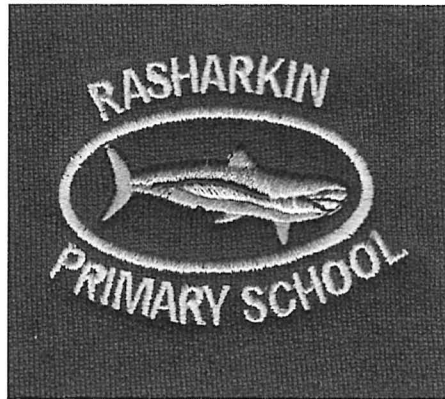


Rasharkin Primary School



Relationships and Sexuality Education Policy

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Relationships and Sexuality Education (RSE)

The School Ethos

The ethos of Rasharkin Primary School is founded on principles where tolerance and respect for others is paramount. 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. At Rasharkin Primary School teachers, parents and governors work together to develop each child spiritually, morally, intellectually, socially, emotionally and physically within our school ethos so that by realising their potential, they can maximise it and have an appreciation of self-worth and self-learning. This RSE Policy reflects the ethos of our school.

Rationale and Introduction

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Relationships and Sexuality Education is firmly grounded in Personal Development and Mutual Understanding, where the central focus is on the emotional development of children, health and safety, relationships with others, and the development of moral thinking, values and actions. In Rasharkin Primary School it may also be taught through other curricular areas, e.g. Literacy, WAU.

All children have the right to high-quality Relationships and Sexuality Education that is relevant to their lives today. We aim to take care to ensure that our provision addresses the pressures and dangers to which children may be exposed: in particular technology, the integral role it plays, and how it impacts on their lives. Relationships and Sexuality Education is most effective when it is taught in a sensitive and inclusive manner, and in a way that is appropriate to the child's emotional and physical age and stage of development.

Relationships and Sexuality Education gives schools the opportunity to play a preventative role in child sexual exploitation by raising staff awareness of vulnerability factors and current indicators and helping pupils to recognise potentially exploitative and dangerous situations, and teach them how to take preventative action.

'Schools are in a unique position to promote and safeguard the welfare of all children' (DHSSPS, 2013, page 43). Through the delivery of Relationships and Sexuality Education, children can explore their understanding of 'keeping safe' in an age-appropriate way. It will also help them develop appropriate behaviour to protect themselves [from domestic abuse, sexual violence or other forms of abuse] (DHSSPS, 2013).

Definition and Aims

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. Effective Relationships and Sexuality Education helps children to value themselves as individuals and to make responsible and well-informed decisions about their lives.

In Rasharkin Primary School, we aim that Relationships and Sexuality Education will 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 RSE

In Rasharkin Primary School, we believe RSE is important as it:

- **Respects the rights of children**

The UK Government, including Northern Ireland, is a signatory to the 1989 United Nations Convention on the Rights of the Child (UNCRC) and has agreed to uphold the rights of children and young people as set out in the Convention. This means that all children and young people in Northern Ireland have a right to a good quality education in accordance with the Convention.

- **Promotes a better understanding of diversity and inclusion**

Schools are increasingly diverse spaces, reflecting wider societal change (ref, CRED, DE 2011). A school should provide a safe, welcoming and inclusive environment: it should foster respect for difference, challenge prejudicial attitudes, and promote equality of opportunity for all pupils. If schools are to encourage children to be confident and respectful of themselves and others, and prepare them for life after school, the teaching of RSE should be inclusive of all differences regardless of race, age, disability, ethnicity, religion, culture, gender and sexual orientation. Schools should also recognise the diversity of family life in today's society, particularly the fact that some children may have gay, lesbian or bisexual parents or carers, some of whom may be in a civil partnership. All staff must be sensitive and respectful of difference, ensuring that no pupil ever feels or is excluded, or experiences bullying due to their family or home circumstances.

