

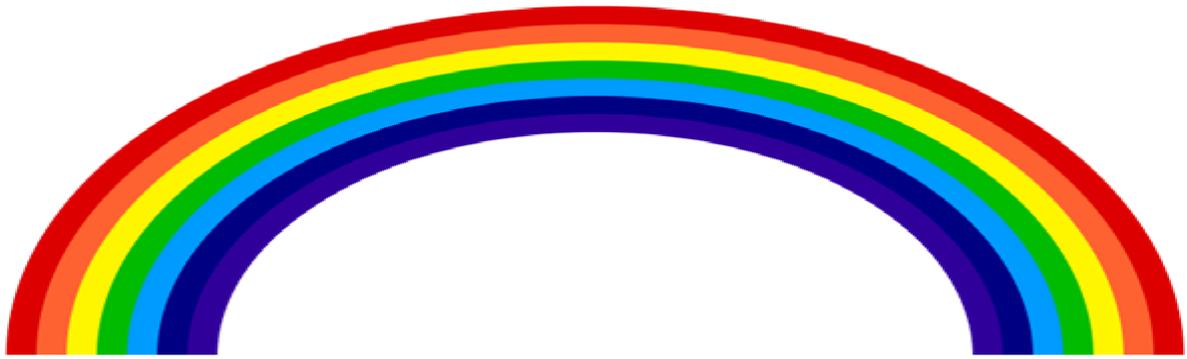


Saint Vincent De Paul

Relationships and Sexuality Education

September 2023





Our Mission Statement

Saint Vincent de Paul Primary School is committed to working in partnership with our parents to ensure the development of each child's full potential in a climate of support, joy, challenge, co-operation and celebration. We value the realisation that every child born into the world is a new thought of God, an ever fresh and radiant possibility. We are an inclusive school where all are respected and cherished as individuals.

As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC)



Legislation and Circulars

DENI Circulars

- 1999/10
- 2001/15
- 2007/06
- 2010/01
- 2013/16
- 2017/04

Community Relations Equality and Diversity Policy

Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006

Equality Commission in March 2009.

CCEA Documents

- Living Learning Together
- PDMU Understanding Guidance Booklet
- PDMU Understanding Progression Grids
- Active Learning and Teaching methods
- Thinking Skills and Personal Capabilities
- SE Guidance for Primary Schools 2015

The RSE policy is developed in this context and shares links with, the following policies:

- Religious Education
- Teaching and Learning
- Confidentiality Policy
- Child Protection/Safeguarding Children
- Pastoral Care Policy
- Health and Safety
- Anti-Bullying Policy
- Positive Behaviour Policy
- Drugs Education Policy
- Internet Safety Policy/E-safety Policy
- World Around Us
- PDMU
- Period Dignity Policy
- Use of outside agencies and vetting arrangements.

Defining Religious and Sexual Education (RSE)

RSE should give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not simply intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend.

Rationale

The Centrality of Virtue

Children will be taught RSE within a framework which models and encourages the following values:

- A respect for God and creation.
- To be able to distinguish between what is right and wrong.
- A respect for self.
- A respect for others.
- Self-discipline.
- A responsibility for one's own actions and an understanding of the long term and short term consequences of their actions.
- Non-exploitation in relationships.
- Commitment, trust and bonding within relationships.
- A development of critical self-awareness for themselves and others.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.

Relationships and Sexuality Education (RSE) is a lifelong process that involves the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs, morals and values regarding personal and social relationships. For children, the learning process has begun informally, with their parents or carers, long before any education in a formal setting takes place at school. Sexuality includes all aspects of the human person that relate to being

male or female and it develops throughout life. It is an integral part of the human personality and affects our capacity to give and receive love. It is a complex dimension of human life and relationships.

Effective RSE is essential if children are to value themselves as individuals and are to make responsible, well-informed and healthy decisions about their lives. As a Catholic school, RSE is presented through the Religious Education programme, as well as the Personal Development and Mutual Understanding programme.

Relationships and Sexuality Education is taught in a sensitive and inclusive manner, and in a way that is appropriate to the child's emotional and physical age and stage of development.

Aims

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a positive and prudent sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

In line with the school's ethos and CCEA guidelines the Relationships and Sexuality Education Policy of a Catholic School aims to:

- Promote a Catholic vision of sexuality that reflects selfless love, respect and commitment within a moral, social, spiritual framework.
- Help all pupils to appreciate their worth, dignity and uniqueness as children of God.
- Enable young people to appreciate sexuality as a gift from God and that love is the central basis of all relationships.

Enable children to form healthy and respectful friendships and relationships

- To enhance the personal development, self-esteem and well-being of the child.
- To foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, spiritual and social framework.
- To foster and develop mutual respect and understanding.
- To develop a respect for difference, gender and race within the school and community.
- To enable the children to identify and manage a range of feelings.
- To help all children to value family life in its diversity and the gift of marriage.
- To help young people recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty).
- Promote respect for all individuals regardless of sexual orientation, race, gender or creed.

The Importance of Relationships and Sexuality Education

➤ Respects the rights of children

The United Kingdom Government, including Northern Ireland, is a signatory to the 1989 *United Nations Convention on the Rights of the Child* (UNCRC) and has agreed to uphold the rights of children and young people as set out in the Convention. This means that all children and young people in

Northern Ireland have a right to a good quality education in accordance with the Convention.

➤ **Promotes a better understanding of diversity and inclusion**

Schools are increasingly diverse spaces, reflecting wider societal change. We aim to provide a safe, welcoming and inclusive environment that fosters respect for difference, challenges prejudicial attitudes and promotes equality of opportunity for all pupils. We encourage children to be confident and respectful of themselves and others and are preparing children for life after school.

