



# RSE POLICY

Review Date: May 2022  
To be Reviewed: May 2024

Chair of Board of Governors	Date
Principal	Date

*We care ~ We share ~ We learn*

# *We care – We share – We learn*

Our vision is to enable independent and happy pupils to acquire a capacity for  
lifelong learning

in

a Christian atmosphere that translates into daily life

by

promoting a learning environment which motivates creativity and achievement  
in an atmosphere of respect and responsibility

while

highlighting and nurturing strengths and celebrating successes

through

fostering successful, productive and enjoyable partnerships:

within school,

between home and school,

and

with the community in which our school belongs

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## School Ethos

We, New Row P.S, view the development and implementation of a policy in Relationships and Sexuality (RSE) as an important step towards achieving our aim to develop all aspects of a young person's personality and growth. The morals and values of our Catholic ethos are the core principles that underpin the teaching of RSE. Sexuality includes all aspects of the human person that relate to being male and female and develops throughout life. It is a complex dimension of human life and relationships.

As parents/carers are the primary educators of their children, we will endeavour to engage in full consultation with them regarding aims, objectives and the teaching programme of this policy and their views will be considered when implementing and reviewing this policy.

In line with our school's ethos, RSE should provide opportunities that enable pupils to:

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

## Policy Formation and Consultation Process

The formation of this Policy involved consultation with staff, parents, pupils and Governors. This consultation included:

- Review of RSE curriculum content and 'Flourish' programme with staff at meetings
- Written correspondence with parents, including links to lessons from 'Flourish' programme and questionnaires/ forms
- Pupil focus groups/ School Council and Care Crew meetings / class evaluations
- Review of RSE curriculum content and 'Flourish' programme with Governors at meetings

Implementation of this policy will take place after ratification by the Boards of Governors in Term 3, 2022. This policy will be reviewed every 2 years by SLT, Staff and Governors.

This policy will be accessible by parents, staff and Governors via the school website or by asking for a copy at the office. All parents/ carers and pupils will be made aware of the school's policy at the time of enrolment. Anyone who wishes to leave a comment or feedback in relation to the delivery of our RSE programme can do so at any time via Microsoft Forms.

<https://forms.office.com/Pages/ResponsePage.aspx?id=-yeCOETeDkaBkAVAK4mNqLhsbWj9vORJpiiezNTX7M9UNE42RVEySExDN0U4TThYUTFQQTRPQUhHMy4u>

## Definition and Rationale for the Delivery of RSE

### DEFINING RSE

RSE is lifelong learning about physical, moral and emotional development. RSE should provide young people with the information they need to help them develop healthy, nurturing relationships of all kinds, not simply intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend.

### RATIONALE

The school is involved in relationships and sexuality education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. RSE will be firmly embedded in the PDMU and the RE Curriculum as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated. All RSE will be delivered in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from.

## The Centrality of Virtue

Children will be taught RSE within a framework which models and encourages the following values:

- A respect for God and creation.
- To be able to distinguish between what is right and wrong.
- A respect for self.
- A respect for others.
- Self-discipline.
- A responsibility for one's own actions and an understanding of the long term and short-term consequences of their actions.
- Non-exploitation in relationships.
- Commitment, trust and bonding within relationships.
- A development of critical self-awareness for themselves and others.
- Compassion, forgiveness, mercy and care when people do not conform to their way of life.



## Aims, Objectives and Skills

Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, independence, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a positive and prudent sexual education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

### AIMS OF RSE

In line with the New Row P.S's ethos and CCEA guidelines the Relationships and Sexuality Education Policy aims to:

- promote a Catholic vision of sexuality that reflects selfless love, respect and commitment within a moral, social, spiritual framework
- help all pupils to appreciate their worth, dignity and uniqueness as children of God
- enable young people to appreciate sexuality as a gift from God and that love is the central basis of all relationships
- enable children to form healthy and respectful friendships and relationships
- enhance the personal development, self-esteem and well-being of the child
- foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, spiritual and social framework
- foster and develop mutual respect and understanding
- develop a respect for difference, gender and race within the school and community
- enable the children to identify and manage a range of feelings
- help all children to value family life in its diversity and the gift of marriage
- help young people recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty)
- promote respect for all individuals regardless of sexual orientation, race, gender or creed