- **Helps children to keep themselves safer in the digital world**

Whilst technological advancements provide many opportunities, however along with opportunity comes risk, particularly if children's activity is unsupervised (Devine and Lloyd, 2014). Cyberbullying, the use of chat rooms, online grooming and child exploitation, sexting, access to inappropriate content, the acting out of inappropriate sexualised behaviours, and the sending and receiving of explicit images are just some of the ways in which online and digital technology can negatively affect the lives of children. Through Relationships and Sexuality Education, children should be taught 'keeping safe' messages about how to behave safely and responsibly in the digital world which plays such an integral role in their lives. Children should be able to identify potential risks to their safety, and be aware of the strategies they can use to protect themselves.

- **Provides reliable, accurate and timely age-appropriate information**

Although there is great emphasis in primary schools on friendships and healthy relationships in Relationships and Sexuality Education, schools should also give children opportunities to learn and understand how and why the body grows and develops, and know how babies are conceived, grow, and are born. This knowledge forms part of the Personal Development and Mutual Understanding theme of 'Health, Growth and Change' in the latter part of Key Stage 2.

- **Promotes the use of appropriate language**

Learning and using the correct terminology in Relationships and Sexuality Education is vitally important for children, as it helps them to talk about feelings, sexuality, relationships, growth and development with confidence. In the interests of child safeguarding, it is very important that schools use the proper biological terms for parts of the body with the children from an appropriate age (particularly private body parts and functions) and avoid the use of ‘pet names’.

- **Helps children to recognise inappropriate behaviour and touch**

Through Relationships and Sexuality Education, children should develop an understanding of their own uniqueness. It is also vitally important that they know and understand that, even though they are young, their body belongs to them and them alone. Schools can play their part in raising children’s awareness of abuse and exploitation. When children learn about ‘keeping safe’ through boundaries and positive consent, it helps them to recognise what constitutes:

- appropriate and inappropriate behaviour;
- appropriate and inappropriate touch; and
- unwanted attention, or attention that makes them feel uncomfortable in any way.

Children must know what to do or who to go to if they feel unsafe at any time. For example, in Rasharkin Primary School we display photos of the key staff children can approach in prominent areas throughout the 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. Each of the partners has a distinctive contribution to make.

Rasharkin Primary Schools’ teaching of Relationships and Sexuality Education will be complementary and supportive of parents and carers role as lead educators in this sensitive area, and will be delivered in the context of the school’s distinctive ethos, moral and religious principles.

Withdrawal from Relationships and Sexuality Education

If a parent or carer chooses to withdraw a child from all or part of Relationships and Sexuality Education, they must discuss the potentially detrimental effect that this can have on the child with the school. They should consider the social and emotional effects of being excluded, as well as the likelihood that the child will hear their peers’ version of what happened or what was said in the classes, rather than the safe and reliable source of the teacher’s. Ultimately, however, the school will respect the wishes of the parent or carer.

Partnership with the Wider Community

We recognise the importance of working in partnership with parents/carers in this area of personal development and acknowledge the contribution that can be made by outside agencies with skill and expertise in particular areas of the curriculum e.g. NSPCC, Women’s Aid and School Nursing Service.

Delivering Inclusive RSE

Relationships and Sexuality Education in Rasharkin Primary School aims to focus on appreciating the uniqueness of each individual pupil. It should promote inclusivity, equality and respect for all pupils. Children and young people must feel comfortable and confident in themselves without fear of being bullied or being viewed as different. We aim to handle the issue of sexual orientation and gender identity in a sensitive, non-confrontational and reassuring way. In the primary setting, schools can do this very

effectively by teaching about difference in Relationships and Sexuality Education and in the wider Personal Development and Mutual Understanding curriculum. All pupils have the right to learn in a safe and secure environment, to be treated with respect and dignity.

Dealing with homophobic language and bullying

A school should be a happy environment where children feel safe and secure: a place where difference is celebrated and where all children can focus on their learning. Homophobic bullying is ‘any language, conduct, or behaviour used to exclude, demean or threaten a person based on their actual or perceived sexual orientation’ (The Rainbow Project, 2010). Schools should ensure that young people are aware that using this kind of language is not acceptable; it must be challenged in a way that children understand.

