**Holy Rosary Primary School**

**Belfast.**



**RSE Policy**

Effective 2017

**Holy Rosary’s Mission Statement:**

**In Holy Rosary Primary School we believe our school to be a vital part of the overall Catholic Community providing an educational experience in accordance with Christ’s teaching that is inclusive and that celebrates diversity.**

**Our school is welcoming, caring, safe and secure, reflecting the highest standards of pastoral care. A child friendly school in which every child is encouraged to grow and develop into responsible citizens, able to make reasonable and informed decisions based on their faith, respect, rights, environmental/global awareness, equality and social justice.**

**We, in Holy Rosary PS, are committed to delivering a broad, balanced, creative, skills based curriculum, utilising modern technology and innovative resources and strategies which reflect our high expectations culture of achievement.**

**Mission Background:**

As a Catholic School, we at Holy Rosary seek to provide a caring, secure and happy environment in which all children are treated as unique individuals who are given the opportunity to grow in independence and develop self-confidence.

We believe this will enable our children to be better prepared personally,

academically, spiritually and socially for the challenges of young adult life and to be able to make reasonable and informed decisions based on their faith, respect, rights, environmental/global awareness, equality and social justice.

**Rationale**

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. We advocate the promotion of a ‘personal Development’ approach to RSE whereby children in our care are given the skills to help them make informed decisions based on their own internal self-respect and self-esteem.

**We aim to:**

* Develop the young person as an individual and help them become a positive contributor to society.
* Enable children to reach their full potential by providing a broad and balanced curriculum with a varied range of extra-curricular activities.
* Work closely with home, community & church to create an environment in which we promote learning.
* Develop spiritual awareness through a strong Catholic Ethos which encourages the values of trust, honesty, respect, tolerance and a sense of fair play.
* Utilize emerging technologies to develop the child’s ability to become effective learners and provide them with the life skills for modern society.
* For the children that attend our school who do not follow the Catholic Education through Cultural/Religious beliefs RSE will be covered through the PATHS Programme.

PATHS (Promoting Alternative THinking Strategies) is a programme for educators and counsellors designed to facilitate the development of self-control, emotional awareness, peer relations and interpersonal problem solving skills. PATHS is designed for use with primary school aged children. The purpose of the PATHS programme are to enhance the social competence and social understanding of children, as well as to facilitate educational processes in the classroom.

**RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY**

**Rationale for RSE Policy**

Holy Rosary Primary School is committed to the education of children regardless of

race, religion, gender or status. All pupils have a right to an education which adequately prepares them for adult life, and RSE plays an integral part in this education. Holy Rosary is a Rights Respecting school. The RSE Policy supports the UN Convention on the Rights of the Child (UNCRC). These Rights are unconditional, universal, Inherent, indivisible and inalienable. The following articles support the RSE Policy. Article 5, 12, 13, 14, 15, 16, 17, 19, 28, 29, 30, 33, 34, 36, 37 and 39. A copy of the UNCRC will be at the back of this policy for information purposes. In the Northern Ireland Primary School Curriculum, one of the areas of learning is Personal Development and Mutual Understanding (PDMU). An integral part of the PDMU curriculum is the provision of RSE. As a Catholic school, Holy Rosary Primary School advocates the promotion of a ‘Personal Development’ approach to RSE, whereby children in our care are equipped with the skills to help them resist peer and media pressure, and to help them make informed decisions based on their own intrinsic self-respect and self-esteem. RSE is a lifelong process that involves the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs, morals and values. As well as following the PATHS Programme each class in Holy Rosary is equipped with their own Living, Learning, Together (Personal Development and Mutual Understanding) file that aims to provide teachers with support in planning, teaching and assessing Personal Development and Mutual Understanding in the Northern Ireland Curriculum.