➤ **Helps children to keep themselves safer in the digital world**

Technology plays an integral role in the lives of many children in Northern Ireland today. However, whilst technological advancements provide many opportunities, along with opportunity comes risk, particularly if the children's activity is unsupervised.

In Saint Vincent de Paul PS children are taught 'keeping safe' messages about how to behave safely and responsibly in the digital world which plays such an integral role in their lives. Children are helped to identify potential risks to their safety, and be aware of the strategies they can use to protect themselves.

➤ **Provides reliable, accurate and timely age-appropriate information**

Although the emphasis in RSE in primary schools is on friendships and healthy relationships, we also give children opportunities to learn and understand how the body grows and develops and know about the stages of human development. In the latter part of Key Stage 2 pupils will be given the opportunity to learn about some of the emotional and physical

changes that occur during puberty. The programme is tailored to be appropriate to the age and maturity of the pupils and meets the needs of both genders. This knowledge forms part of the Personal Development and Mutual Understanding theme of 'Health, Growth and Change'. Before puberty is covered in class, teachers will give parents/ carers the opportunity to discuss the content and resources they plan to use.

Issues around sexual orientation, gender identity, transgender and the physical act of sex are not on the primary school curriculum. However, if the children ask questions around these issues teachers will respond in a sensitive, non-confrontational and reassuring way. They may advise the child to discuss the issues at home with their parents and/or inform the parents that the child is raising these issues and may benefit from a discussion around the child's questions at home.

➤ **Helps children to recognise inappropriate behaviour and touch**

Through Relationships and Sexuality Education, children develop an understanding of their own uniqueness. It is also vitally important that they know and understand that, even though they are young, their body belongs to them and them alone. When children learn about 'keeping safe' through boundaries and positive consent, it helps them to recognise what constitutes:

- appropriate and inappropriate behaviour;
- appropriate and inappropriate touch; and
- unwanted attention, or attention that makes them feel uncomfortable in any way.

Teachers and school support staff regardless of their own personal set of morals and values are always open and non-judgemental when children discuss the behaviours of heterosexual, same-sex or transgender relationships.

Children are taught strategies to use if they feel unsafe at any time. Teachers endeavour to create an atmosphere in their

classrooms where all children are valued and given time to discuss any issues or concerns they may have. All classrooms have a 'Worries' box in their classroom. Photos of the Designated Safeguarding teachers children can approach are displayed in prominent areas throughout the school. Safeguarding messages are presented regularly throughout the year at assemblies, during Anti-bullying week, Internet Safety week and through the PDMU and RE curriculum.

The foundation for the effective delivery of Relationships and Sexuality Education is the building of secure, trusting, respectful relationships between the teacher and their pupils. Pupils should feel reassured that their teacher cares about their wellbeing and be aware that there are adults whom they can talk to and confide in. Pupils must also know and understand that the promise of confidentiality is never an option in the classroom or school setting. It must also be clear to pupils that, whilst teachers will offer support, they are obligated to notify the child protection/safeguarding teacher or team if they are concerned that the pupil may be 'at risk'.

They will be given 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.

Engaging with parents or carers

The effectiveness of our policy and programme depends upon the involvement of teachers, parents, governors and other education and health professionals. Each of these has distinctive contributions to make to our policy. Our teaching of Relationships and Sexuality Education aims to be complementary and supportive to parents/carers role as lead educators in this sensitive area and will be delivered in the context of our Catholic ethos.

It is our role to assist parents in teaching RSE in a manner appropriate to the emotional and psychological development of the child. A copy of our policy is readily available for parents at any time. We will have regular review of our policy and on-going communication with parents. Parents will be made aware of any sensitive topics before they are discussed with the children through the weekly focus sheets and will be asked to consent to their child attending workshops/assemblies that address sensitive issues.

Materials/resources used will be available for parents/carers to view. We hold workshops for parents periodically to address issues such as keeping our children safe in a digital world and send home suitable materials from outside agencies.

If an outside agency/individual is coming into the school to support the Relationships and Sexuality Education programme, parents/ carers are told in advance. Where sensitive issues are concerned we explain the type of activities which will take place to parents / carers and seek consent. This ensures that they have the opportunity to raise any concerns they might have before the visit, lets parents/carers know what is going on and strengthens ties between home and school.

Withdrawal from Relationships and Sexuality Education

Since RSE is a statutory requirement, it is part of our school curriculum. As a school we actively promote the implementation of RSE. The school will, however, take account of parent/carer concerns and respect their wishes. However, parents/carers should consider the social and emotional effects of being excluded, as well as the likelihood that the child will hear their peers' version of what happened or what was said in the classes, rather than the safe and reliable source of the teacher's. If parents/carers choose to withdraw their children from certain RSE lessons, then the children will be given the opportunity to complete work from another area of the curriculum in another class.

Strengthening the partnership between school and the wider community

We occasionally use the expertise and skills of education and health professionals from outside agencies or from individuals in the wider community, to support the children's learning.

There are many benefits of this, including the following:

- Outside agencies/individuals in the wider community can bring specialist knowledge, expertise and experience into the classroom;
- The novelty of a new visitor coming into the classroom/school is often very welcomed by pupils;
- It can increase the pupils' knowledge of services which can be accessed in the local community, and teach them how to go about accessing these services if and when they need them; and

- It can enhance teachers' capacity by updating their knowledge and/or showing new pedagogy/teaching practices used by the outside agency/individual.

