

HOLLYBANK PRIMARY SCHOOL



RELATIONSHIPS & SEXUALITY EDUCATION POLICY

Review Date: Sept 2018

"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 (R.S.E.) is clearly part of this general aim"

Introduction

The ethos of Hollybank Primary School centres around the maintenance of a safe, stable and caring learning environment in which pupils, parents and staff work together to develop respect for themselves and for others. This document reflects the aims and objectives of our school, as well as taking account of the R.S.E. and Department of Education Guidelines.

Morals and Values Framework:-

Hollybank Primary 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. Stable, caring and loving relationships will be presented as the ideal. We believe that, through our teaching and provision of learning experiences in Hollybank, the children are supported in developing skills of making, maintaining and restoring relationships; thus, in turn helping children to lead happy and rewarding lives.

Equal Opportunities:-

The school will seek to ensure that the R.S.E. Programme is relevant and accessible to all pupils, regardless of age, culture, disability, gender, religion, or social class. However, as a school, we are sensitive to the views of parents and will make suitable arrangements, should a parent wish to withdraw a child from any particular aspect of R.S.E.

AIMS

The aims of RSE are to:

- 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 and marriage;
- appreciate the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

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;

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 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;
- 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;
- Self-discipline.

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.
- The PDMU Coordinator provides a link between teaching staff and the Senior Leadership Team.
- The teaching staff delivers the school's RSE programme within the context of the Northern Ireland Curriculum.

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 distinctive contributions to make.

Keeping parents/carers 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/carers 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.

CONTENT / DETAIL

In primary schools, RSE builds, in a developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them. RSE and Health Education are complementary since both emphasise the development of a positive self-image, and a respect for self and for others, as well as the provision of appropriate and accurate information.

An RSE programme for primary schools should provide structured opportunities for pupils to learn about:

- themselves as unique human beings;
- their spiritual, social, emotional and physical growth;
- their friendships and relationships with others; and
- The various changes that occur as they progress towards adolescence and adulthood, particularly the emotional and physical changes which occur at puberty.

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 ever be alert to the personal and emotional circumstances of the pupils. RSE will include the physical and emotional changes that occur at puberty but will not include sex education.

However, the pupils in Hollybank Primary School receive 'the growing up talk' in the summer term of their P7 year. The school nurse delivers the talks with a member of the teaching staff present in each case.

USE OF RESOURCES AND OUTSIDE AGENCIES

All resources used (books, DVDs, videos, CD ROMs) are vetted before use to ensure that they are consistent with the school's policy and ethos. All lessons related to RSE are generally facilitated by the class teacher. Any visitor will be vetted through Access N.I. in line with the school's Child Protection Policy. If/when education and/or health professionals or voluntary organisations are invited into the school, the activities which the agency or the individual will complement the ongoing programme within the school.

MONITORING AND EVALUATION

We are aware of the need to monitor the school's Relationships and Sexuality policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy regularly.

As with all learning at Hollybank, views and evaluations will be sought yearly from the children themselves and from their parents as to the suitability of the provision for meeting their needs.

The PDMU Coordinator will monitor and evaluate the provision of teaching and learning in the area of Relationships and Sexuality through planning, discussion with staff and children to ensure that continuity and progression is attained school wide.

LINKS TO OTHER POLICIES

- Teaching and Learning
- Child Protection/Safeguarding
- Pastoral Care
- Health & Well-being
- Drugs
- Good Relations & Inclusion
- PDMU

References

Department of Education Circulars

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

These circulars are available on the Department's website: www.deni.gov.uk. Guidance and resources on RSE are also provided on the NI Curriculum website at www.nicurriculum.org.uk/.

Principal: _____ Date: _____

Chair of Board of Governors: _____ Date: _____

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