## OBJECTIVES OF RSE

In line with New Row P.S's ethos and CCEA guidelines, the Relationships and Sexuality Curriculum attempts to 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 the diversity of family life and family patterns
- use decision making and problem-solving strategies
- acquire and improve skills of communication and social interaction
- discuss their feelings, growth and development using an appropriate vocabulary
- develop coping strategies to protect self and others from various forms of abuse (inappropriate behaviours, sexual abuse and exploitation)

## SKILLS PROMOTED (Including personal and social)

Pupils will develop:

- Communication skills - Listening to other's points of view, putting one's own view forward, dealing with conflict peacefully and being assertive.
- Decision making skills - Making good choices with the relevant information at hand, making moral judgments wisely in contexts and then putting them into practice, acting responsibly as an individual or as a member of a group.
- Interpersonal skills - Managing healthy relationships with confidence and with effectiveness.

## Inclusion and Special Education Needs (SEN)

As a school we will ensure that children with SEN have appropriate, accessible and relevant Relationships and Sexuality Education. Parents will be informed of the programme and the date when classes will cover certain lessons. This communication will allow for parents/ carers to reinforce learning at home and have any necessary sensitive discussions.

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

All children in school will be made aware of the Safeguarding Team and will be familiar with the Safeguarding Flowchart, so that they know who they can talk to and how to go about this.

We will employ a range of strategies which will enable quality teaching and learning when carrying out inclusive practice during RSE, including:

- differentiation strategies
- co-operative learning strategies
- classroom management strategies and
- the use of new technology

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying behaviour and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

## RSE Curriculum

- Details of each year's provision for RSE are provided in Appendix 1 (Statutory Curricular Requirements for PDMU, Living. Learning. Together: PDMU Programme CCEA and Flourish) as well as through Grow In Love- Catechetical Series (P1-P7). (Veritas).

### TIMETABLING

Flourish- 4 lessons per Year Group per Year to be covered in Terms 2 and 3.

PDMU- Taught weekly

Grow In Love- Taught weekly

### CLASS ORGANISATION

Classroom teaching arrangements such as single gender classes or mixed gender classes will be at the discretion of class teacher/ SLT and will depend on individual classes or children in each class. It is important that within the RSE programmes, activities are included to allow young people to talk about their interests, concerns and feelings. If boys/girls have respect for themselves then ultimately, they will have respect for others. It may be appropriate to facilitate the delivery of specific topics of the RSE programme to boys/girls in single gender groups and this will be decided year on year and lesson by lesson. In relation to sensitive topics and lessons, teachers/ SLT may decide to adapt/ change the lesson or remove it completely. Again this will be class/ pupil dependent. Pupils will be prepared for the lesson and parental permission will be requested if needed.

### RSE TEACHING RESOURCES

All teaching resources are reviewed and quality assured before use by pupils to ensure that they are inclusive and consistent with the school's moral and value framework. All new RSE programmes, either developed within the school or presented by external agencies, are brought to the attention Diocesan Advisor for review and accreditation as well as Board of Governors.

RSE Teaching Resources should:

- Reflect the ethos of the School
- Be age-appropriate, inclusive, and sensitive to the pupils' needs and experiences; and

- Be factually accurate, up-to-date and make clear distinctions between fact and opinion.

Inappropriate images should not be used under any circumstances and we as a school must ensure that pupils are protected from accessing unsuitable material on the internet. School should inform parents or carers about any materials that pupils will be exposed to, particularly if these are of a sensitive nature.

#### RSE RESOURCES/ PROGRAMMES USED:

- Flourish
- Living. Learning. Together: PDMU Programme CCEA
- 'Grow in Love' Catechetical Series (P1-P7). (Veritas)

#### TEACHING STRATEGIES

Teaching methods which involve pupils actively in the process of their own learning are most beneficial.

