

DROMARA PRIMARY SCHOOL
Relationships and Sexuality Education Policy

“Happy children; learning and achieving together.”

MISSION STATEMENT

Dromara Primary School encourages all children to perform to the best of their ability by providing a friendly, caring, supportive and stimulating environment. This environment will aid their personal, social, spiritual and academic development, where they will learn skills to equip them for life in the 21st century. A strong sense of community is fostered in an atmosphere of co-operation between pupils, parents, staff, Governors and other outside bodies, where everyone is valued; performance is challenged and achievements are celebrated.

VISION STATEMENT

Dromara Primary School aims to provide an environment in which children will be happy. Happy children will perform better and the risk of conflict is greatly reduced. When children are happy they will interact well with their peers and will develop greater confidence and self-esteem.

Staff will ensure that children are engaged, motivated, learning and achieving by:

- planning appropriately;
- undertaking training to develop skills and knowledge;
- encouraging children to do their best;
- using positive discipline strategies;
- marking for improvement;
- using rewards and praise;
- utilising a variety of teaching strategies and resources.

Pupils will:

- have their input and opinions valued;
- be encouraged to take pride in their work, their appearance and their school;
- have opportunities to engage with their peers in a variety of contexts;
- have opportunities to avail of the latest technologies to enhance their skills using ICT across the curriculum;
- have a forum to express their views through School Council;
- get opportunities for learning beyond the classroom;
- learn respect for themselves and others in the School and wider community;
- take responsibility for their learning and behaviour;
- learn skills which will be transferable and equip them for life beyond the primary school setting.

This document reflects the aims and objectives of this school, in addition to taking account of the RSE and Department of Education guidelines.

The school has consulted with staff and Governors and where there was sufficient consensus on areas that required change, changes were then implemented.

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Aims of Relationships and Sexuality Education

Relationships and Sexuality Education is about more than simply educating children about biological sexual reproduction, particularly in primary schools. Although it is often referred to as 'sex education', this terminology is misleading. Relationships and Sexuality Education is a lifelong process, encompassing:

- the acquisition of knowledge, understanding and skills; and
- the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

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: it may be subject to change, and it develops throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.

Effective Relationships and Sexuality Education is essential if children are to value themselves as individuals and are to make responsible and well-informed decisions about their lives. Relationships and Sexuality Education in primary schools should provide children with opportunities to:

- value themselves as unique individuals;
- respect themselves and others;
- begin to develop their own moral thinking and value systems;
- learn about friendships, healthy relationships and behaviours with others;
- recognise and communicate their feelings and emotions and those of others;
- learn about the changes that occur as they progress towards adolescence, particularly the emotional and physical changes at puberty; and
- learn about keeping themselves safe and know what to do or who to go to if they feel unsafe.

The Importance of Relationships and Sexuality Education

Relationships and Sexuality Education has a number of key elements which help to educate children, whilst respecting their rights. These include:

- Promotion of a better understanding of diversity and inclusion;
- Helping children to keep themselves safe in the digital world;
- Provision of timely, accurate and age-appropriate information;
- Promoting the use of appropriate language; and
- Helping children recognise inappropriate behaviour and touch;

Organisation of the RSE programme

RSE will be taught across the curriculum, mainly through PDMU, but also through RE and other subject areas. Although specific topics will be addressed, other areas may arise incidentally and will be treated with sensitivity. Staff will use a variety of teaching strategies and approaches in keeping with the maturity of the pupils. This will also include the usage of the correct terminology, as appropriate. The class teacher will deliver most of the RSE programme. However, occasions will arise where the expertise of outside agencies and other professionals will be used e.g. Love for Life, (including separate puberty talks arranged for girls and boys in Y7), Internet Safety Day, Health Visitor, PSNI, Fire Service etc. Normal classroom arrangements will prevail during RSE related activities. Where it is necessary to alter this, the consent of parents will be sought.

As opportunities become available, staff will engage in training for RSE. Review of RSE procedures and provision will take place following new training or guidance. This review will involve staff, parents, pupils and Governors. The school will ensure that all outside agency support is age appropriate and in keeping with the ethos of the school.