We ensure that any outside agency/individual delivering a support session in a school:

- discusses and agrees the content, resources and teaching methods with staff prior to delivering a session to ensure it is respectful of the school's ethos, and complementary to the ongoing provision of Relationships and Sexuality Education.
- receives a copy of the school's Relationships and Sexuality Education Policy;
- is made aware of and adheres to the school's Safeguarding and Child Protection Policy;
- agrees to and signs our code of conduct;
- is made aware of the issues around confidentiality;
- is vetted as appropriate.

To maximise learning from the session, teachers prepare pupils for the visit. During the session, the teacher is present at all times. Afterwards the teacher should provide pupils with the opportunity to discuss their experience(s) and honestly evaluate the session(s). We use pupils' feedback to inform future planning and provision.

Young people with special educational needs (SEN)

We ensure children with SEN in mainstream schools have appropriate, accessible and relevant Relationships and Sexuality Education. When necessary resources and teaching activities are adapted to ensure that there are no barriers to participation or learning for pupils with SEN compared to their

peers. It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Therefore, teachers must try to ensure that they develop the knowledge, understanding and skills of pupils to enable them to:

- identify inappropriate and exploitative behaviour;
- help develop their own prevention strategies to stay safe;
- recognise and build healthy relationships; and
- know who they can talk to.

Working in mixed and single-gender groups

Generally, we teach Relationships and Sexuality Education in mixed groups, where boys and girls learn together to gain an understanding and appreciation of each other's perspectives. However, there are times that pupils and teachers prefer to work in single-gender groups, particularly when they are exploring puberty issues.

Personal backgrounds and cultural practices

We aim to be particularly sensitive to the personal circumstances and cultural background of our pupils. We recognise how pupils' views and values are influenced by their informal learning experiences and by the views of family, peers, community and the media. For example, for some pupils it would be inappropriate to address some Relationships and Sexuality Education issues in a mixed gender lesson because of cultural or religious beliefs. Relationships and Sexuality Education also provides a forum in which to explore issues such as how young girls may be victims of cultural practices, including child/forced marriages and female genital mutilation. Other pupils may have transgender parents or carers, or parents or carers in a same sex relationship so teachers need

to be mindful of this. We aim to handle such issues very sensitively.

The importance of establishing good relationships in the classroom environment

Good relationships are important in any classroom; however, they are particularly important when teaching Relationships and Sexuality Education. In Relationships and Sexuality Education, learning is most effective when it takes place in a safe, secure, respectful and inclusive space, where pupils can express their feelings and opinions and participate confidently and freely without embarrassment, judgement or ridicule from their peers. Using circle time or creating a classroom charter are effective ways to help to create a positive and safe learning environment.

Approaches to teaching and learning

To ensure that Relationships and Sexuality Education is meaningful and engaging for pupils, we adopt a learner-centred approach to facilitate and guide their learning. We employ an enquiry-based approach when exploring sensitive and complex issues, and use participative methodologies. These approaches, which are underpinned by the Thinking Skills and Personal Capabilities framework, often lead to children gaining a deeper knowledge and understanding, and really engaging in the learning process.

Connected learning opportunities

There are many opportunities within the Northern Ireland Curriculum for other Areas of Learning to link with Relationships and Sexuality Education, which allows for a more connected learning experience for pupils. This is a particularly effective way for teachers to enable pupils to explore sensitive and complex issues, as it allows them to do so through a variety of different lenses. Through this multi-perspective

approach, children will develop an appreciation of the range of different viewpoints and the reasons why people have them.

For example, children can:

explore a range of ways of communicating and expressing feelings and emotions through the Arts, including art and design, music, and drama.

Through Language and Literacy, children can develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama, and role play.

Teaching resources

Our teaching of RSE is primarily through the Religious Education programme and the Personal Development and Mutual Understanding programme. The Diocesan approved "Grow in Love," "Flourish" and "The Wonder of My Being" resources alongside the CCEA Living Learning Together packs (PDMU) helps to support our teaching. 'The Wonder of my Being' is taught across the school on the same dates. In Primary Seven children have the opportunity to take part in the What's Inside workshop delivered by the Down & Connor Catholic Schools' Support Service. The NSPCC Talking Pants initiative and accompanying song are taught to children in class. Teachers may supplement these approved resources with others but must be satisfied that the resources they plan to use:

- reflect the ethos of the school;
- are age-appropriate, inclusive, and sensitive to the pupils' needs and experiences;
- are factually accurate and up-to-date; and
- make clear distinctions between fact and opinion.
- do not contain inappropriate/explicit images

Teaching sensitive issues

Sensitive issues are part and parcel of life. Children are aware of them, and want to talk about and understand them, particularly those sensitive issues which are also topical. Pupils should not be denied the opportunity to explore such issues simply because a teacher feels uncomfortable discussing them, and they should not be sheltered from discussing sensitive issues in an age-appropriate way. To do either is to leave children ignorant and unprepared to engage and deal with the diverse and complex range of issues facing them in society today.

Responding to questions in Relationships and Sexuality Education

While it is important to create an environment in which students can discuss issues openly, teachers may not always be able to answer all questions about issues and should set appropriate boundaries. Teachers should use their professional judgement, guided by the age of the students, the RSE curriculum and the RSE policy for the school. Any advice provided and the manner in which teachers respond should support the role of the pupils' parents or carers and reflect the ethos of the school.

All staff teaching RSE related issues should use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang should be avoided.

Teachers should remember that, as they are not medical professionals, they must not give personal medical advice to any pupil. Teachers must advise pupils to seek advice from parents or carers. If any question asked raises child protection issues, this should be referred to the designated teacher for child protection.