**Teaching RSE should provide opportunities which enable pupils to:**

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

**Aims**

**The aims of RSE are to:**

* enhance the personal development, self-esteem and well-being of the child;
* help the child develop healthy and respectful friendships and relationships ;
* foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
* promote responsible behaviour and the ability to make informed decisions;
* help the child come to value family life and marriage;
* appreciate the responsibilities of parenthood ;
* promote an appreciation of the value of human life and the wonder of birth; and
* develop the children’s awareness, understanding and appreciation of diversity and inclusion.(This is at the heart of our mission statement)

**Learning Objectives**

**The RSE curriculum should enable pupils to:**

* acquire and develop knowledge and understanding of self;
* develop a positive sense of self-awareness, self-esteem and self-worth ;
* develop an appreciation of the dignity, uniqueness and well-being of others;
* understand the nature, growth and development of relationships within families, in friendships and in wider contexts;
* develop an awareness of differing family patterns ;
* develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
* become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
* develop personal skills which will help to establish and sustain healthy personal relationships;
* develop some coping strategies to protect self and others from various forms of abuse ;
* acquire and improve skills of communication and social interaction ; and
* acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.

**SKILLS**

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being. Pupils should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values.

**They need opportunities to develop:**

* **practical skills** for everyday living, for supporting others and 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 and 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; and
* **inter-personal skills** for managing relationships confidently and effectively and for developing as an effective group member or leader.

**MORALS AND VALUES**

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they affect them, and others. Children should be taught RSE within a framework which models and encourages the following values:

* a respect for self;
* a respect for others;
* non-exploitation in relationships;
* commitment, trust and bonding within relationships;
* mutuality in relationships;
* honesty with self and others;
* a development of critical self-awareness for themselves and others;
* an exploration of the rights, duties and responsibilities involved in relationships;
* compassion, forgiveness, mercy and care for others; and
* self-discipline.

**THE SCHOOL ETHOS**

The ethos of Holy Rosary Primary School is to show respect for others. It is our intention that everyone will feel valued in our school and our pupils and staff members are encouraged to develop their full potential in a caring and supportive environment where each child will receive a broad, balanced, creative, skills based curriculum, utilising modern technology and innovative resources and strategies which reflect our high expectations and culture of achievement.

This RSE Policy reflects the ethos of our school.

**Relationships between Home, School and Community**

The effectiveness of this RSE Policy and its implementation is dependent upon a collaborative process involving staff members, parents/carers, Governors, volunteers and other educational and health professionals.(i.e. Outside professionals from the What’s inside programme and De La Salle pastoral centre.) Each of the partners has a distinctive contribution to make. Keeping parents/carers informed about the school’s provision for health education is a vital element of RSE. The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school. The Department of Education’s Circulars have been used to devise this RSE Policy.

These include:

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

These circulars are available on the Department’s website: www.deni.gov.uk.

Guidance and resources on RSE are also provided on the NI Curriculum website at

[www.nicurriculum.org.uk](http://www.nicurriculum.org.uk)

**What’s inside Programme**

What’s Inside Programme which is offered to the children in their final year in Holy Rosary Primary School. It is with our neighbouring Primary school. The programme aims to empower young people to achieve their potential and make informed and responsible decisions throughout their lives. The workshop has been devised around the area of RSE by the Trustee Support Service and Dr Richard Barr, a General Practitioner Course and his team, specifically to explore the theme of relationships through drama, role-play, prayer and fun activities all of which have moral messages and corresponding values. The day is set within a spiritual and moral context and links up with the Wonder of My Being, Alive-O and Grow in Love programmes. Should a parent which to discuss any matter further either a teacher will be available or Religion co-ordinator. Whilst we at Holy Rosary will be encouraging all children to attend this workshop, if for any reason a parent does not give their written consent this will be fully accepted and understood by the school.

**De La Salle Pastoral Centre**

Children also attend this on an annual basis. It is especially for Primary 7 children to reflect on their journey of primary school and help the children with any concerns/fears they have before moving on to Secondary Education.As from June the centre is going to provide Holy Rosary with a separate talk for our Muslim Children.

**LINKS TO OTHER POLICIES AND DOCUMENTS**

**This RSE Policy relates to the following policies & documents:**

* Child Protection Policy;
* RE Policy
* PDMU Policy
* Pastoral Care
* Health Education
* Anti-bullying policy
* Positive behaviour policy
* E Safety Policy
* Reference to UN Convention on the Rights of the Child.

In Holy Rosary Primary School, RSE builds, in a developmentally appropriate way,

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

An RSE programme, PATHS Programme and the PDMU for primary schools should provide structured opportunities for pupils to

learn about:

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

**Meeting the needs of pupils**

To ensure that the learning experiences are effective, positive and relevant to all pupils, the RSE programme, PATHS programme and PDMU should be developmental, accessible and be appropriate to the age and maturity of

the pupils. It should meet the needs of both genders and be a positive experience for all participants.