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Foundation Stage

Self-Awareness:

- exploring who they are, what they can do, identifying favourite things, what makes them special, through All About Me and Senses thematic units.
- feelings and emotions:
- beginning to recognise and name feelings and emotion;
- knowing what to do if sad or lonely, afraid or angry;
- telling familiar adults about feelings;
- discussing a range of emotions e.g. happy, sad, excited, nervous) via Circle Time throughout the year.

Health and Safety:

- being aware of caring for his/her own body;
- recognising good hygiene practices;
- understanding growth and change through All About Me and PDMU activities;
- exploring appropriate personal safety strategies, road safety via Road Safety Calendar and People Who Help Us topic, and safety on school trips;
- discussion of safe use of medicines and drugs through Senses topic.

Key Stage 1

Self-Awareness:

- feeling positive about oneself through Dromara Dynamos scheme, classroom displays, Star of the Week, Class of the Week;
- awareness of own strengths, abilities, qualities, personal preferences;
- recognising own feelings and emotions;
- recognising and managing the effects of strong feelings – anger, sadness, loss;
- acknowledging that everyone makes mistakes;
- recognising how they can develop and improve learning through use of the Class Charter.

Health, Growth and Change:

- Recognising and valuing the options for a healthy lifestyle through Healthy Eating promotion and other related initiatives e.g. healthy break charts, Daily Mile;
- having respect for their bodies and those of others;
- being aware of the stages of human growth and development;
- recognising how responsibilities and relationships change as you grow older;
- understanding medicines and drugs;
- understanding that, if not used properly, all products can be dangerous;
- being aware that some diseases are infectious and some can be controlled.

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Key Stage 2

Self-Awareness:

- developing self-awareness, self-respect and self-esteem;
- confidently express own views and opinions;
- identify current strengths and weaknesses;
- face problems and try to resolve them;
- examine and explore own and others' feelings and emotions;
- recognise, express and manage feelings in a positive and safe way;
- develop insight into potential and capabilities;
- reflect on progress and set goals;
- identify and practise effective learning strategies;
- be aware of different learning styles.

Health, Growth and Change:

- understand the benefits of a healthy lifestyle through Mighty Me topic, Healthy Breaks, and Daily Mile. Also Y5 Chest, Heart and Stroke Programme – 'Chester's Challenge';
- recognise what shapes positive mental health through PDMU Emotions lesson;
- know about the harmful effects of tobacco, alcohol and other illicit and illegal substances through PDMU;
- understand that bacteria and viruses affect health and know that basic routines can be followed to minimise risks;
- know how the body grows and develops through Love for Life visit (Y7);
- be aware of physical and emotional changes that take place during puberty (Y7 only – Love for Life visit);
- recognise how responsibilities change as they become older and more independent – Y7 Buddy Scheme and managing homework.

Keeping Safe:

- develop strategies to resist peer pressure through PDMU and transition work in Y7;
- recognise the nature of bullying and the harm which can result;
- become aware of the potential danger from strangers, through Safer Internet Lessons (one per term), and how their attention can make you uncomfortable;
- recognise appropriate road use – Radar/cycling proficiency;
- develop a pro-active and responsible approach to safety – at home, near water, on the internet, TV etc – through Y5-7 swimming programme/Y5 fire brigade visit/lifeguard visit assembly;
- know where, when and how to seek help – through fire safety lessons, PSNI visits, and child protection posters displayed throughout school;
- being aware of basic emergency procedures and first aid, through fire drills, buddy training, Radar, NIFRS visit.

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Equal opportunities

The school will seek to ensure that the RSE programme is relevant and accessible to pupils, regardless of age, culture, disability, gender, religion or social class. Since RSE is a statutory requirement, it should be inclusive. However, the school is sensitive to the views of the parents and will make suitable arrangements, should a parent wish to withdraw a child from a particular aspect of RSE.

With an understanding that maturity is not always determined by chronological age, it is accepted that some information will not be understood by all children, some of whom may have Additional Educational Needs. Whilst in other areas of learning, individual tasks may be set to allow all children to reach their full potential, this is not possible in terms of Relationships and Sexuality Education and the differentiation is through outcome.

Monitoring, Evaluating and Reviewing the RSE Policy

The school will monitor and evaluate the effectiveness of this policy. This will include:

- pupil feedback;
- staff review and feedback;
- parental feedback; and
- further Departmental guidance and legislative changes.