In St Vincent de Paul PS, we acknowledge the right of pupils and others to disagree with the Church's perspective, and their right to respectfully offer alternative perspectives and to

engage in open and productive dialogue. However, while there may be differing perspectives on issues, the school, adopting an invitational approach, should not avoid teaching what it is that the Church professes.

Boundary Setting

It is essential to set parameters for the teaching of sensitive issues. Having an agreed Code of Conduct will ensure that the right to privacy for both student and teacher is respected at all times. In terms of such a **Code of Conduct**, we will:

- Teach the fundamental principle of respect for human persons
- Challenge any discriminatory remarks
- Deal firmly with any acts of bullying, including homophobic, transphobic and cyberbullying
- Follow school procedures for accessing outside support for any student requiring additional help
- Support the parents. Parents may want to speak to someone at the school about one or more of these issues.
- Arrange a meeting with the parents and relevant support agencies to consider any appropriate measures of support that may be needed to ensure the needs of the student are met
- Follow school procedures for monitoring the well-being of student/s
- Provide time and safe spaces for young people, in an age and stage appropriate way, to engage at a deep level with these issues, to dialogue with their peers and their teacher around them and to be invited into a rich understanding of the Church's teaching in these areas.

The status of the family

In keeping with the right of Catholic schools to present RSE within its own ethos, the school supports the Sacramental vision of marriage and family, while being sensitive to other family situations. The Catholic understanding of marriage will be presented and sexual intimacy will be taught in the context of a God-given gift that enables married couples to express

and deepen their love for each other, a love that should unite the couple as well being open to the gift of new life. **The Church's teaching on Sacramental Marriage as a permanent, exclusive union, open to the creation of a family will be presented as the Catholic understanding of the context for sexual intimacy.**

The Virtue of Chastity

In line with the ethos of the school and Christian morals, sexual abstinence before marriage and fidelity within it, will be presented as a positive, desirable and achievable option.

The sanctity of Life

In keeping with the right of Catholic schools to present RSE within its own ethos, the value and sacredness of life will be actively promoted. From the moment of conception, the embryo is a human being and must be recognised as having the rights of a person. The most fundamental right for every human being is the right to life. This belief is one of the foundation stones on which the RSE programme is built. Life is sacred from conception to the moment of natural death.

Sexual Orientation

All pupils have the right to learn in a safe environment, to be treated with respect and dignity and not be treated any less favourably, or isolated in any way on the grounds of their sexual orientation. Antagonism/bullying or other forms of abuse against pupils who reveal that they are homosexual will not be tolerated by the school. Respect for all people regardless of sexual orientation will be promoted in line with the school ethos - no pupils should be isolated on the grounds of their sexual orientation. Pupils have the right to hold different views/lifestyles in a peaceful manner.

The Catholic ethos of the school ensures that gospel values, inclusivity, equality and respect for all and the right of everyone to learn in a safe and secure environment where all are treated with respect and dignity. The ethos of a Catholic school supports the guidance produced by the Equality Commission on eliminating sexual orientation discrimination.

This guidance relates to the Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 and the guidance from the Equality Commission in March 2009.

Pastoral Care of young People with Gender Dysphoria

The disclosure of gender dysphoria by a child or young person is first and foremost a pastoral and welfare issue. As such, the priority of the school is to create a safe environment in which the vulnerable child can receive the support that they require.

Digital Safety

The RSE Programme will teach students how to safely navigate the digital world. Technology plays an integral role in the lives of students which poses both opportunities and risks. The RSE Programme will raise awareness of potential threats or dangers posed by the Internet such as sexting, cyber-bullying, pornography, abuse and exploitation. Students will explore the implications of the law, the strategies they can use to protect themselves and where they can access advice and support if they are at risk.

Confidentiality and dealing with disclosures

Staff will follow the whole school policy on reporting disclosures which is the Safeguarding and Child Protection Policy.

We understand that the child's right to privacy must always be respected by the teacher and other pupils. Children will not be expected to answer any personal questions.

Teachers will not promise confidentiality. A child does not have the right to expect incidents in the classroom or school to go unreported.

The Principal or designated teacher must be informed of any disclosures which might suggest a child is at risk from physical or sexual abuse

The RSE coordinator will monitor provision of the various dimensions of the programme.

Use of Outside Agencies

Where appropriate, the skills and expertise of outside agencies and professionals may be accessed for example the 'What's Inside' workshop for P7 pupils.

Where this occurs we will be satisfied that contribution from informed outsiders are an integral part of the whole programme and in harmony with the aims and ethos of the school.

We will ensure that all teaching is rooted in Catholic principles and practice. This will have been preapproved by the RSE co-ordinator and Principal.

The RSE co-ordinator and teachers involved in the delivery of RSE will ensure that resource materials obtained from other agencies and presentations by outside speakers are in harmony with the ethos of the school.

All external agencies supporting RSE must sign a service agreement with the RSE policy of the school and the underpinning ethos of the school.

This record will be kept in a safe place as part of the delivery of RSE and for authenticity.

Any outside agency/individual delivering a support session in a school will:

- receive a copy of the school's Relationships & Sexuality Education Policy;
- be made aware of and adheres to the school's Child Protection Policy;
- agrees to respect the ethos of the school
- be made aware of the issues around confidentiality
- is vetted as appropriate.

Parents will be made aware of the type of activities which will take place to ensure they have opportunity to raise any concerns they might have before the visit. We hope this will

have the added benefit of letting parents or carers know what is going on, and strengthen ties between home and school.

During the session class teachers will be present at all times. Afterwards, the teachers will provide students with the opportunity to discuss their experience/s and honestly evaluate the session/s. We will use student feedback to inform future planning and provision along with any evaluation carried out by the outside agency/individual.