Specifically, in terms of organising the learning environment, the teacher will be careful to create an atmosphere which respects the privacy of each individual pupil and treats all pupils with due sensitivity and care. Some important considerations will be:

- the degree of trust, respect and positive regard for pupils;
- the relationship between the teacher and the pupils and among the pupils themselves;
- the need for clear expectations, goals and learning objectives.

In the light of the RSE Policy, and in the context of the ethos of New Row P.S, the statutory requirements for RSE are taught through the religious education programme Grow in Love and Flourish, while linking with the significant and relevant areas of the curriculum such as PDMU and Safeguarding. Teachers will cover themes in Circle Time, RE and PDMU. We encourage active learning strategies e.g. mind mapping, discussion techniques, reporting back, listening exercises, circle time, role-play, questionnaires and quizzes.

### Assessment of RSE

The nature of RSE is strongly orientated towards Personal Development which does not necessarily lend itself to summative assessment. RSE is not easily measurable as it is qualitative rather than quantitative. We will assess pupil's learning and understanding as well as their thoughts, through; class discussion and evaluation, monitoring Pupil Voice through focus groups and interaction with School Councils, and the completion of questionnaires when deemed necessary.

## Use of Outside Agencies

Where appropriate, the skills and expertise of outside agencies and professionals may be accessed. Where this occurs, school should be satisfied that contribution from informed outsiders is an integral part of the whole programme and in harmony with the aims and ethos of New Row P.S. We will ensure that all teaching is rooted in Catholic principles and practice. It is essential that all outside visitors/speakers are approved by the Principal/SLT. A preliminary meeting to discuss ethical/practical considerations will take place. Appropriate follow up in relation to guest speakers will also take place.

The Principal/ SLT and teachers involved in the delivery of RSE should ensure that resource materials obtained from other agencies and presentations by outside speakers are in harmony with the ethos of the school. It is essential that all external agencies supporting RSE should sign a service agreement (see Appendix 2) agreeing with New Rows P.S RSE and the underpinning ethos of the school and that this record is kept in a safe place as part of the delivery of RSE and for authenticity. It is vital that any outside agency/individual delivering a support session in school:

- receives a copy of the school's Relationships & Sexuality Education Policy;
- is made aware of and adheres to the school's Child Protection Policy;
- receives a copy of the school's policy on the use of outside agencies/visitors;
- agrees to respect the ethos of the school;
- is made aware of the issues around confidentiality;
- is vetted as appropriate

Parents/carers should be made aware in advance of the use of outside agencies. We will explain the type of activities which will take place to ensure that parents and carers have the opportunity to raise any concerns they might have before the visit. Doing this will also have the added benefit of letting parents or carers know what is going on and strengthen ties between home and school.

During the session the teacher/s should be present at all times. Afterwards the teacher/s should provide pupils with the opportunity to discuss their experience/s and honestly evaluate the session/s. School will use pupil

feedback to inform future planning and provision along with any evaluation carried out by the outside agency/individual.



## Parents and Carers

At New Row P.S we actively promote the implementation of RSE and ensure that parents/carers are fully informed of the content, timing and the delivery of the programme in order to enable them to support the work of the school and to enable parents to discuss the topics and issues raised by the programme with their children. We do this by sending home the 4 yearly 'Flourish' lesson plans the week they are being covered in school. This is done via Seesaw. Weekly updates to parents take place via Sway and they are also invited to attend 2 face to face meetings per year. These meetings will allow parents the opportunity to discuss the content, the teaching methods, and the timing of the RSE curriculum, and to voice any concerns they might have regarding the programmes used and their delivery. The RSE policy in its entirety is available on the school website and on request from the school office.

### Ensuring the Curriculum is Balanced

While promoting Catholic values and virtues, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information. Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals and to relate to other individuals in a mature and respectful way.

## Responsibilities for Teaching the Programme

The programme will be led by the Principal Mrs D.Graffin/ Senior Leadership Team.

It will be taught by class teachers.

It will be supported by Board of Governors, classroom assistants, parents, Diocesan Advisor, Special Educational Needs Coordinator, Safeguarding Team, Fr Juan and Fr Gates and any relevant outside agencies.