Other relevant policies

This policy should be read in conjunction with a range of other school policies including:

Positive Behaviour Policy;

Anti-Bullying Policy;

Child Protection, Pastoral Care and Intimate Care Policy;

Special Educational Needs Policy;

First Aid Policy

Administration of Medicine Policy;

Drugs Policy;

Health and Safety Policy;

Social Media and Mobile Phone Policy;

Acceptable Use of the Internet Policy;

Cyber-bullying Policy; and

E-Safety Policy.

Confidentiality

From time to time, a child may make a disclosure of a confidential nature. This will be treated with sensitivity, but in line with the school's Child Protection Procedures.

Policy Review

This policy will be reviewed every 3 years or as necessary.

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Appendix

Statement of Minimum Requirement: Personal Development and Mutual Understanding.

The minimum content is set out below.

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

| THEME 1: SELF-AWARENESS | | |
|--|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 1 themselves and their personal attributes. <ul style="list-style-type: none"> • Explore who they are. • Recognise what they can do. • Identify their favourite things. • Recognise what makes them special. | Strands 1 and 2 their self-esteem and self-confidence. <ul style="list-style-type: none"> • Feel positive about themselves, and develop an understanding of their self-esteem and confidence. • Become aware of their strengths, abilities, qualities, achievements, personal preferences and goals. | Strands 1 and 2 their self-esteem, self-confidence and how they develop as individuals. <ul style="list-style-type: none"> • Develop self-awareness, self-respect and self-esteem. • Know how to confidently express their own views and opinions in unfamiliar circumstances. • Identify current strengths and weaknesses. • Face problems, trying to resolve and learn from them. • Recognise how responsibilities change as they become older and more independent. • Explore and examine what influences their views, feelings and behaviour. • Develop strategies to resist unwanted peer/sibling pressure and behaviour. |

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| THEME 2: FEELINGS AND EMOTIONS | | |
|---|--|---|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 1 their own and others' feelings and emotions. <ul style="list-style-type: none"> • Begin to recognise how they feel. • Develop ways of expressing how they feel. • Know what to do if they feel sad, lonely, afraid or angry and when it is important to tell others about their feelings. • Realise what makes their friends feel happy or sad. • Recognise how other people feel when they are happy, sad, angry or lonely. | Strand 1 their own and other's feelings and emotions and how their actions affect others. <ul style="list-style-type: none"> • Begin to recognise, name and manage their feelings and emotions and realise that they are a natural, important and healthy part of being human. • Begin to recognise and manage the effects of strong feelings such as anger, sadness or loss. | Strand 1 their management of a range of feelings and emotions and the feelings and emotions of others. <ul style="list-style-type: none"> • Examine and explore their own and others' feelings and emotions. • Know how to recognise, express and manage feelings in a positive and safe way. • Recognise that feelings may change at times of change and loss. |

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| THEME 3: LEARNING TO LEARN | | |
|--|--|---|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 1 their dispositions and attitudes to learning. <ul style="list-style-type: none"> • Learn to focus attention, concentrate and remember by taking part in a variety of activities that reflect the way they learn. • Be encouraged to develop a positive attitude to learning. | Strand 1 positive attitudes to learning and achievement. <ul style="list-style-type: none"> • Become aware of their own strengths, abilities, qualities, achievements, personal preferences and goals. • Acknowledge that everyone makes mistakes: that attempts can fail or have disappointing outcomes but that this is a natural and helpful part of learning. • Recognise how they can develop and improve their learning. | Strand 1 effective learning strategies. <ul style="list-style-type: none"> • Know how to confidently express their views and opinions in unfamiliar circumstances. • Face problems, trying to resolve and learn from them. • Identify their current strengths and weaknesses. • Develop an insight into their potential and capabilities. • Reflect upon their progress and set goals for improvement. • Know the ways in which they learn best. • Identify and practice effective learning strategies. • Be aware of their different learning styles and be able to identify how they learn best. |