Roles and Responsibilities

Parents and Carers

An outline of the RSE programme will be made available to parents at the beginning of each academic year on the school website. This will enable them to support the work of the school and discuss the topics and issues raised by the programme with their children.

The RSE policy will be made available to parents on our school website.

Responsibility for Teaching the Programme

The programme will be led by the RE/RSE coordinator. It will be taught by class teachers and will be supported by the Senior Leadership Team and other outside agencies as appropriate.

Other Roles and Responsibilities

Trustees

The Trustees are responsible for the strategic direction, organisational nature and ethos of their respective schools. The Bishop is responsible for Catholic schools in his Diocese as evidenced by Canon Law 806§ which states that,

'The diocesan bishop has the right of supervision, visitation and inspection of Catholic schools in his diocese, even those established or directed by members of religious orders. He also has the right to issue directives concerning the general regulation of Catholic schools.'

Board of Governors

Every School a Good School - The Governors' Role: A Guide for Governors outlines the role and responsibilities of Governors. Section 13.40 states,

"Boards of Governors should ensure that their schools have a Relationships and Sexuality Education policy and curriculum linked to their pastoral care/child protection policy. This policy and the associated teaching should be the subject of consultation with staff and parents and endorsed by the Governors."

The Board of Governors will foster and support the development of a RSE policy and programme by collaborating with teachers and parents. The governors have examined and approved the completed policy and programme prior to their implementation in the school and will review the policy at regular intervals.

'At all times the governors of the school should 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 young people.'

DENI Circular 2001/15 Relationships and Sexuality Education Policy in Schools

Principal / Senior Leadership Team / Safeguarding Team

As with all subject areas, it is the role of the Principal to make possible a coherent and co-ordinated approach to RSE in keeping with the ethos of the school. It is the role of the Vice Principal to support the work of the Principal.

The Principal and Senior Leadership Team co-ordinate the school's approach to RSE and will consult the Board of Governors, staff, parents/carers and health professionals, as appropriate.

RSE Coordinator

The RE/RSE co-ordinator is a member of staff appointed to be responsible for co-ordinating all issues related to the RSE policy, the Department of Education specifications and the programme designed for the students. It is essential that the co-ordinator is respectful and committed to the school's ethos and the aims and direction of RSE within the school.

The RSE co-ordinator's role includes:

- upholding and ensuring that the programme is taught in accordance with the school's Catholic ethos;
- ensuring that the programme is taught effectively and is appropriate to the age and maturity of the students;
- liaising with the Board of Governors, the Principal, the Vice Principal (Pastoral), all staff, parents and health and educational visitors on RSE matters;
- attending in-service training and disseminating appropriate information to other staff members;
- organising training for staff as and when appropriate;
- liaising with outside agencies where appropriate.
- **Designated Teacher/ Safeguarding Team / Special Needs Coordinator**
- The Designated Teacher, Safeguarding Team and Special Needs Co-ordinator will provide relevant information which will ensure that the needs of all students are met.

Links to other policies

This policy should not be seen in isolation and should be cross referenced with other school policies, in particular, the Pastoral Care Policy, the Safeguarding and Child Protection Policy, Staff Code of Conduct, E-safety Policy and the Anti Bullying Policy. Procedures for dealing with bullying of any kind, including cyberbullying are detailed in the Anti Bullying Policy.

Monitoring and Evaluation

This implementation of this policy will be monitored by the RE coordinator and Safeguarding Team to ensure:

- that the needs of the children are being met.
- clarity and consensus on how Relationships and Sexuality Education will be taught.

Monitoring and evaluation will happen through review of planning documentation, discussion with staff and pupils through focused group discussions and through consultation with parents.

This policy will be ratified by the School's Governing Body.

Date of Next Review:

Signed: _____

Chair of Board of Governors

Principal

Appendix 1

The Wonder of My Being Programme Overview

Year One	Lesson 1 - To appreciate that I am a boy/girl. Lesson 2 - To appreciate that I am part of a family. Lesson 3 - To understand that I grew in my mother's womb. Lesson 4 - To learn that Jesus was part of a family. Lesson 5 - To appreciate that I am special.
Year Two	Lesson 1 - To understand that I needed help with everything when I was a baby. Lesson 2 - To understand that I have grown and changed since I was a baby. Lesson 3 - To understand some developmental stages of babies e.g. crawling, walking, talking. Lesson 4 - To appreciate that my family loves and cares for me. Lesson 5 - To appreciate that God chose Mary to be the mother of His Son Jesus. Lesson 6 - To appreciate that Mary and Joseph loved and cared for Jesus.
Year Three	Lesson 1 - To appreciate that people celebrate weddings. Lesson 2 - To appreciate the qualities that are required for friendship. Lesson 3 - To appreciate the qualities necessary for family. Lesson 4 - To appreciate how a mother cares for her new baby. Lesson 5 - To appreciate that Jesus helped Mary and Joseph at home. Lesson 6 - To appreciate how we can help at home.
Year Four	Lesson 1 - To appreciate that Mary was told by an Angel that she was to be the mother of Jesus. Lesson 2 - To appreciate that an Angel appeared to Joseph to tell him he would be the one to care for Mary and Jesus. Lesson 3 - To appreciate the role of Mary as the mother of God. Lesson 4 - To appreciate the qualities and values that were part of the Holy Family of Nazareth. Lesson 5 - To learn the vocabulary associated with pregnancy and birth. Lesson 6 - To appreciate the preparations that were needed for your birth. Lesson 7 - To appreciate that family is a gift from God.
Year Five	Lesson 1 - To appreciate the uniqueness of each person. Lesson 2 - To appreciate that we are all created in the image and likeness of God. Lesson 3 - To appreciate the importance of preparing responsibly for new life. Lesson 4 - To appreciate the stages of development between

