



WALKER MEMORIAL
PRIMARY SCHOOL

Relationships & Sexuality Education Policy

W: working together

A: to Achieve

L: happy Life, long learners
nurturing

K: Kindness

E: Excellence

+

R: Respect

Contextual Information

The school is co-educational with equal proportions of male and female pupils. It is located in a rural setting but a number of children travel by bus from surrounding areas and estates.

Date of Policy: November 2016

This policy is intended to provide a framework through which young people can develop the skills, attitudes and values necessary to deal with the challenges which they will meet in this very sensitive area.

Where age and topic appropriate the policy takes account of the Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006

The policy also takes account of the relevant sections of the UNCRC and also how RSE contributes to ESAGS and Equality and Diversity in Education Policy.

The policy links with our Child Centred Provision section of our School Development Plan and related Action Plan.

Description of policy formation and consultation process

The RSE Policy has been drawn up using the guidance provided in the RSE Guidance for Primary Schools August 2015. Governors, Staff, Parents and Pupils have been consulted regarding the formation of this policy.

The policy was published on our school website and a paper copy made available upon request from our school office.

The policy will be reviewed on a bi-annual basis: Next review will be in August 2018.

The school principal will be the point of contact for feedback/comments on the RSE Policy.

Rationale

Walker Memorial Primary School and firmly advocates the Personal Development approach where young people are given the skills to help them resist peer and media pressure, and make informed decisions based on their own internal self-respect and self-esteem. Schools are important centres of education that play a huge role in the personal development of all pupils and take this responsibility very seriously. The school is sensitive to the 'age specific' nature of many RSE topics and deliver these with the knowledge and support of parents and Governors.

Aims

Relationships and sexuality is a major issue for our young people and pupils at Primary School. There has been a disturbing rise in young people's sexual activity and the numbers of underage pregnancies as well as STIs, partly as a result of glamorous and contradictory messages from the media. Men and women are promoted as sexual objects and engaging in sexual activity appears to carry no responsibility or consequence. No consideration is given to the complex set of emotions and interactions required to sustain a healthy loving relationship. Whilst many RSE issues may not be age appropriate for 4-11 year olds, it is important for all children during their time at Primary School come to an understanding of what constitutes a healthy knowledge of sexuality and relationships by the end of their primary school education. This will be conducted with the full knowledge and permission of parents and Governors.

Objectives

Through the delivery of RSE our young people should be able to:

- form values and establish behaviour within a moral, spiritual and social framework
- examine and explore the various relationships in their personal lives
- learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect
- lay foundations for developing more personal relationships in later life
- make positive, responsible choices about themselves, others and the way they live their lives

Outcomes

Desired outcomes are:

- enhanced self-awareness and self-esteem
- healthy and respectful friendships and relationships
- an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework
- responsible behaviour and the ability to make informed decisions

- a sense of value for family life and marriage
- an appreciation of the responsibilities of parenthood
- appreciation of the value of human life and the wonder of birth

The Management and co-ordination of Relationships and Sexuality Education in the school

Name of the Coordinator:

Classroom/teaching arrangements: For the majority of pupils' time at primary school children are taught in mixed-gender classes. All topics throughout Reception- Year 6 are taught as a whole-class, addressing personal development issues in a general fashion. In Year 7 the pupils participate in the 'Love for Life' Programme that addresses many sensitive gender specific issues separately.

Approaches to learning and teaching: In most instances from Year 1-7 RSE is delivered through a combination of PDMU, Circle Time and Religious Education, Assembly Time and conference events such as Love for Life in Year 7. Workshops in drug and alcohol abuse provided by Breakthru

Provision for pupils with SEN: With 'reasonable adjustments' if necessary SEN pupils will access the same provision as other pupils.

Relationships and Sexuality Education resources used and criteria for selection: Love for Life materials, NSPCC Child Abuse materials & Breakthru Resources

Keeping children safer in the digital world

www.saferinternet.org.uk - UK Safer Internet Centre have produced a range of resources to help schools teach pupils about staying safe online. These resources include a range of games, films, quizzes and advice. (Age 4-11)

www.thinkyouknow.co.uk - Child Exploitation and Online Protection (CEOP) 'thinkyouknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for parents or carers and teachers and children age 5-7 and 8-10.

www.childnet.com/teachers-and-professionals - Childnet provides in-depth advice for teachers in their 'hot topics' section, covering issues such as sexting, online grooming, cyber bullying and online gaming safety. There is also an online resources bank which

contains lesson plans and activity ideas suitable for children of primary school age - this is available at www.childnet.com/resources

www.kidsmart.org.uk - This website contains useful support for teachers, including resources for teaching children about staying safe online.

Recognising and challenging inappropriate behaviour and touch

www.nspcc.org.uk

www.safertoknow.info - The Safeguarding Board for Northern Ireland (SBNI) contains useful information and resources to raise awareness on child sexual exploitation.