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| THEME 4: HEALTH, GROWTH AND CHANGE | | |
|--|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 1 the importance of keeping healthy. <ul style="list-style-type: none"> • Be aware of how to care for their body in order to keep it healthy and well. • Recognise and practise basic hygiene skills. • Realise that growth and change are part of the process of life and are unique to each individual. | Strand 1 strategies and skills for keeping healthy. <ul style="list-style-type: none"> • Recognise and value the options for a healthy lifestyle including the benefits of exercise, rest, healthy eating and hygiene. • Have respect for their bodies and those of others. • Be aware of the stages of human growth and development. • Recognise how responsibilities and relationships change as people grow and develop. • Understand that medicines are given to make you feel better, but that some drugs are dangerous. • Understand that if not used properly, all products can be harmful. • Be aware that some diseases are infectious and some can be controlled. • Be aware of the skills for parenting and the importance of good parenting. • Recognise how responsibilities change as they become older and more independent. • Know that AIDS is a prevalent disease throughout the world and is a major health issue for many countries. | Strand 1 how to sustain their health, growth and well-being. <ul style="list-style-type: none"> • Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene. • Recognise what shapes positive mental health. • Know about the harmful effects tobacco, alcohol, solvents and other illicit and illegal substances can have on themselves and others. • Understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed. • Know how the body grows and develops. • Be aware of the physical and emotional changes that take place during puberty. • Know how babies are conceived, grow and are born. |

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| THEME 4A: SAFETY | | |
|---|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 1 how to keep safe in familiar and unfamiliar environments. <ul style="list-style-type: none"> • Explore appropriate personal safety strategies. • Identify situations that are safe and those where personal safety may be at risk. • Begin to realise the importance of road safety. • Understand that many substances can be dangerous. • Know the safety rules that apply when taking medicines. | Strand 1 strategies and skills for keeping safe. <ul style="list-style-type: none"> • Know what to do or whom to seek help from when feeling unsafe. • Be aware of different forms of bullying and develop personal strategies to resist unwanted behaviour. • Explore the rules for and ways of keeping safe on the roads, cooperating with adults involved in road safety. • Explore how to travel safely in cars and buses. • Know about the potential dangers and threats in the home and environment. • Develop simple safety rules and strategies to protect themselves from potentially dangerous situations. • Identify ways of protecting against extremes of weather, for example being safe in the sun and in freezing conditions. | Strand 1 coping safely and efficiently with their environment. <ul style="list-style-type: none"> • Develop strategies to resist unwanted peer/sibling pressure and behaviour. • Recognise, discuss and understand the nature of bullying and the harm that can result. • Become aware of the potential danger of relationships with strangers or acquaintances, including good and bad touches. • Become aware of: <ul style="list-style-type: none"> - appropriate road use; - how to apply the Green Cross Code; - how conspicuity reduces road collisions; - passenger skills including boarding and disembarking from cars and home to school transport; and - how bicycles are best maintained and ridden. • Develop a pro-active and responsible approach to safety. • Know where, when and how to seek help. • Be aware of basic emergency procedures and first aid. |

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| THEME 5: RELATIONSHIPS | | |
|--|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 2 their relationships with family and friends. <ul style="list-style-type: none"> Find out about their own family. Talk about what families do together. Begin to recognise how they relate to adults and other children. Identify who their friends are. Explore what they do together. Know how to treat others. | Strand 2 and initiating mutually satisfying relationships. <ul style="list-style-type: none"> Examine the variety of roles in families and the contribution made by each member. Be aware of their contribution to home and school life and the responsibilities this can bring. Know how to be a good friend. Understand that they can take on some responsibility in their family and friendship groups. | Strand 2 initiating and sustaining mutually satisfying relationships. <ul style="list-style-type: none"> Examine and explore the different types of families that exist. Recognise the benefits of friends and families. Find out about sources of help and support for individuals, families and groups. Explore and examine what influences their views, feelings and behaviour. Consider the challenges and issues that can arise: <ul style="list-style-type: none"> at home; at school; and between friends and how they can be avoided, lessened or resolved. |