Young people with special educational needs (SEN)

It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Teachers must try to ensure that they develop the knowledge, understanding and skills of pupils to enable them to:

- identify inappropriate and exploitative behaviour;
- help develop their own prevention strategies to stay safe;
- recognise and build healthy relationships; and
- know who they can talk to.

Working in mixed and single-gender groups

Generally, Relationships and Sexuality Education will be taught in mixed groups, where boys and girls learn together so as to gain an understanding and appreciation of each other’s perspectives. However, there are times that pupils and teachers prefer to work in single-gender groups, particularly when they are exploring ‘girl’ or ‘boy’ issues.

Personal backgrounds and cultural practices

Staff must be particularly sensitive to the personal circumstances and cultural background of their pupils. They must recognise how pupils’ views and values are influenced by their informal learning experiences and by the views of family, peers, community and the media (DE, 2011). For example, some pupils may have same-sex parents or carers, so teachers need to be mindful of this. Relationships and Sexuality Education also provides a forum in which to explore issues such as how young girls may be victims of cultural practices, including child/forced marriages and female genital mutilation. Schools should, however, handle such issues very sensitively to ensure that some cultures are not viewed negatively due to their practices.

Approaches to teaching and learning

We aim for Relationships and Sexuality Education to be meaningful and engaging for pupils, and therefore teachers will adopt a learner-centred approach to facilitate and guide their learning. They should employ an enquiry-based approach when exploring sensitive and complex issues, and use participative methodologies. These approaches, which are underpinned by the Thinking Skills and Personal Capabilities framework, often lead to children gaining a deeper knowledge and understanding, and really engaging in the learning process.

Connected learning opportunities

There are many opportunities within the Northern Ireland Curriculum for other Areas of Learning to link with Relationships and Sexuality Education, which allows for a more connected learning experience for pupils. This is a particularly effective way for teachers to enable pupils to explore sensitive and complex issues, as it allows them to do so through a variety of different lenses. Through this multi-perspective

approach, children will develop an appreciation of the range of different viewpoints and the reasons why people have them. For example, children can explore a range of ways of communicating and expressing feelings and emotions through the Arts, including art and design, music, and drama. Through Language and Literacy, children can develop a vocabulary to discuss emotions and feelings through talking and listening, reading, writing, drama, and role play.

Assemblies, or other areas of school life may also support and complement RSE in Rasharkin Primary School.

Teaching resources

The CCEA resource ‘Living, Learning, Together’ helps to support the delivery of the Personal Development and Mutual Understanding area of learning and will be used predominantly in Rasharkin Primary School. Teachers may supplement this with the careful selection of additional resources. Teachers must be satisfied that the resources they plan to use:

- reflect the ethos of the school;
- are age-appropriate, inclusive, and sensitive to the pupils’ needs and experiences;
- are factually accurate and up-to-date; and
- make clear distinctions between fact and opinion.

Teaching sensitive issues

Sensitive issues are part and parcel of life. Children are aware of them, and want to talk about and understand them, particularly those sensitive issues which are also topical. Pupils should not be denied the opportunity to explore such issues simply because a teacher feels uncomfortable discussing them, and they should not be sheltered from discussing sensitive issues in an age-appropriate way. To do either is to leave children ignorant and unprepared to engage and deal with the diverse and complex range of issues facing them in society today. Pupils should also be helped to develop strategies to manage their own emotions, and show sensitivity and respect for the emotions and different views of others.

Responding to questions in Relationships and Sexuality Education

When teaching Relationships and Sexuality Education, the natural inquisitiveness of children often results in the teachers being asked many questions which they had not planned for. These questions may challenge the teacher’s own values system. There will be occasions when teachers will have to use their own discretion and judgement about how to deal with particular questions raised by a pupil or a group of pupils. Teachers should exercise their professional judgement: for example, they may need to decide whether it is appropriate to deal with the question in a whole-class forum, through circle time, or if it may be more appropriate to respond on an individual basis, or to arrange time for group discussion outside class time. The teacher may also wish to discuss the questions the children have asked with the parents or carers and the principal to ascertain how they would like to handle the matter.