Sexual orientation, gender identity and homophobic bullying

It is vitally important that where appropriate (which in the Primary setting is unlikely) any curricular delivery advocates abstinence as the acceptable option for all young people. As a school we believe that it is parent's responsibility to address issues of sexual orientation and gender identity. School staff did not feel that this was an age appropriate issue for them to be dealing with and would refer all such matters to a parent or guardian or relevant external body. Bullying on the grounds of sexual orientation, is as unacceptable as it is in any other situation where someone is mistreated or bullied because of their differences from those who are perceived to be the majority. All issues relating to bullying on the grounds of sexual orientation will be dealt with appropriately in line with the general school anti - bullying policy.

Strategies for gathering and disseminating the most current and relevant information and research on RSE issues to inform planning and ensure relevance:

How to deal with sensitive issues and respond to pupils' questions: We recognise that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following procedures will be adopted:

➤ **Child Protection**

If, for any reason, a young person is deemed to be at risk, then he/she will be informed that confidentiality must be breached, and the reasons for the breach. The young person will also be reassured that he/she will be supported throughout the process.

- **Recording and Referral** - Clear and concise records will be kept pertaining to all issues outlined above.

Monitoring and evaluation of RSE provision: This school recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE programme. To this end we follow the procedures for self-evaluation as outlined in the DE documents 'Together Towards improvement' and ESAGS.

Staff development and training: As is required or dictated by the School Development Plan.

Specific issue statements

Confidentiality and disclosures: Any matters related to RSE will be treated with the highest level of confidentiality and any disclosures will be handled in line with our Child Protection Policy and Safe Guarding arrangements.

Procedures for involvement of outside agencies/individuals in supporting the delivery of RSE: As is required by individual cases.

Procedures for involving and consulting with parents or carers

Parents or carers with learning difficulties: Reasonable adjustments will be made to our RSE Policy to be as user friendly as possible, a parent /care friendly summary will be made available. The school will facilitate parent/teacher meetings to explain the RSE Programme

Parents' or carers rights and responsibilities: We recognise that parents have the prime responsibility for bringing up their children and we will therefore seek to ensure that our RSE programme complements and is supportive of the parents' role.

Engagement with parents or carers - information, support sessions, providing materials/reading for home use: The school will never attempt to assume the cloak of parental responsibility. Rather, we view parents as having prime decision making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to these sensitive issues. Information sessions will be offered in Year 6 and 7 prior to the NSPCC Child Abuse Seminars and Love for Life seminars. Details of the course contents will be provided to all parents and parental permission sought for pupil participation.

Withdrawal from RSE – how school will provide support for pupils who are removed from part or the entire RSE programme: It is hoped that through on-going dialogue and communication with parents/carers that all issues of concern can be addressed prior to sensitive topics being covered in Year 6 and 7. However if a parent wishes to make their own arrangements to present these topics to their child or remove them from the Year 6 or 7 programme we try our best to facilitate this.

Links across the curriculum and to the wider life of the school

How the learning and teaching in RSE links across the curriculum to other Areas of Learning in Key Stage 1 and 2: PDMU, Drugs and Alcohol Education, Circle Time, Class and Whole School Assemblies.

How elements of the wider pastoral programme support and complement the RSE programme e.g. school assembly: School staff will take opportunity where appropriate to integrate subject matter that addresses RSE issues in a whole school assembly. E.g. During Anti-Bullying Week.

How other school initiatives support and complement RSE e.g. UNICEF Rights Respecting School: NSPCC Child abuse awareness, Anti-Bullying Week, Breakthru Drugs and Alcohol Awareness Classes.

Links to other school policies

Anti-bullying Policy - specific reference should be made to homophobic, transgender and cyber bullying: See Appendix

Policy on using outside agencies and vetting arrangements: We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. We ensure contracts are drawn up to inform all contributory parties. See Safeguarding/Child protection Policy in Appendix.

Pastoral Care Policy: See Pastoral Care outline programme Nursery – Year 7 in Appendix.

Safeguarding/Child Protection Policy - supporting children 'at risk' and how school will assess 'at risk' pupils: See Appendix for Safeguarding/Child Protection Policy.

Positive Behaviour Policy: See Appendix

Internet Safety/e-Safety Policy: See Appendix

Parental Partnership

We recognise that parents have the prime responsibility for bringing up their children and we will therefore seek to ensure that our RSE programme complements and is supportive of the parents' role.

Guidance documents

The following guidance documents by CCEA may also be of use to teachers in planning their Relationships and Sexuality Education Provision:

- Living. Learning. Together.
- Personal Development and Mutual Understanding (PDMU) Guidance Booklet
- PDMU Progression Grid
- Active Learning and Teaching Methods for Key Stage 1 and 2
- Assessment for Learning: A Practical Guide
- Thinking Skills and Personal Capabilities at Key Stage 1 and 2.

All documents are available at www.ccea.org.uk

Reviewed February 2017

Governors February 2017