

# Dundela Infants' School and Nursery Unit



## Relationships and Sexuality Education (RSE) Policy

Reviewed December 2022

## **POLICY STATEMENT**

The ethos of Dundela Infants' School attaches great importance to the maintenance and development of a safe, caring and stimulating learning environment in which pupils, parents and staff co-operate to promote values of self-respect and respect for others. This policy reflects the aims and objectives of Dundela Infants' 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.*

This policy has been agreed by the governors, staff and parents of the school.

## **RATIONALE**

Dundela Infants' School 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 involves the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs, morals and values.

## **AIMS**

- ❖ 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
- ❖ To promote in our pupils a positive feeling of self-worth so that each one develops an awareness that they are special, unique and of value
- ❖ To give our pupils the opportunity to understand and deal with their feelings
- ❖ To foster in our pupils an awareness that actions have consequences and that their behaviour should reflect this
- ❖ To equip our pupils with the skills and knowledge necessary to make informed choices and decisions about their own behaviour and safety
- ❖ To help our pupils develop healthy and respectful relationships by encouraging positive role modelling within the school environment

- ❖ To promote a healthy attitude to sexuality, appropriate to their age and stage of development
- ❖ To develop self-confidence and resilience in our pupils so that they have the foundations necessary for acquiring appropriate strategies to cope with difficult situations

## **MORALS AND VALUES FRAMEWORK**

In Dundela Infants' School 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.

## **ROLES AND RESPONSIBILITIES**

**The Board of Governors** examines, approves and ratifies the policy.

**The Principal and Senior Leadership Team** ensure a co-ordinated approach to RSE and consult with the Board of Governors, RSE co-ordinator, staff, parents, pupils, health professionals and others.

**The Co-ordinator** (currently Miss J Davidson) is responsible for writing a policy and scheme for RSE, monitoring work carried out in the school, gathering relevant data and meeting with staff to plan and implement any changes to teaching and learning in RSE. The co-ordinator is expected to keep up-to-date with any changes to requirements in the learning area, to replenish relevant resources when necessary and to be available to advise or seek training and/or assistance for any teachers who need it. The co-ordinator will be the main contact person for comments about and feedback on the policy.

**Teaching Staff** will be provided with and will undertake appropriate training, and plan for and implement the RSE programme within Dundela.

**Non-Teaching Staff** play a part in maintaining the caring ethos of the school through their daily interactions with other staff, pupils and parents.

**Parents** share a complementary role with school staff in promoting self-respect and respect for others.

**Pupils** will be afforded opportunities in class to have their opinions heard regarding the RSE programme they are offered in school.

### **EQUALITY OF OPPORTUNITY**

Dundela Infants' School seeks to ensure that our RSE programme is relevant and accessible to all of our pupils, regardless of age, gender, academic ability, disability, culture, religion or social class. Learning experiences delivered through the programme should be positive for all participants. The school is respectful of the views of parents and carers, and will endeavour to engage regularly with this valued sector of the school community by providing relevant and accessible information, support sessions and materials for home use. Suitable arrangements will be put in place 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 strongly discourage withdrawal whenever possible.

### **CONFIDENTIALITY**

Confidentiality cannot be guaranteed: if a child makes a disclosure of a confidential nature, it will be treated with sensitivity but child protection procedures will be implemented in accordance with our Safeguarding Policy. A copy of the full Safeguarding Policy is available at the school office for parents' inspection.

### **ORGANISATION OF THE CURRICULUM**

RSE is a statutory part of the curriculum and will be taught in a holistic, cross-curricular way and 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 and assembly time. In many instances, RSE shares content with PDMU, ICT, WAU and RE. Although specific topics will be addressed, other 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 situations, attitudes and beliefs, as well as the pupils' capacity to understand the issues. Class teachers who know the children very well are in the best position to deliver the school's RSE programme and will do so in the pupils' usual mixed-gender classroom setting. However, occasions may arise when the expertise of outside agencies will be utilised, for example, Police Service and NSPCC.

## **TERMINOLOGY**

In teaching issues related to RSE, teachers will use the correct biological terms for parts of the body. The use of common slang will be avoided.

## **NURSERY UNIT**

Staff in the Nursery Unit will also formulate an RSE programme for the children in their care. In accordance with the school's ethos, self-respect and respect for others are strongly promoted.

## **MONITORING AND EVALUATION**

The provision for RSE within Dundela Infants' School will be monitored through schemes of work, lesson planning notes, and lesson observations and evaluations. Teachers are required to evaluate the teaching and learning within their own classroom to inform future planning. The school will take into account teacher, parent and pupil feedback when reviewing the effectiveness of the programme. It is the responsibility of the co-ordinator to make arrangements for and oversee the monitoring and evaluation process.

## **LINKS WITH OTHER SCHOOL POLICIES**

The RSE Policy forms a part of our overall Pastoral Care Policy at Dundela Infants' School and is therefore closely linked to the other Pastoral Care Policies of Safeguarding, Drugs Education, Anti-Bullying and Positive Behaviour Management. RSE is also referenced in the school PDMU, ICT (Internet Safety), WAU and RE Policies.

## **RESOURCES**

NSPCC Underwear Rule Resources

Living. Learning. Together. Resources Pack

DE Circulars 2001/15 Relationships and Sexuality Education, 2001/15a, 2001/15b, 2010/01, 2013/16, 2015/22

## **DISSEMINATION OF THE POLICY**

The content of this policy will be made available to all governors and members of the school staff team (including those providing substitute cover). It will also be available to parents through the

school website (hard copy on request). All outside agencies, visiting professionals and the school nurse will be provided with a copy of the policy and instructed to follow the procedures therein.

### **WORKING WITH OUTSIDE AGENCIES**

Dundela Infants' School and Nursery Unit may at times use the expertise of outside agencies. When appropriate, suitably qualified, experienced or knowledgeable visitors from outside agencies, both statutory and non-statutory, may be invited to contribute to the delivery of the RSE curriculum in school.

### **REVIEW**

This policy is a living document and will be reviewed every three years to ensure its relevance and effectiveness. This may result in a change of organisation, method or content as required. The review will be achieved through consultation with staff, governors and parents, using pupil feedback, and through direct observation of the school's curriculum and procedures.

APPENDIX 1: Curriculum Overview

APPENDIX 2: Useful Links

## Appendix 1

## Curriculum Overview for RSE

TOPICS/THEMES	P1	P2	P3
<b><u>Myself</u></b>			
Parts of the body			
Being myself			
Similarities and differences between myself and others			
The stages of human development			
Recognising moods, feelings and concerns and developing a language for expressing moods, feelings and concerns			
Personal likes and dislikes			
<b><u>My Relationships</u></b>			
My family, special people in my life			
Friendships			
Ageing			
Loss and mourning			
Respect and caring for family members and friends			
Bullies			
Personal safety, simple skills and practices			
Good and bad touches			
Adults and older children are not always friends			
The potential danger of relationships with strangers or acquaintances			
Strategies for dealing with potentially dangerous situations			
<b><u>My Community/Environment</u></b>			

Different types of families			
Roles of individuals within families			
Keeping safe			
Rules at home, at school and in the community			
Respect and caring for people in the community			

Appendix 2: Useful Links

NSPCC – [www.nspcc.org.uk](http://www.nspcc.org.uk) – 028 90351135

Health Promotion Agency for Northern Ireland – 028 90311611

Childline UK – 0800 1111

Kidscape – 020 77303300

Barnardos – [www.barnardos.org.uk](http://www.barnardos.org.uk)