Confidentiality and dealing with disclosures

In Rasharkin Primary School all staff have a significant role in the early detecting of ‘at risk’ pupils or alert to pupils experiencing distress and/or changes in their behaviour.

The foundation for the effective delivery of Relationships and Sexuality Education is the building of secure, trusting, respectful relationships between the teacher and their pupils. Pupils should feel reassured that their teacher cares about their wellbeing and be aware that there are adults whom they can talk to and confide in. Pupils must also know and understand that the promise of confidentiality is never an option in the classroom or school setting. It must also be clear to pupils that, whilst teachers will offer support, they are obligated to notify a member of the safeguarding team if they are concerned that the pupil may be ‘at risk’. Teachers

must take decisions relating to personal disclosures in accordance with the procedures set out in the school's Safeguarding Policy (ref. DE Child Protection and Safeguarding).

In summary these are:

- The staff member should immediately inform the designated child protection teacher/ member of the safeguarding team.
- The designated child protection teacher/member of the safeguarding team may inform/ consult with Social Services and/or the PSNI.
- No staff member should take on the role of investigator – this is the responsibility of Social Services and the PSNI.
- Staff members should explain their responsibilities to refer cases of alleged abuse to the appropriate authorities, but they also must ensure that the matter will only be disclosed to the people who need to know about it.
- Staff members should give the pupil time to talk without interrupting or probing, recording exactly what the pupil says, whilst not promising confidentiality.

It is very important that any pupil who feels that they cannot talk to or does not wish to talk to their parents or carers has access to other sources of support. Parents or carers are aware of how pupil disclosures are addressed by the school (see RPS Safeguarding Policy).

Staff Development and Training

Training opportunities for teachers may include, in-service training courses, directed time after school, and staff development days. Teachers who feel they have a training need should communicate this to the principal. Training needs will be considered and will be accessed using the EA, Public Health Agency and/or other appropriate health agencies. Where outside agencies are used for training purposes, their remit will be clear and will reflect the ethos of the school.

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, and others, are affected by them.

The importance of a moral framework is emphasised in the DE Circular No5/1994 *Education Act 1993*:

Sex Education in Schools: "Sex education . . . must not be value-free; it should also be tailored not only to the age but also to the understanding of pupils. School's programmes of sex education should therefore aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. Pupils should accordingly be encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood.

They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. And they should be enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters".

Teachers are reminded: "to acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to allow such children a sense of worth". (Paragraph 8)

Other Relevant Policies

This policy complements and supports a range of other school policies including:

- Positive Behaviour
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Pastoral Care Policy
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Medication Needs
- Health and Safety Policy
- Acceptable Use of the Internet
- Intimate Care

Consultation, monitoring, evaluating and reviewing the RSE Policy

This policy has been drawn up after consultation with teachers, pupils, parents and governors. Rasharkin Primary School staff are committed to monitoring and evaluating the effectiveness of this policy. The principal is responsible for the coordination of this area. Specifically important to the RSE Programme are feedback from staff, pupils and parents or further guidance from DE and legislative changes

Signed: Jeffrey De (Chair of Board of Governors)

30/11/2021 (Date)

References:

CCEA, Relationships and Sexuality Education Guidance, (2019), available at:

<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-guidance-primary>

Circular 2001/15: Relationships and Sexuality Education (RSE)

Circular 2001/15-2: Guidance for Primary Schools - Relationships and Sexuality Education (RSE)

Circular 2010/01: Guidance on Relationships and Sexuality Education (RSE) (advises schools to take account of guidance issued by the Equality Commission in March 2009 on eliminating sexual orientation discrimination in schools)

Circular 2013/16: Relationships and Sexuality Education Policy in Schools (requires every school to have an up-to-date written policy on how it will address the delivery of Relationships and Sexuality Education)

