

---

# ENNISKILLEN MODEL PRIMARY SCHOOL

**Educating, Motivating, Supporting**

**Signed**

**Principal**\_\_\_\_\_

**Chairperson of Board of Governors**\_\_\_\_\_

**Date**\_\_\_\_\_

## Relationships and Sexuality Education Policy

### The School Ethos

The ethos of our school is founded on Christian principles where tolerance and respect for others is paramount. It is our intention that everyone feels valued and our pupils are encouraged to develop their full potential in a caring and supportive environment.

This policy reflects the ethos of our school.

We have consulted with staff, Governors and parents in the writing of this policy. Parents were given the opportunity to respond in writing and their views were taken into consideration in the shaping of this document. This policy has been ratified by the Board of Governors.

### Rationale

Enniskillen Model Primary School is committed to the education of children regardless of race, religion, gender or status. Relationships and Sexuality are integral parts of the human personality and impact biologically, psychologically, culturally, socially and spiritually. The Christian ethos of the school is the cornerstone of our Relationships and Sexuality Policy.

As a UNICEF Rights Respecting School, we ensure that this policy is underpinned by the UNCRC, specifically Articles 3, 29 and 30.

RSE is a lifelong process that involves the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs, morals and values.

RSE is about understanding the importance of marriage for family life, developing healthy, stable and loving relationships and developing and establishing such values as respect, tolerance, love and care. While we believe that the primary responsibility for addressing these issues rests with parents, we acknowledge the vital part the school can play in supporting and complementing this.

Teachers need to acknowledge that many children come from backgrounds that do not reflect such values or experiences. Sensitivity is therefore needed to avoid causing hurt and offence and to ensure that all children feel a sense of worth.

### Morals and Values

Morals are essentially linked with behaviour and are reflected in what we do. They are related to our faith and experience. The values we uphold as a result of our morals include honesty, respect for self and others and are written into our school policies. Our ethics are based on Christian principles.

### Aims of RSE

- To enhance the personal development, self-esteem and well-being of each child.
- To help children develop healthy and respectful relationships.
- To give children the opportunity to understand and deal with their feelings.
- To provide them with the skills to make decisions around their own safety.
- To promote a knowledge of and respect for themselves and others.
- To enable them to make informed choices around relationship and sexuality issues.
- To promote a healthy attitude to sexuality and relationships.
- To promote an appreciation of the value of human life.

### Specific Issues

#### Family Status

Pupils will be encouraged to appreciate the value of a stable family life and the importance of marriage as the ideal context for rearing children. We acknowledge the different family units that are represented in school and will endeavour to treat all situations sensitively, maintaining an awareness of Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006.

### Confidentiality and Child Protection

Confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, child protection procedures will be implemented.

### Withdrawal from RSE

Since RSE is a statutory requirement, it should be inclusive. We actively promote the implementation of RSE and strongly discourages withdrawal. The school will, however, take account of parental concerns.

### Content/Detail

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 ever be alert to the personal and emotional circumstances of the pupils. RSE will include the physical and emotional changes that occur at puberty but will not include sex education.

### Mixed Groups

The delivery of the RSE programme will be mainly co-educational, however, in certain circumstances it may be appropriate to speak to the pupils in single sex groups. During the third term the Designated Teacher for Child Protection or an agency e.g. 'Love for Life', will visit the P7 children to speak to them (in single sex groups) about the changes that occur at puberty. The content of these sessions promotes healthy relationships,

A modified version of the girls activities will be delivered to P6 girls in third term. (Parental consent is sought for these workshops.)

### Terminology

In teaching issues related to RSE, teachers will use the correct biological terms for parts of the body.

### Sacredness of Life

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

### Specific Issues

There will be no direct teaching of issues such as homosexuality, AIDS, contraception etc. However, if these issues are raised by pupils, teachers will address them sensitively,

### 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 in harmony with the aims and ethos of the school.

### Monitoring and evaluating

The RSE policy will be evaluated by the PDMU team.

The PDMU team will review the RSE Policy in June 2015 and every 2 years thereafter.

The PDMU team will evaluate to ensure the aims of the Policy have been met.

The pupils will be given an opportunity to comment and evaluate.

There will be evidence of pupils' learning through the work they have produced.

The Policy will be up-dated as necessary and ratified by the Board of Governors.

### Roles and Responsibilities

- The Board of Governors - examines, approves and ratifies the Policy.
- The Principal - ensures a co-ordinated approach to RSE and consults with the Board of Governors, Staff, Parents, Health professionals and others.

- Staff - Provide a link and have a complementary role with parents. Will be provided with and will undertake appropriate training. Plan for and implement RSE. Will be familiar with existing programmes and CEA piloting materials.

#### The Programme

- Must be relevant and developmental and flexible
- Must be accessible.
- Must be a positive experience.
- Must address special needs.

All materials used will reflect the ethos of the school and will be vetted by the PDMU co-ordinator, Senior Management team and Governors.

#### Delivery

RSE will be delivered through PDMU, RE, Science, PE, Drama and Circle Time. Reaction to specific situations will be sensitive and holistic.

All teachers will deliver the RSE programme.