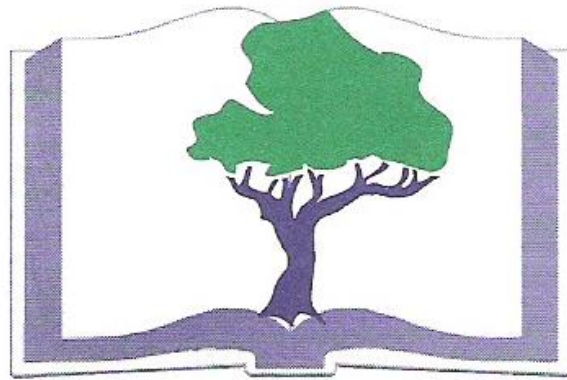


GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

GREENWOOD



PRIMARY SCHOOL

Relationships and Sexuality Education (RSE) Policy

Updated January 2019

GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

RELATIONSHIPS AND SEXUALITY (RSE) POLICY

1. Mission Statement

The mission statement for Greenwood

“Nurturing children for a life of learning”

encapsulates our belief that “care of the child” cannot be separated from “educating the pupil”.

The school aims to provide rich and varied learning experiences to promote the all-round development of the child, in a happy and caring environment. Central to the creation of this environment Greenwood Primary School and Nursery Unit aims:

- To develop attitudes and dispositions which will be the foundation for life-long learning.
- To develop each child’s capacity to gain competence in the key areas of Communication, Using Mathematics and Using ICT.
- To develop knowledge, skills and understanding in all Areas of Learning and enhance the children’s abilities in the Thinking Skills and Personal Capabilities.
- To help each child to thrive at a level appropriate to their stage of development, facilitating the development of their self-esteem, self-confidence and independence.
- To enable the children to respect and value each individual’s ideas and views, recognising we are all different.
- To enable the children to appreciate their personal contribution to the school community and begin to understand aspects of our local environment and the wider world.

2. Rationale for a Relationships and Sexuality (RSE) Policy

Greenwood Primary School and Nursery Unit attaches great importance to the maintenance and development of a safe, caring and stimulating learning environment in which pupils, parents, staff and governors co-operate to promote values of self-respect and respect for others. This policy reflects the aims and objectives of the school, whilst taking account of RSE Guidance for Primary Schools:

“The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, moral, physical, political, social and spiritual development for personal and family life, for living

in the community and for leisure. Relationships and Sexuality Education (RSE) is clearly a part of this general aim.”

Greenwood Primary School and Nursery Unit is wholly committed to the education of young children, regardless of their race, religion, gender or social status. Relationships and sexuality are integral parts of being human and impact biologically, psychologically, culturally, socially and spiritually. The nurturing ethos of the school is the foundation of our RSE policy. We recognise that RSE is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs, morals and values about personal and social relationships and gender issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school.

3. Aims

The aims of RSE are to:

- Place our pupils at the centre of an RSE programme which helps them to understand the values and morals inherent within the context of personal development.
- Promote in our pupils a positive feeling of self-worth so that each one develops an awareness that they are special and unique.
- Give our pupils the opportunity to understand and deal with their feelings.
- Foster in our pupils an awareness that actions have consequences and that their behaviour should reflect this.
- Equip our pupils with the skills and knowledge necessary to make informed choices and decisions about their own behaviour and safety.
- Help our pupils develop healthy and respectful relationships by encouraging positive role modelling within the school environment.
- Promote in our pupils a healthy attitude to sexuality, appropriate to their age and stage of development.
- Develop self-confidence and resilience in our pupils so that they have the foundations necessary for learning appropriate strategies and skills to stay safe.

4. Morals and Values Framework

In Greenwood Primary School and Nursery Unit we recognise the equal worth of all children. The diversity of family life is recognised but stable, caring and loving relationships will be presented to our pupils as the ideal.

RSE is not intended to be free of values. Our programme therefore, aims to present facts in an objective, balanced and sensitive manner, set within a clear framework based on the values of self-respect and respect for others, and an awareness of the law on sexual behaviour. It is tailored very much to the age, maturity and understanding of our young pupils.

5. Roles and Responsibilities

The effectiveness of this RSE policy and programme is dependent on a collaborative process involving teachers, parents, governors and other educational and health professionals. Each of the partners has distinctive contributions to make.

- **Board of Governors:** As appropriate, the governors will try to foster and support the development of our RSE policy and similar related policies by collaborating with teachers and parents. Governors will monitor the implementation of the policy and RSE programme.
- **Senior Leadership:** A planned, structured and coherent approach to RSE will be sought throughout the school. Implementing this, and other related policies, will be overseen by Senior Leadership and the Safeguarding Team. Consultation should be initiated with governors, staff, parents, health professionals and other relevant community representatives as necessary.
- **Teaching Staff:** The classroom teacher has a significant and diverse role to play in the planning and implementation of RSE in the school. At all times the role must be considered to be complementary to that of parents, taking cognisance of the individual needs, age, maturity, stage of development and family background of the child. The class teacher will strive to promote the aims of this policy and other related policies and deliver the requirements of RSE at the level appropriate to their particular class.
- **Non-Teaching Staff:** Non-teaching staff (classroom assistants, supervisory assistants, clerical staff, building supervisor) have a significant role to play in maintaining the caring ethos of the school through their daily interactions with other staff, pupils and parents.
- **Parents:** Our aim is to develop a structure which enables both parents and teachers to work together. The home exerts a major influence on all aspects of a child's life, and especially so in the domain of relationships and sexuality. Parents and school share a complementary role in promoting self-respect and respect for others.