CCEA, Living, Learning, Together materials, available at:

<https://ccea.org.uk/learning-resources/living-learning-together>

Appendix 1

DELIVERING THE RSE PROGRAMME

The following includes extracts from the N.I. Primary Curriculum - Personal Development and Mutual Understanding Strand - Personal Understanding and Health (taken from document linked below)

<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/Relationships%20and%20Sexuality%20Education%20Guidance%20An%20Update%20for%20Primary%20Schools.pdf>

Highlighted text indicates particular relevance to RSE

THEME 1: SELF-AWARENESS		
<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p>Strand 1</p> <p>themselves and their personal attributes.</p> <ul style="list-style-type: none"> • Explore who they are. • Recognise what they can do. • Identify their favourite things. • Recognise what makes them special. 	<p>Strands 1 and 2</p> <p>their self-esteem and self-confidence.</p> <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. 	<ul style="list-style-type: none"> • Strands 1 and 2 • their self-esteem, self-confidence and how they develop as individuals. • 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.

THEME 2: FEELINGS AND EMOTIONS		
<p>Strand 1</p> <p>their own and others' feelings and emotions.</p> <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. 	<p>Strand 1</p> <p>their own and other's feelings and emotions and how their actions affect others.</p> <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. 	<p>Strand 1</p> <p>their management of a range of feelings and emotions and the feelings and emotions of others.</p> <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.
THEME 3: LEARNING TO LEARN		
<ul style="list-style-type: none"> • Strand 1 • their dispositions and attitudes to learning. • 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. 	<ul style="list-style-type: none"> • Strand 1 • positive attitudes to learning and achievement. • 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. 	<ul style="list-style-type: none"> • Strand 1 • effective learning strategies. • 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.

THEME 4: HEALTH, GROWTH AND CHANGE		
<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<ul style="list-style-type: none"> • Strand 1 • the importance of keeping healthy. • 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. 	<ul style="list-style-type: none"> • Strand 1 • strategies and skills for keeping healthy. • 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. 	<ul style="list-style-type: none"> • Strand 1 • how to sustain their health, growth and well-being. • 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. • 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.

THEME 4A: SAFETY		
<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
Strand 1 <ul style="list-style-type: none"> • how to keep safe in familiar and unfamiliar environments. • 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 <ul style="list-style-type: none"> • strategies and skills for keeping safe. • 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 <ul style="list-style-type: none"> • coping safely and efficiently with their environment. • 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:- 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.

THEME 5: RELATIONSHIPS		
<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
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 	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. 	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.

<p>adults and other children.</p> <ul style="list-style-type: none"> Identify who their friends are. Explore what they do together. Know how to treat others. 	<ul style="list-style-type: none"> Understand that they can take on some responsibility in their family and friendship groups. 	<ul style="list-style-type: none"> Explore and examine what in circumstances their views, feelings and behaviour. Consider the challenges and issues that can arise: – 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

<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p>Strand 2 their responsibilities for self and others.</p> <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. 	<p>Strand 2 responsibility and respect, honesty and fairness.</p> <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. 	<p>Strand 2 human rights and social responsibility.</p> <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

<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p>Strand 2 how to respond appropriately in conflict situations.</p> <ul style="list-style-type: none"> Begin to take responsibility for what they say and do. 	<p>Strand 2 constructive approaches to conflict.</p> <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. 	<p>Strand 2 causes of conflict and appropriate responses.</p> <ul style="list-style-type: none"> Examine ways in which conflict can be caused by words, gestures, symbols or actions.

THEME 8: SIMILARITIES AND DIFFERENCES		
<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p>Strand 2</p> <p>similarities and differences.</p> <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. 	<p>Strand 2</p> <p>similarities and differences between people.</p> <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. 	<p>Strand 2</p> <p>valuing and celebrating cultural differences and diversity.</p> <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.