### OTHER ROLES AND RESPONSIBILITIES

#### **Trustees**

The Trustees are responsible for the strategic direction, organisational nature and ethos of their respective schools. The Bishop is responsible for all Catholic schools in his Diocese as evidenced by Canon Law 806§ which states that, “The diocesan bishop has the right of supervision, visitation and inspection of Catholic schools in his diocese, even those established or directed by members of religious orders. He also has the right to issue directives concerning the general regulation of Catholic schools.”

#### **Board of Governors**

Every School a Good School - The Governors’ Role: A Guide for Governors outlines the role and responsibilities of Governors. Section 13.40 states, “Boards of Governors should ensure that their schools have a Relationships and Sexuality Education policy and curriculum linked to their pastoral care/child protection policy. This policy and the associated teaching should be the subject of consultation with staff and parents and endorsed by the Governors.”

The Board of Governors should foster and support the development of an RSE policy and programme by collaborating with teachers and parents. It should also facilitate the consultative process whereby the school community can respond and contribute. The governors should examine and approve the completed policy and programme prior to their implementation in the school and review the policy at regular intervals. At all times the governors should seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parents while fulfilling their responsibility to ensure the availability of adequate RSE for all young people.

## **Principal and Senior Leadership Team**

As with all subject areas, it is the role of the Principal to make possible a coherent and co-ordinated approach to RSE in keeping with the ethos of the school. It is the role of the Vice Principal to support the work of the Principal and if the VP is charged with responsibility for RSE it is her responsibility to ensure that RSE is delivered in a way which is in keeping with the ethos of the school.

The Principal and Senior Leadership Team co-ordinate the school's approach to RSE and consult the Board of Governors, staff, parent(s)/carer(s) and health professionals, as appropriate.

## **RSE Co-ordinator**

The RSE co-ordinator is a member of staff appointed to be responsible for co-ordinating all issues related to the RSE policy, the Department of Education specifications and the programme designed for the pupils. It is essential that the co-ordinator is respectful and committed to the school's ethos and the aims and direction of RSE within the school. The RSE Co-ordinator may be the Vice Principal. The RSE Co-ordinator's role includes:

- upholding and ensuring that the programme is taught in accordance with the school's Catholic ethos;
- ensuring that the programme is taught effectively and is appropriate to the age and maturity of the pupils;
- liaising with the Board of Governors, the Principal, the Vice Principal (Pastoral), all staff, parents and health and educational visitors on RSE matters;
- attending in-service training and disseminating appropriate information to other staff members;
- organising training for staff as and when appropriate;
- liaising with outside agencies where appropriate.

## **Designated Teacher/Special Needs Co-ordinator**

The Designated Teacher and Special Needs Co-ordinator will provide relevant information which will ensure that the needs of all pupils are met.

## **Chaplain**

The role of the chaplain is to:

- support the teaching of RSE where possible;
- meet with the RSE co-ordinator to discuss the RSE programme and its delivery in school;
- witness to Gospel values.

## **Diocesan Advisor/Diocesan Advisor Support Service**

The Diocesan Advisor supports schools in the development and delivery of an RSE policy and programme which reflects the Catholic ethos and respects the wishes of parents

## Relationships to other Policies and other Curriculum Subjects

To ensure consistency all school policies should strive to be consistent and coherent within the framework of the overall school development plan. The RSE policy is developed in this context and shares links with, the following policies:

- Religious Education
- Teaching and Learning
- Child Protection/Safeguarding
- Health and Safety
- Anti-Bullying
- Positive Behaviour
- Drugs
- Online safety
- World Around Us
- PDMU
- Homework
- Volunteers
- Physical restraint and safe handling
- Special Educational Needs
- First Aid and Administering of Medicines
- Intimate Care

## Responding to Pupil's Questions and Sensitive Areas

While it is important to create an environment in which pupils can discuss issues openly, teachers may not always be able to answer all questions about issues and should set appropriate boundaries. Teachers should use their professional judgement, guided by the age of the pupils, the RSE curriculum and this policy. Any advice provided and the way teachers respond should support the role of the pupils' parents or carers and reflect the ethos of New Row P.S.