6. Equality of Opportunity

Greenwood Primary School and Nursery Unit seeks to ensure that our RSE programme is relevant and accessible to all our pupils, regardless of age, gender, disability, culture, religion or social status. The school is respectful of the views of parents and will make suitable arrangements should a parent wish to withdraw their child from aspects of RSE. However, the school also recognises that the teaching of RSE is a statutory requirement and will discourage withdrawal whenever possible.

7. Confidentiality

Confidentiality cannot be guaranteed: if a child makes a disclosure of a confidential nature that would lead staff to suspect that abuse is involved, the matter will be treated

with sensitivity but the teacher must follow the child protection procedures outlined in the Safeguarding and Child Protection policy. A copy of the Safeguarding/Child Protection Policy is available at the school office and via the school website: www.greenwoodps.co.uk .

8. Organisation of the Curriculum

RSE is a statutory part of the curriculum and will be taught in a holistic, cross-curricular way, always keeping in mind the young age of the pupils. Issues can be integrated within specific topics addressed through health education, pastoral work and during circle time and assembly time. In many instances RSE shares content with Personal Development and Mutual Understanding (PDMU), Information and Communication Technology (ICT), World Around Us (WAU) and Religious Education (RE). Although specific topics will be addressed, others areas may arise incidentally and will then be treated with sensitivity. As with other areas of the curriculum, teachers will use a variety of strategies and approaches and will be aware of and take into account the variety of existing pupil knowledge, their different home attitudes and beliefs, as well as the pupils' capacity to understand the issues. Class teachers will deliver most of the RSE programme. However, occasions may arise when the expertise of outside agencies will be utilised, for example PSNI, NSPCC, health professionals.

RSE supports the curriculum aim which is “to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.”

Teachers will endeavour to ensure that pupils are enabled to develop knowledge, understanding and skills in developing:

- Self-awareness
- Feelings and emotions
- Learning to learn
- Health, growth and change
- Safety
- Relationships
- Rules, rights and responsibilities
- Managing conflict
- Similarities and differences
- Learning to live as members of the community.

Further information on these themes is presented in Appendix 2 or by following the link www.ccea.org.uk \implies Curriculum \implies Key Stage 1 & 2 \implies Relationships and Sexuality Education: Primary Guidance

9. Selection of Teaching Resources

The selection of teaching resources should be:

- Consistent with the school's RSE policy and the aims of its programme.

- Consistent with the school's morals and values framework.
- Appropriate to the pupils' age, level of understanding and maturity.
- Factually correct and respectful of its audience.
- Likely to appeal to pupils in terms of appropriate language level, images, attitudes and values, maturity, contexts and situations and the knowledge required.
- Complementary to the existing programmes which the school offers.
- Encourage consideration of a range of issues, attitudes and beliefs pertinent to the topics covered.

10. Links with Other School Policies

The RSE policy forms part of our overall Pastoral Care suite of policies and is therefore linked to:

- Positive Behaviour Policy
- Pastoral Care Policy
- Anti-Bullying Policy
- Safeguarding/Child Protection
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Administration of Medication
- ICT and Acceptable Use Policy
- E-Safety Policy
- Personal Development and Mutual Understanding Policy
- Drug Education Policy

11. Monitoring and Evaluation

This policy is a living document and will be kept under continuous review by school staff to ensure its relevance and effectiveness. The policy will be formally reviewed and adopted by the Board of Governors every other year. This may result in a change of organisation, method or content, as required.

This policy will be kept under constant review to assess its effectiveness and may be evaluated using the following means:

- Feedback from all staff (teaching and non-teaching)
- Feedback from pupils
- Feedback from parents/carers

(Date of Next Review: January 2021)

Signed: _____ Principal

Signed: _____ Chair, Board of Governors

Date: _____

Ratified by Board of Governors: 15th January 2019

Original signed copy held in Principal's Office.

Useful Links

- NSPCC: www.nspcc.org.uk Tel number: 028 90351135
- Health Promotion Agency for Northern Ireland Tel number: 028 90311611
- Childline UK Tel number: 0800 1111
- Kidscape Tel number: 020 77303300
- Barnardos: www.barnardos.org.uk
- Child Exploitation and Online Protection for Teachers and Parents:
www.thinkuknow.co.uk
- Education Authority NI, Safeguarding and Child Protection:
www.eani.org.uk/schools/safeguarding-and-child-protection

Personal Development and Mutual Understanding

The minimum content is set out below. The statutory requirement is set out in **bold** with the Relationships and Sexuality Education strands highlighted in **yellow**. Additional non-statutory guidance is set out in plain text.