THEME 9: LEARNING TO LIVE AS MEMBERS OF THE COMMUNITY		
<u>Foundation Stage</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p>Strand 2</p> <p>learning to live as a member of a community.</p> <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. 	<p>Strand 2</p> <p>themselves as members of a community.</p> <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. 	<p>Strand 2</p> <p>playing an active and meaningful part in the life of the community and be concerned about the wider environment.</p> <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.

Appendix 2

Priority Areas of RSE

All information below taken from CCEA RSE Hub (available at link below):

<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse/about-relationships-and-sexuality>

RSE is an area of significant political and public interest. In light of this, and of changing social issues and attitudes, teachers are asking for clarity on classroom strategies for teaching RSE, particularly in the priority areas of:

- consent, what it means and its importance;
- developments in contraception;
- domestic and sexual violence and abuse;
- healthy, positive sexual expression and relationships;
- LGBTQ+ matters;
- safe use of the internet; and
- social media and its effects on relationships and self-esteem.

1. Consent, what it means and its importance;

Effective relationships and sexuality education can help pupils to recognise potentially exploitive and dangerous situations and how to take preventative action. When they understand safe boundaries and consent, this can help them to develop essential qualities like respect, resilience and self-esteem.

Children as young as four should start exploring the concept of safe boundaries, understanding that their body belongs to them and them alone. They should recognise what is appropriate and inappropriate behaviour and touch, and that attention which makes them feel uncomfortable may be putting them in an unsafe situation.

They should learn about their rights over their own bodies, respectful relationships, peer (and adult) pressure and their responsibilities towards others. They should be aware and confident of their right to say no and to report abuse.

Children must know what to do if they feel unsafe at any time. Good practice in the classroom includes:

- displaying photos of key staff that pupils can approach in noticeable areas throughout the school; and
- having a worry box in the classroom, school office or at safeguarding display boards.

Suggested Resources

[Living.Learning.Together – Year 7 Unit 7: New Horizons](#)

[PDF | 1.95 MB - last updated 19/03/2020](#)

Learning Activity 3: Decision-Making Skills in our resource can help pupils evaluate risky situations and devise alternative actions for these situations - nicurriculum.org.uk

NSPCC – PANTS (appropriate / inappropriate touch)

2. Developments in contraception (KS3+);
3. Domestic and sexual violence and abuse;

Children can be abused at any age and in any environment, so it's important that they have the knowledge to recognise when they may be at risk and reduce their vulnerability to violence or sexual abuse. Most abused children know their perpetrator, and it may even be another child.

To protect themselves, children should be taught about:

- safe boundaries and inappropriate touch, and that some parts are private and not for everyone to see, touch or take pictures of;
- the fact that no-one should ask them to touch someone else's private parts; and
- how some secrets, such as secrets about their bodies, are not okay and that they should trust their instincts if they feel uncomfortable about something.

They should also know who to go to if they feel uncomfortable or at risk and that they will never be in trouble for telling a trusted adult about an incident or unpleasant experience. Children should also be aware of their responsibilities to respect the privacy and boundaries of others.

Suggested Resources

[Childline – All about me Key Stage 2 teachers' pack \(PDF\)](#)

[This link will open a page at endbullying.org.uk](#)

Aimed at pupils with special educational needs, this pack uses music, art, drama and multimedia to help pupils identify who they can trust and communicate with when they are feeling unhappy or unsafe - endbullying.org.uk

[Women's Aid Federation Northern Ireland – Primary Schools: Helping Hands](#)

[This link will open a page at womensaidni.org](#)

This preventative education programme for primary school pupils aims to inform them of their right to feel safe at all times and develop their self-esteem and confidence - womensaidni.org

4. Healthy, positive sexual expression and relationships;

Relationships education in primary schools should focus on exploring positive, respectful relationships with family and friends. It should also explore keeping safe, making appropriate decisions, and developing resilience and self-worth to meet the challenges of today's world.