All staff teaching RSE related issues should use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang should be avoided. Teachers should remember that, as they are not medical professionals, they must not give personal medical advice to any pupil.

Teachers must advise pupils to seek advice from parents or carers and health professionals. If any question asked raises child protection issues, this should be referred to the designated teacher for child protection.

School will acknowledge the right of pupils and others to disagree with the Church's perspective, and their right to respectfully offer alternative perspectives and to engage in open and productive dialogue. However, while there may be differing perspectives on issues, school, adopting an invitational approach, will not avoid teaching what it is that the Church professes.

### BOUNDARY SETTING

It is essential to set parameters for the teaching of sensitive issues. New Row P.S will adopt the following Code of Conduct to ensure that the right to privacy for both pupil and teacher is always respected. We agree to:

- 1 Teach the fundamental principle of respect for human persons.
- 2 Challenge any discriminatory remarks.
- 3 Deal firmly with any acts of bullying behaviour, including homophobic, transphobic and cyberbullying.
- 4 Follow school procedures for accessing outside support for any pupil requiring additional help.
- 5 Support the parents. Parents may want to speak to someone at the school about one or more of these issues.

6 Arrange a meeting with the parents and relevant support agencies to consider any appropriate measures of support that may be needed to ensure the needs of the pupil are met.

7 Follow school procedures for monitoring the well-being of pupil/s.

8 Provide time and safe spaces for young people, in an age and stage appropriate way, to engage at a deep level with these issues, to dialogue with their peers and their teacher around them and to be invited into a rich understanding of the Church's teaching in these areas.

## SPECIFIC ISSUES

### **The Status of the Family**

In keeping with the right of Catholic schools to present RSE within its own ethos, the school supports the Sacramental vision of marriage and family, while being sensitive to other family situations. The Catholic understanding of marriage will be presented and sexual intimacy will be taught in the context of a God-given gift that enables married men and women to express and deepen their love for each other, a love that should unite the couple as well being open to the gift of new life. The Church's teaching on Sacramental Marriage as a permanent, exclusive union between one man and one woman open to the transmission of new life will be presented as the Catholic understanding of the context for sexual intimacy.

### **The Virtue of Chastity**

In line with the ethos of the school and Christian morals, sexual abstinence before marriage and fidelity within it, will be presented as a positive, desirable and achievable option. The ideal context for sexual intimacy is a committed, permanent heterosexual relationship between a man and a woman.

### **The Sanctity of Life**

In keeping with the right of Catholic schools to present RSE within its own ethos, the value and sacredness of life will be actively promoted. From the moment of conception, the embryo is a human being and must be recognised as having the rights of a person. The most fundamental right for every human being is the right to life. This belief is one of the foundation stones on which the RSE programme is built. Life is sacred from conception to the moment of natural death.



## **Sexual Orientation**

In accordance with the Catholic ethos of our school, we uphold the Church's teaching that the meaning and purpose of sexual intimacy is fully realised in the sanctity of marriage between a man and a woman, faithful to one another for life and open to the possibility of transmission of new life, while recognizing and respecting the different views of others. All pupils have the right to learn in a safe environment, to be treated with respect and dignity and not be treated any less favourably or isolated in any way on the grounds of their sexual orientation. Antagonism/bullying or other forms of abuse against pupils who reveal that they are homosexual will not be tolerated by the school. Respect for all people regardless of sexual orientation will be promoted in line with the school ethos – no pupils should be isolated on the grounds of their sexual orientation. Pupils have the right to hold different views/lifestyles in a peaceful manner.

The Catholic ethos of the school ensures that gospel values, inclusivity, equality and respect for all and the right of everyone to learn in a safe and secure environment where all are treated with respect and dignity. The ethos of a Catholic school supports the guidance produced by the Equality Commission on eliminating sexual orientation discrimination. This guidance relates to the Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 and the guidance from the Equality Commission in March 2009.

## **Digital Safety**

The RSE Programme will teach pupils how to safely navigate the digital world. Technology plays an integral role in the lives of pupils which poses both opportunities and risks. The RSE Programme will raise awareness of potential threats or dangers posed by the Internet such as sexting, cyber-bullying, pornography, abuse and exploitation. Pupils will explore the implications of the law, the strategies they can use to protect themselves and where they can access advice and support if they are at risk.