**Roles and responsibilities**

* The Board of Governors examines and ratifies the school’s RSE Policy.
* It is reviewed during the cycle of each three year school Development Plan
* The Principal and Leadership Team co-ordinate the school’s approach to RSE and consult with the Board of Governors, staff, pupils, parents/carers, and health professionals.
* The staff provide a link and have a complementary role with parents/carers and deliver the school’s RSE programme within the context of the Northern Ireland Curriculum.

**Content of RSE**

RSE will be delivered in a holistic, cross curricular way, ensuring that teaching is at all times appropriate to the maturity and understanding of the pupils. Teachers will be ever alert to the personal and emotional circumstances of the pupils. Alive O (P5-P7) AND Grow in Love (p1 to p4) are at the centre of our RSE programme.

The children attend The What’s Inside Programme in the second term in Primary 7. Only children with written parental/carer consent will receive this talk. The teaching staff will remain present during the Inside Programme. The children will also attend a talk in the De La sale Pastoral Centre. The teaching staff are also present during the lesson provided.

If for whatever reason a child does not get written consent from a parent/carer to attend any of the above programmes the school will fully support and respect this decision.

**Curriculum organisation and delivery**

The following outline teaching programme illustrates the range of topics covered through the delivery of the Northern Ireland Curriculum in Holy Rosary Primary School. Many of the aspects included below are also part of the Health Education, PDMU, RE, World Around Us, PE, Drama curriculum, and the PATHS Programme with reference to the Un Convention on the Rights of the Child (UNCRC) throughout each lesson.

The sequence in which ideas are presented below is not intended to imply a teaching order.

**Foundation Stage and Key Stage 1**

**Myself**

* Myself: how I grow, feed, move and use my senses, caring for myself, and the importance of hygiene, sleep and exercise.
* Naming parts of the body .
* Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring for myself .
* Similarities and differences between myself and others, for example,

uniqueness, fingerprints, gender issues and different rates of growth.

* An introduction to the stages of human development - changes as we grow, for example, baby, child, teenager, adult, mother/father, grandparents.
* Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example, What do I do if I feel sad or angry?
* Personal likes and dislikes.

**My Relationships**

* My family, special people in my life - what they do for me and what I do for them?
* Friendships, getting on with each other, for example, communicating, playing together, listening, co-operating and sharing.
* Ageing- how do we know that things are alive, dead, young and old?
* Loss and mourning - death of a person or a pet (The situations of the pupils should be taken into account prior to introducing this topic) .
* Respect and caring for family members and friends, for example, caring for a new baby.
* Bullies and what to do if you are being bullied or someone you know is being bullied.
* Personal safety - simple skills and practices to maintain personal safety.
* The difference between good and bad touches.
* Realise that adults and older children are not always friends and raise awareness of the potential danger of relationships with strangers or

acquaintances.

* Strategies which pupils might use to protect themselves from potentially dangerous situations.

**My Community/Environment**

* Awareness of different types of families and the roles of individuals within families.
* Keeping safe, for example, dangerous places, dangerous situations, the adults who will

help, how to get help from others.

* Rules at home, at school and in the community.
* Respect and caring for people in the community, e.g. elderly people.

**Key Stage 2**

**Myself**

* My body, how it works and how to keep it healthy.
* The physical, social and emotional changes that occur during puberty (girls and boys).
* Myself and my peers - different rates of growth, physical development and maturity.
* Valuing and respecting myself, identifying personal strengths and weaknesses.
* Feelings, identifying things that make me happy, sad, excited, embarrassed, angry, scared and discussing how to express our feelings and to show love and affection.
* Gender roles.
* Making choices - the influences on me and the consequences of actions for oneself and others.
* Distinguishing between right and wrong.
* Secrets - knowing the difference between good and bad secrets, what to do about bad secrets.

**My Relationships**

* Identifying the positive traits of friendship and their corresponding values.
* Differences and similarities in people; the need to respect other people’s views, emotions and feeling.
* Families and how they behave - what family members expect of each other.
* The meaning of friendship and loyalty, making and maintaining friendships and social relationships, for example, identifying and understanding pressures and influences, taking account of other people’s points of view.
* Handling difficult situations, for example, teasing, bullying, death of a family member.
* The meaning of relationships within families, between friends and in the community.
* Behaviour – recognising what constitutes appropriate and inappropriate physical contact.
* Identifying dangers and risks within relationships.
* Being assertive in defending individual rights and beliefs.
* People who can help pupils when they have anxieties, concerns or questions.