Children should be able to recognise and distinguish between healthy and unhealthy relationships (both online and offline) and who to go to for support if they need it. They should learn:

- what a relationship is;
- what friendship is;
- about establishing boundaries and appropriate and inappropriate touch; and

- how to recognise risk, responding safely and appropriately when they encounter adults that they may not know.

Suggested Resources

Living.Learning.Together

This link will open a page at nicurriculum.org.uk

Our resource, for 5–11 year olds, encourages children to become personally, emotionally and socially effective, recognise how they relate to adults and other children, recognise and respond to bullying, and be aware of who and what influences their behaviour at home and in school - nicurriculum.org.uk

NSPCC Learning – PANTS resources for schools and teachers

This link will open a page at learning.nspcc.org.uk

Covering topics like naming body parts and knowing which parts should be private, this page includes a lesson plan, presentation, teaching guidance and resources for parents/carers - learning.nspcc.org.uk

NSPCC Learning – Making Sense of Relationships Key Stage 2 Lesson Plan 2: Changing Friendships

This link will open a page at learning.nspcc.org.uk

This lesson plan explores the benefits of friendships and the positive, safe and healthy ways to manage them - learning.nspcc.org.uk

5. LGBTQ+ matters;

RSE in primary schools should focus on appreciating each child's uniqueness. For all pupils to learn effectively, schools must make sure that they feel safe, supported and able to thrive.

Research shows that transgender young people become aware that their assigned birth sex is different from their gender identity between the ages of 3 and 5. Transgender young people start to understand their feelings and talk about them between the ages of 6 and 16. See [Grasping the Nettle: The Experiences of Gender Variant Children and Transgender Youth Living in Northern Ireland](#) for more information.

Children have the right to an education free from discrimination and prejudice. Teachers need to understand gender stereotypes and have the confidence to:

- use a range of resources to support a gender-aware approach to teaching and learning;
- use appropriate terminology and language;
- tackle gender stereotypes;
- challenge homophobic, transphobic or any other type of bullying; and
- use appropriate strategies to support transgender or gender-questioning children.

Suggested Resources

Barnardo's – Positive Identities Service: Primary Schools Resource Pack (PDF)

This link will open a page at pshe-association.org.uk

Including assembly and lesson plans, this resource covers topics like diversity, respect and bullying - pshe-association.org.uk

Save the Children – Leave it out: Developing anti-homophobic bullying practice in schools

This link will open a page at resourcecentre.savethechildren.net

Developed with The Rainbow Project and Youthnet, this guidance aims to positively change the attitudes and behaviours of the school community towards homophobic bullying - resourcecentre.savethechildren.net

6. Safe use of the internet;

As the internet plays such a key role in children’s lives today, schools should use strategies that help them develop safe online habits from an early age, while ensuring that they recognise the positive aspects of using the internet as well as the dangers.

To stay safe online, children should:

- understand the importance of maintaining a positive online reputation;
- be aware of the benefits and potential risks of sharing personal information online;
- be able to communicate respectfully with people they know and trust;
- know that other people’s feelings can be hurt if something unkind is said about them online;
- understand the harmful consequences of cyberbullying and know who to talk to if it happens to them;
- understand early on that it is okay to say no to anyone who asks them to do something they feel bad about, in real life or online;
- avoid talking to strangers online and be aware that some people are not who they say they are online;
- tell a trusted adult if they feel uncomfortable or frightened by something they have experienced online; and
- realise that spending too much time online can have a negative impact on them.

7. Social media and its effects on relationships and self-esteem.

When using social media, young people should understand:

- the risks associated with using it;
- the importance of reading the terms of service of the sites they are using;
- how to use appropriate privacy settings;
- the importance of having a strong password;
- the risks of sharing personal information on social media sites;
- how to recognise and resist the pressures placed on them to share inappropriate images of themselves or others;
- the possible consequences, including legal ramifications, of sexting;

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- that once they have posted and shared something, they have lost control over where it goes and what happens to it; and
- that it is wrong to cyberbully and post content which can harm other people or lower their self-esteem.

Suggested Resources on CCEA website designed for KS3+