	<p>birth and two years.</p> <p>Lesson 5 - To appreciate we change as we grow (2 years - 9/10 years).</p> <p>Lesson 6 - To be aware of people who help us grow and develop: family, church, society.</p> <p>Lesson 7 - To revisit the Sacrament of Baptism so that the children can become aware of their place in God's family.</p>
Year Six	<p>Lesson 1 - To appreciate that we are made in God's image and likeness.</p> <p>Lesson 2 - To appreciate the stages of growth before birth.</p> <p>Lesson 3 - To recognise significant moments in our lives to date.</p> <p>Lesson 4 - To recognise that we are created by God and that our bodies are sacred.</p> <p>Lesson 5 - To recognise that our bodies change as we grow.</p> <p>Lesson 6 - To appreciate that everyone is part of the Body of Christ.</p> <p>Lesson 7 - To appreciate the values of friendship in our lives.</p> <p>Lesson 8 - To identify negative behaviour and how it can affect other people.</p>
Year Seven	<p>Lesson 1 - To appreciate that we are called by God.</p> <p>Lesson 2 - To appreciate the presence of God in our lives as we grow and change.</p> <p>Lesson 3 - To appreciate the talents that each of us has and consider how we will use these as we grow and change.</p> <p>Lesson 4 - To appreciate the qualities and characteristics of friendship.</p> <p>Lesson 5 - To understand the importance of accepting and respecting each other just as we are.</p> <p>Lesson 6 - To make pupils aware that they are influenced by many different people and things.</p> <p>Lesson 7 - To appreciate that I can be a good or bad influence on others.</p> <p>Lesson 8 - To help make informed decision about their lives.</p> <p>Lesson 9 - To enable the children to face future changes with optimism.</p>

APPENDIX 2

Road Map for Teaching RSE in a Catholic School

Relationships and Sexuality Education Outline of Statutory Requirements

Foundation Stage

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: themselves and their personal attributes.</p>	<p>Year One Theme One: My Family Lesson 1: I Have a Name Theme Two: Our World Lesson 2: God Created Us - We Are Special Year Two Theme Nine: Baptism Lesson 1: A Baby's Baptism</p>	<p>Year One Lesson 1: Appreciate that I am a boy or a girl Lesson 5: Appreciate that I am Special Year Two Lesson 1: This is Me as a Baby Lesson 2:- This is Me Now</p>	<p>Living Learning Together: Unit 1</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others' feelings and emotions.</p>	<p>Year Two Theme One: Our World Lesson 1: 'Another New Beginning' - feelings regarding first day back.</p>		<p>Living Learning Together: Unit 2 Feelings Tapestry - Use coloured post-its to indicate daily feelings. Songs Feelings - P22 Alive O 2 Books The Resolving Anger Book <i>by Fiona Auslan and Peter Nicholson</i> How Are You Feeling Today? <i>by Molly Potter</i> Have You Filled a Bucket Today? <i>by Carol McCloud</i></p>
<p>Theme 4: Health, Growth and Change Teachers should enable</p>		<p>Year One Lesson 3 - Understand that I</p>	<p>Living Learning Together: Unit 3</p>

<p>pupils to develop knowledge, understanding and skills in developing: The importance of keeping healthy.</p>		<p>grew in my mother's womb. Year Two Lesson 3 - Understand some developmental stages of babies.</p>	
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: How to keep safe in familiar and unfamiliar environments.</p>			<p>Living Learning Together: Unit 3</p>
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: their relationships with family and friends.</p>	<p>Year One Theme One - My Family Lesson 2: I Have a Family Lesson 3: I Can Share Love with My Family Lesson 4: We Are All One Family Year Two Theme Two - We Belong Lesson 1: I Belong in my Family Lesson 2: My Family Belongs in a Community</p>	<p>Year One Lesson 2 - Appreciate that I am part of a Family. Lesson 4 - Learn that Jesus was part of a Family. Year Two Lesson 4 - Appreciate that my Family Loves and Cares for Me. Lesson 5 - Appreciate that God chose Mary to be the Mother of His son Jesus. Lesson 6 - Appreciate that Mary and Joseph Loved and Cared for Jesus.</p>	<p>Living Learning Together: Unit 4 Songs They Care for Me P82 Alive-O</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences.</p>	<p>Year One Theme Three: Advent and Christmas Theme Six: Holy Week and Easter Theme Seven: The Church N.B. People can worship God in a variety of ways</p>	<p>Year One Lesson 1 - Appreciate that I am a Boy or a Girl</p>	<p>Living Learning Together: Unit 6 Books Something Else by Kathryn Cave</p>

	<p>and places. Seasonal Lessons - 3: St Patrick 4: Lent 5: Mary Year Two Theme Two - We Belong Lesson 3: We all Belong in One Human family Theme Three - Advent and Christmas Theme Seven - Holy Week and Easter Theme Eight - The Church Seasonal Lessons - 2: Lent 3: Mary</p>		
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Road Map for Teaching RSE in a Catholic School