## Supporting Children and Young People at Risk

Children need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may, at times, lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's safeguarding policy and immediately inform the Designated Teacher.

While pupils should not be encouraged to disclose personal or private information in RSE classes, there may be times when they do talk about their own lives. Confidentiality should be respected unless a teacher becomes aware that a young person is at risk, in which case the appropriate action should be taken and the Child Protection Policy and procedures should be followed.

The pupil's right to privacy should always be respected by both the teacher and the other pupils in the class but staff cannot give a guarantee of confidentiality to pupils on issues relating to Child Protection.

- We understand that the child's right to privacy must always be respected by the teacher and other pupils. Children will not be expected to answer any personal questions.
- Teachers will not promise confidentiality. A child does not have the right to expect incidents in the classroom or school to go unreported.
- The Principal or designated teacher must be informed of any disclosures which might suggest a child is at risk from physical or sexual abuse.

### Monitoring and Evaluation

The Principal/ SLT/ RSE Co-ordinator should monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme should be evaluated twice a year by means of questionnaires / response sheets / needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such evaluations and suggestions when ratifying policy. Governors remain ultimately responsible for the policy.

### Staff Development and Training

Training should be organised by the Principal/ SLT/ RSE co-ordinator. Where it is deemed necessary the Diocesan Education Advisors, the Education Authority Advisors and other outside agencies may be consulted. Dissemination of training can take place during school in-service days. It is essential that training be provided both for (a) new staff to the programme and (b) new teachers to the school. It is recognised that no teacher should have to undertake delivery of the RSE programme without adequate training.

### Withdrawal from RSE

The NI Curriculum Relationships and Sexuality Education Guidance 2015 states that, Whilst Relationships and Sexuality Education is a statutory component of the Northern Ireland Curriculum, parents or carers have a right to have their children educated in accordance with their wishes. Therefore, whilst ‘there is no legislative provision permitting parental withdrawal from sex education’, school can grant these requests on an individual basis. This may require the pupil going to another class for the duration of the lesson. Pupils should be provided with the teaching materials for home use on request and with the proper guidance.

## Appendices

Appendix 1	Content Provision: a) Flourish b) CCEA Statutory Requirements for PDMU c) Living. Learning. Together
Appendix 2	Service Agreement
Appendix 3	Correspondence letter to parents (Flourish)
Appendix 4	Relevant Contacts
Appendix 5	Relevant Circulars and DE Guidance

## APPENDIX 1- Current Provision

### 1a) Flourish RSE Scheme

#### Introduction Documents

- [Vision for Catholic RSE in Primary Schools](#)
- [RSE Strands and Themes](#)
- [Cross Curricular Links and Integration](#)
- [RSE by Class](#)
- [RSE Prayerful Reflection](#)

#### Flourish Lessons

<b>Junior Infants (P.1)</b>	<a href="#">Junior Infants Lesson 1</a> <a href="#">Junior Infants Lesson 2</a> <a href="#">Junior Infants Lesson 3</a> <a href="#">Junior Infants Lesson 4</a>
<b>Senior Infants (P.2)</b>	<a href="#">Senior Infants Lesson 1</a> <a href="#">Senior Infants Lesson 2</a> <a href="#">Senior Infants Lesson 3</a> <a href="#">Senior Infants Lesson 4</a>
<b>First Class (P.3)</b>	<a href="#">First Class Lesson 1</a> <a href="#">First Class Lesson 2</a> <a href="#">First Class Lesson 3</a> <a href="#">First Class Lesson 4</a>
<b>Second Class (P.4)</b>	<a href="#">Second Class Lesson 1</a> <a href="#">Second Class Lesson 2</a> <a href="#">Second Class Lesson 3</a> <a href="#">Second Class Lesson 4</a>
<b>Third Class (P.5)</b>	<a href="#">Third Class Lesson 1</a>

