short term consequences of their actions

HOW WILL WE ACHIEVE OUR AIMS?

Children will also learn on a day-to-day basis from the Christian example set by adults:

- At home:

As first educators, parents are expected to lay the foundations for all acceptable patterns of behaviour, leading by example, and sharing with school the joint task of bringing the child through to the age of eleven with a balanced understanding of life and a healthy appreciation of the human relationships they form in years to come.

- At school:
 - The friendly, positive and safe learning environment created by staff
 - The messages we give out to children through religious celebrations, assemblies, discussions, workshops etc
 - The encouragement we give and the standards we uphold in terms of sportsmanship, fair play, accepting decisions and taking both winning and losing in the same spirit
 - The respect we have for and show to all members of our community
 - PD&MU lessons - where a range of resources consistent with the morals and values of the schools' policy will be utilised e.g. CCEA Living Learning Together

- Partnership between school and outside agencies e.g. school nurse, Love for Life, Roots of Empathy programme, NSPCC

If a disclosure is made during any of the RSE sessions, the school's Child Protection procedures will be followed.

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 the school nurse will work with single gender groups, e.g. P7 Love for Life programme, to explore puberty related physical and emotional changes in both boys and girls. The programme of RSE delivered will be accessible to all pupils regardless of age, culture, disability, sexual orientation, gender or social class.

If parents/carers wish for their child/children to be withdrawn from all or part of RSE, they must discuss this with the principal. The school will respect the wishes of parents/carers. Consideration should be given to the social and emotional effects of a child being excluded.

MONITORING REVIEW AND EVALUATION OF THIS POLICY

This policy will be under periodic review. Any changes in provision or policy will be relayed appropriately. The review process will be assisted by the information from teacher and pupil evaluations and discussion generated during directed times/Staff Development days. Feedback

from parents, governors, outside agencies and pupils will also impinge on the process. Necessary changes in policy will be implemented. If there are any further comments or feedback, these should be made in writing to the principal.

It is hoped that through this policy the needs of all pupils are catered for and met and that there will be clarity on how RSE will be taught.

The co-ordinator for RSE is Mrs Hunter. It is her role to arrange staff training when the need arises, as well as gather and disseminate the most current and relevant information and research on RSE issues to inform planning.

This policy was developed using a collaborative process involving teachers, parents/carers, pupils and governors. A paper copy of the final draft will be issued to all stakeholders. The RSE policy contributes to Every School a Good School; Together Towards Improvement, Community Relations, Equality and Diversity in Education policies and documents. This policy also takes account of the Equality Act (sexual orientation) regulations (NI) 2006.

Links to other school policies;

Anti-bullying

Child Protection

Pastoral Care