Relationships and Sexuality Education Outline of Statutory Requirements

Key Stage 1

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem and self-confidence.</p>	<p>Year Three Theme Nine: Creation Lesson 2: God Created Us - We Are Special Year Four Theme Nine: Creation Lesson 1: God Created Us - Reflect on a range of individual gifts - identify given gifts</p>	<p>Year Four Lesson 6: Appreciate the preparations that were needed for your birth.</p>	<p>Living Learning Together: Unit 1</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others' feelings and emotions and how their actions affect others.</p>	<p>Year Three Theme One - Belonging Lesson 1 - Explore what it feels like to belong and not to belong</p>	<p>Year Four Lesson 1 - Appreciate how Mary felt when she was told by an Angel that she was to be the mother of Jesus Lesson 2 - Joseph's Joy</p>	<p>Feelings Box Prayer Box</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping healthy.</p>		<p>Year Three Lesson 4 - Appreciate how a mother cares for her new baby. Year Four Lesson 3 - Pray Hail Mary. Draw attention to word 'womb' - special part of mum where the new baby grows.</p>	

		Lesson 5 - Learn the vocabulary associated with pregnancy and birth.	
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping safe.</p>			
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: and initiating mutually satisfying relationships.</p>	<p>Year Three Theme Two - Jesus Lesson 4: Jesus taught his friends how to live Theme Ten Lesson 1: Living in Love Lesson 2: Growing in Love Year Four Theme One - Called and Chosen Lesson 1: Our Class - a Circle of Friends Theme Ten - Grow in Love Lesson 1: 'As I have Loved You' Lesson 2: Growing in Love</p>	<p>Year Three Lesson 1 - Appreciate that people celebrate weddings. Lesson 2 - Appreciate the qualities required for friendship. Lesson 3 - Appreciate the qualities necessary for family. Lesson 5 - Appreciate that Jesus helped Mary and Joseph at home. Lesson 6 - Appreciate how we can help at home. Year Four Lesson 4 - Appreciate the qualities and values that were part of the Holy Family of Nazareth. Lesson 7 - Appreciate that family is a gift from God.</p>	<p>Songs Circle of Friends - P44 Grow in Love - Year Four</p>

Theme 8: Similarities and Differences

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

Similarities and differences between people.

Year Three

Theme One - Belonging

Lesson 1 - We belong to the Church

Theme 3: Advent and Christmas

NB: Ecumenical Link

Theme 4: We Hear the Gospel at Mass

NB: Ecumenical Link

Theme 6: Celebrating Mass

NB: Ecumenical Link

Theme 7: Holy Week and Easter

NB: Inter-Religious Link

Theme 8: Jesus is Still with Us

NB: Inter-Religious Link

Seasonal Lessons
Lesson 1 - The Rosary

Lesson 2 - Celebrating the Saints

Lesson 3 - Lent

Lesson 4 - St Patrick

Lesson 5 - Inter-Religious

Education Lesson

Year Four

Theme 2: Jesus
NB: Inter-Religious Link

Theme 3: Advent and Christmas

Theme 4: We Hear the Word of God at Mass

Theme 6: At

	Mass, We Give Thanks and We Receive Holy Communion Theme 7: Holy Week and Easter Seasonal Lessons Lesson 1 - The Rosary Lesson 2 - Celebrating the Saints Lesson 3 - Lent Lesson 4 - St Brigid Lesson 5 - Inter- Religious Education Lesson		
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Road Map for Teaching RSE in a Catholic School

Relationships and Sexuality Education Outline of Statutory Requirements

Key Stage 2

	GROW IN LOVE	THE WONDER OF MY BEING	POSSIBLE SUGGESTIONS / EXTRA RESOURCES
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: <i>their self-esteem, self-confidence and how they develop as individuals.</i></p>	<p>Year Five Theme One - God Lesson 3: I Believe Seasonal Lessons Lesson 5: How We Have Grown in Love Year Five Theme Six - The Great Commandment Lesson 2: Living the Great Commandment (NB: I Am Talented) Year Six Theme Five - Trusting God Lesson 1: Trust in God (NB: Reflect on their experience of persevering and not giving up.) Lesson 2: Live by the Ten Commandments. (NB: Evaluate right and wrong actions.) Lesson 3: Take Care of the Web of Life Theme Six - Building God's Kingdom Lesson 1: I Have a Conscience. I Can Choose Lesson 2: God's Kingdom Grows</p>	<p>Year Five Lesson 1 - Appreciate the uniqueness of each person. Lesson 2 - Appreciate that we are all created in the image and likeness of God. Year Six Lesson 1 - My Passport Lesson 3 - My Pathway Lesson 6 - How can you use your body, mind and talents for good. Year Seven Lesson 2 - The Many Parts of Me Lesson 3 - Appreciate Our Talents My Identity Shield Lesson 6 - Influences Lesson 7 - Making Informed Decisions</p>	

Through Our Love
Theme 10 -
Reconciliation
Lesson 1: God
Forgives Us
Theme Eleven - The
Mass
Lesson 2: We Go
from Mass to Live
Like Jesus
Seasonal Lessons
Lesson 4: How We
Have Grown in Love
Year Seven
Theme One - God
Is Always with Us
Lesson 3: The
Prophets
N.B. Explore ways
in which they can
be called to witness
to what is good and
truthful in their
own lives. How to
speak up for what
is just and right.
Theme Three - Our
Christian Vocation
Lesson 1: God Calls
Each One of Us
N.B. Explore the
concept of
'Christian vocation'
as God's call to live
in a certain way.
Lesson 2: We
Respond to God's
Call
N.B. Recognise the
choice of
responding to or
ignoring God's call.
Theme Six -
Conscience
Lesson 1: We Can
Hear God's Voice
Within Us
N.B. Understand
that we choose to