**My Community/Environment**

* Appreciation of the family in relation to the school and the wider community.
* Cultural differences in families and family relationships.
* Helping agencies which can support families and individuals in different circumstances.
* Messages and images about health, gender roles and sexuality from the media, family and peers.

**SELECTION OF TEACHING RESOURCES**

The selection of teaching resources should:

* be consistent with the school’s RSE policy and the aims and objectives of the RSE Programme;
* be consistent with Holy Rosary Primary School’s mission statement
* be appropriate to pupils’ age, level of understanding and maturity;
* be factually correct and respectful of its audience;.
* be appropriate in terms of language level, images, attitudes, values, maturity, contexts and situations, and the knowledge required;
* be complementary to the existing programmes which the school offers, What’s Inside Programme and De La Sale Pastoral Centre and PATHS Programme. (to be aware of the UNCRC)
* encourage consideration of a range of issues, attitudes and beliefs pertinent to the topics covered.

In Holy Rosary Primary School we believe it is essential that teachers create a

classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom needs to promote mutual respect and to respect the dignity of each individual. It is important to create an atmosphere in the classroom which allows all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. Every effort should be made to ensure that the whole group is at ease, with pupils showing respect for each other and realising

their responsibilities to each other. Ground rules should be agreed to help to minimise embarrassment and encourage the respect of each other’s opinions. Realistic scenarios, case studies, role-play, drama, videos and stories can

be used to enable pupils to discuss issues without personal disclosure.

**Important considerations are the:**

* degree of trust, respect and positive regard for pupils;
* relationships between the teacher and pupils, and between the pupils themselves;
* need for clear expectations, goals and learning objectives ;
* use of teaching and learning methods which involve pupils actively in their own learning and encourage the consideration of attitudes and values and the ability to make informed and healthy decisions; and
* need to be aware and take account of the current youth culture.

**Confidentiality and Child Protection/Safeguarding Children**

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, the school’s Child Protection/Safeguarding procedures will be implemented.

The classroom is an open environment and confidentiality cannot be guaranteed.

Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

The child’s right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that no one will be expected to ask or answer any personal questions. It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life.

However:

* Teachers cannot promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported, as appropriate, to his or her parents/carers and/or to the Principal.
* The Principal or Designated Teacher for Safeguarding/ Child Protection must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the school’s Child Protection Policy;
* Teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents/carers;
* There will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents/carers to see how they would like the matter to be handled. Teacher colleagues or a member of the school’s Leadership Team/Safeguarding Team might also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for a group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents/carers;
* Teachers are not medical professionals and will not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils;
* Teachers encourage young people, where possible, to discuss their concerns with parents/carers.

**SPECIFIC ISSUES**

There will be no direct teaching of issues such as homosexuality, AIDS, contraception etc.

However, if these issues are raised by pupils, they will be addressed by the Whats Inside Programme providers who are fully trained.

**SACREDNESS OF LIFE**

The value of human life and the uniqueness of each individual will be at the heart of the RSE teaching.

**USE OF VISITORS**

Where appropriate, we may use the skills and expertise of outside agencies and professionals. Where this occurs, the school will be satisfied that contributions from informed outsiders are an integral part of the whole programme and I harmony with the aims and ethos of Holy Rosary.

**WITHDRAWAL FROM RSE**

Since RSE is a statutory requirement, it is part of our school curriculum. As a school we actively promote the implementation of RSE. However if a parent chooses not to follow the RSE programme due to cultural/Religious beliefs this will be fully respected by the school.

**STAFF TRAINING**

Training needs will be considered and will be accessed using the appropriate agencies. Where outside agencies are used for training purposes, their remit will be clear and will reflect the ethos of the school.

**MONITORING AND EVALUATING**

The Governors, SLT and class teachers will monitor and evaluate the programme, which will include feedback from:

* PUPILS
* TEACHERS
* PARENTS
* ANY OUTSIDE AGENCIES
* FURTHER DEPARTMENTAL GUIDANCE AND LEGISLATIVE CHANGES

This policy will be reviewed with the complete publication of the new ‘Grow in Love’ series is complete.