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| THEME 6: RULES, RIGHTS AND RESPONSIBILITIES | | |
|--|--|---|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 2 their responsibilities for self and others. <ul style="list-style-type: none"> • Realise why it is necessary to have rules in the classroom and the school. • Develop a sense of what is fair. | Strand 2 responsibility and respect, honesty and fairness. <ul style="list-style-type: none"> • Identify members of their school community and the roles and responsibilities they have. • Recognise the interdependence of members in the school community. • Be aware of how the school community interacts. • Begin to understand why and how rules are made in class, in the playground and at school. • Identify the people, jobs and workplaces in the community. • Realise that money can buy goods and services and is earned through work. • Understand that rules are essential in an ordered community. | Strand 2 human rights and social responsibility. <ul style="list-style-type: none"> • Explore and examine the rules within their families, friendship groups, and at school. • Understand the need for rules and that they are necessary for harmony at home and at school. • Identify the variety of groups that exist within the community and their roles and responsibilities. • Consider the rights and responsibilities of members of the community. • Understand that rules are essential in an ordered community and the need for different rules in different contexts. • Examine the effects of anti-social behaviour. • Appreciate how and why rules and laws are created and implemented. |

| THEME 7: MANAGING CONFLICT | | |
|---|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 2 how to respond appropriately in conflict situations. <ul style="list-style-type: none"> • Begin to take responsibility for what they say and do. | Strand 2 constructive approaches to conflict. <ul style="list-style-type: none"> • Identify ways in which conflict may arise at home, and explore ways in which it could be lessened, avoided or resolved. • Identify ways in which conflict may arise at school, and explore ways in which it could be lessened, avoided or resolved. | Strand 2 causes of conflict and appropriate responses. <ul style="list-style-type: none"> • Examine ways in which conflict can be caused by words, gestures, symbols or actions. |

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| THEME 8: SIMILARITIES AND DIFFERENCES | | |
|---|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 2 similarities and differences. <ul style="list-style-type: none"> • Begin to recognise the similarities and differences in families and the wider community. • Understand that everyone is of equal worth and that it is acceptable to be different. • Celebrate special occasions. | Strand 2 similarities and differences between people. <ul style="list-style-type: none"> • Appreciate ways we are similar and different, for example age, culture, disability, gender, hobbies, race, religion, sporting interests, abilities and work. • Be aware of their own cultural heritage, its traditions and its celebrations. • Recognise and value the culture and traditions of another group in the community. • Discuss the causes of conflict in their community and how they feel about it. • Be aware of the diversity of people around the world. | Strand 2 valuing and celebrating cultural differences and diversity. <ul style="list-style-type: none"> • Examine and explore the different types of families that exist, the roles within them, and the different responsibilities. • Know about aspects of their cultural heritage, including the diversity of cultures that contribute to Northern Ireland. • Recognise the similarities and differences between cultures in Northern Ireland, for example food, clothes, symbols and celebrations. • Acknowledge that people differ in what they believe is right or wrong. • Recognise that people have different beliefs that shape the way they live. • Develop an awareness of the experiences, lives and cultures of people in the wider world. • Recognise how injustice and inequality affect people's lives. • Recognise the similarities and differences between different cultures of the wider world, for example food, clothes, symbols and celebrations. • Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability. |

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| THEME 9: LEARNING TO LIVE AS MEMBERS OF THE COMMUNITY | | |
|---|---|--|
| Foundation Stage | Key Stage 1 | Key Stage 2 |
| Teachers should enable pupils to develop knowledge, understanding and skills in developing: | | |
| Strand 2 learning to live as a member of a community. <ul style="list-style-type: none"> • Begin to understand the interdependent nature of the class/ community and themselves as participant members. • Raise awareness of their attitudes to others in the school community. • Celebrate a special occasion. | Strand 2 themselves as members of a community. <ul style="list-style-type: none"> • Recognise the interdependence of members in the school community. • Be aware of how the school community interacts, how they listen and respond to each other and how they treat each other. • Be aware of who and what influences their views, feelings and behaviour at home. • Be aware of who and what influences their views, feelings and behaviour at school. • Understand how their environment could be made better or worse to live in and what contribution they can make. | Strand 2 playing an active and meaningful part in the life of the community and be concerned about the wider environment. <ul style="list-style-type: none"> • Explore and examine what influences their views, feelings and behaviour. • Recognise the importance of democratic decision-making and active participation at home and in the classroom. • Appreciate the interdependence of people within the community. • Know about the importance of democratic decision-making and involvement and the institutions that support it at a local level. • Develop an understanding of their role and responsibility as consumers in society. • Know about the range of jobs and work carried out by different people. • Know about the process and people involved in the production, distribution and selling of goods. • Examine the role of advertising at a local and/or global level. • Explore how the media presents information. |