	<p>be the person we are. Talk about the kind of people they are now and the kind of people they would like to be. Lesson 2: Our Conscience Develops as We Grow N.B. Explore how the choices they make influence the kind of person they will become.</p>		
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their management of a range of feelings and emotions and the feelings and emotions of others.</p>	<p>Year Five Theme One - God Lesson 1: Beginning Again Year Six Theme One - God Lesson 1: God Has a Plan for Us (NB: Emotions and feeling on your first day) Year Seven Theme One - God Is always with Us Lesson2: Explore how words can hurt and heal.</p>		
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: how to sustain their health, growth and well-being.</p>		<p>Year Five Lesson 3 - Appreciate the importance of preparing responsibility for new life. Lesson 4 - Appreciate the stages of development between birth and two years. Lesson 5 - Appreciate that we change as we</p>	<p>Living Learning Together Unit 3</p>

		<p>grow.</p> <p>Lesson 6 - Be aware of people</p> <p>Year Six</p> <p>Lesson 2 - The Baby Grows in the Womb</p> <p>Lesson 4 - Looking After Myself</p> <p>Lesson 5 - Our Bodies Change as We Grow</p> <p>Year Seven</p> <p>Lesson 1 - Wheel of Change</p> <p>Lesson 3 - My Future</p> <p>Lesson 9 - Face Future Changes with Optimism</p>	
<p>Theme 4a: Safety</p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in developing: coping safely and efficiently with their environment.</p>			
<p>Theme 5: Relationships</p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in developing: initiating and sustaining mutually satisfying relationships.</p>	<p>Year Five</p> <p>Theme One - God</p> <p>Lesson 2: God Is Love. God Loves Us</p> <p>Theme Six - The Greatest Commandment</p> <p>Lesson 2: Love God. Love your Neighbour</p> <p>Year Six</p> <p>Theme Eight - The Church</p> <p>Lesson 3: Continuing the Mission of Jesus Today</p> <p>Theme 10 - Reconciliation</p> <p>Lesson 2: God Calls</p>	<p>Year Seven</p> <p>Lesson 4 - What Makes a Good Friend?</p> <p>Lesson 7 - Who Do I Influence? Who Are My Role Models?</p>	

	<p>Us to Forgive Others</p> <p>Year Seven</p> <p>Theme Six - Social Justice</p> <p>Lesson 1: Jesus Teaches Us to Act Justly</p> <p>Lesson 2: Jesus Teaches Us the Beatitudes</p> <p>Lesson 3: We Are Called to Care for Our Common Home</p> <p>Theme Eight - The Holy Spirit</p> <p>Lesson 4: Living a Spirit-filled Life</p> <p>N.B. Examine a community-bases projects</p>		
<p>Theme 8: Similarities and Differences</p> <p>Teachers should enable pupils to develop knowledge, understanding and skills in developing: valuing and celebrating cultural differences and diversity.</p>	<p>Year Five</p> <p>Theme Two - The Bible</p> <p>Theme Three - Jesus</p> <p>Theme Four - Advent and Christmas</p> <p>Theme Seven - Holy Week and Easter</p> <p>Theme Eight - The Church Is a Community of Believers</p> <p>Theme Nine - Celtic Christianity</p> <p>Theme Ten - The Mass</p> <p>Seasonal Lessons</p> <p>Lesson 4: Our Jewish Brothers and Sisters</p> <p>Year Six</p> <p>Theme Two - The Bible</p> <p>Theme Three - Jesus</p> <p>Theme Four -</p>	<p>Year Seven</p> <p>Lesson 5 - Accepting and Respecting Each Other</p>	

	<p>Advent and Christmas Theme Seven - Holy Week and Easter Theme Eight - The Church (NB Lesson 4: Working for Christian Unity) Theme Nine - The Pilgrim Church Theme Eleven - The Mass Seasonal Lessons Lesson 3: Our Muslim Brothers and Sisters Year Seven Theme One - God Is Always with Us Lesson 1: Recognise ways in which they are similar and different to others in the class. Lesson 2: God Speaks to Us Through the Bible. Theme Two - Jesus Theme 4: Advent and Christmas Theme 7: Holy Week and Easter Theme 8: The Holy Spirit Seasonal/Additional Material - Lesson 2: Lent Lesson 3: Remembering St Patrick Lesson 4: Mary Lesson 5: Judaism: Rosh Hashanah, Yom Kippur and Sukkot Lesson 6: Judaism: Pesach and the Seder meal</p>		
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Flourish Programme Overview

<p>Primary One Lesson 1 : I am Me Lesson 2: My Body Lesson 3: I have a Family Lesson 4: I have Friends</p>	<p>Primary Two Lesson 1: Growing & Changing Lesson 2: Keeping Safe Lesson 3: My Family Lesson 4: I Can Make Choices</p>
<p>Primary Three Lesson 1: I am Unique Lesson 2: My Body Lesson 3: My Family Loves Me Lesson 4: My Neighbourhood</p>	<p>Primary Four Lesson 1: The Wonder of New Life Lesson 2: We Have Feelings Lesson 3: Friendship and Fairness Lesson 4: Decisions and Consequences</p>
<p>Primary Five Lesson 1: Growing and Changing Lesson 2: Making the Right Choices Lesson 3: Positive Role Models Lesson 4: Why Have Rules?</p>	<p>Primary Six Lesson 1: Feelings Lesson 2: Bullying Lesson 3: Puberty Lesson 4: Environmental Care</p>
<p>Primary Seven Lesson 1: Puberty Lesson 2: Emotions and Relationships Lesson 3: Love Lesson 4: Safe Internet</p>	<p>Lesson 5: Body Changes Lesson 6: Caring for New Life Lesson 7: Where Babies Come From Lesson 8: It's Ok to Say NO</p>