	<a href="#"><u>Third Class Lesson 2</u></a> <a href="#"><u>Third Class Lesson 3</u></a> <a href="#"><u>Third Class Lesson 4</u></a>
<b>Fourth Class (P.6)</b>	<a href="#"><u>Fourth Class Lesson 1</u></a> <a href="#"><u>Fourth Class Lesson 2</u></a> <a href="#"><u>Fourth Class Lesson 3</u></a> <a href="#"><u>Fourth Class Lesson 4</u></a>
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## **1b) CCEA Statutory Requirements for PDMU**

### **FOUNDATION STAGE**

Teachers should enable children to develop knowledge, understanding and skills in:

#### **PERSONAL UNDERSTANDING AND HEALTH**

Pupils should be enabled to explore:

- themselves and their personal attributes;
- their own and others' feelings and emotions;
- their dispositions and attitudes to learning;
- the importance of keeping healthy and how to keep safe in familiar and unfamiliar environments.

#### **MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY**

Pupils should be enabled to explore:

- their relationships with family and friends;
- their responsibilities for self and others;
- how to respond appropriately in conflict situations;
- similarities and differences between groups of people;
- learning to live as a member of a community.

#### **PROGRESSION**

As pupils progress through the Foundation Stage they should be enabled to:

- express a sense of self-awareness;
- show some self-control and express their own feelings and emotions appropriately;
- show a positive attitude to learning;
- adopt healthy and hygienic routines and understand how to keep safe;
- form good relationships with adults and other pupils;
- show independence and know when to seek help;
- show respect when working and playing together and recognise the need for rules;
- recognise similarities and differences in families and the wider community;

- be familiar with the interdependent nature of the class/school community.

### KEY STAGE 1

Teachers should enable pupils to develop knowledge, understanding and skills in:

#### PERSONAL UNDERSTANDING AND HEALTH

- their self-esteem and self-confidence;
- their own and others' feelings and emotions and how their actions affect others;
- positive attitudes to learning and achievement;
- strategies and skills for keeping themselves healthy and safe.

#### MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

- initiating and developing mutually satisfying relationships;
- responsibility and respect, honesty and fairness;
- constructive approaches to conflict;
- similarities and differences between people;
- developing themselves as members of a community.

### KEY STAGE 2

Teachers should enable pupils to develop knowledge, understanding and skills in:

#### PERSONAL UNDERSTANDING AND HEALTH

- their self-esteem, self-confidence and how they develop as individuals;
- their management of a range of feelings and emotions and the feelings and emotions of others;
- effective learning strategies;
- how to sustain their health, growth and well-being and coping safely and efficiently with their environment.

#### MUTUAL UNDERSTANDING IN THE LOCAL AND WIDER COMMUNITY

- initiating, developing and sustaining mutually satisfying relationships;
- human rights and social responsibility;

- causes of conflict and appropriate responses;
- valuing and celebrating cultural difference and diversity;
- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

### 1c) Living. Learning. Together

<b>Year 1</b>	<b>Strand 1 Personal Understanding and Health</b>  Unit 1: There's No-one Quite Like Me  Unit 2: Sometimes I Feel  Unit 3: Taking Care of Me  <b>Strand 2 Mutual Understanding in the Local and Wider Community</b>  Unit 4: Belonging and Co-operating  Unit 5: Caring and Sharing  Unit 6: You and Me
<b>Year 2</b>	<b>Strand 1 Personal Understanding and Health</b>  Unit 1: Wonderful Me  Unit 2: How Do I Feel?  Unit 3: Keeping Healthy, Staying Safe  <b>Strand 2 Mutual Understanding in the Local and Wider Community</b>  Unit 4: Getting Along With Others  Unit 5: I am Learning To...  Unit 6: Grace and Tracey  Unit 7: Where I Live
<b>Year 3</b>	<b>Strand 1 Personal Understanding and Health</b>  Unit 1: Getting to Know me

	<p>Unit 2: Feeling Good, Feeling Sad</p> <p>Unit 3: Take Care, Be Safe</p> <p><b>Strand 2 Mutual Understanding in the Local and Wider Community</b></p> <p>Unit 4: Families!</p> <p>Unit 5: Why Should I?</p> <p>Unit 6: Living with Difference</p> <p>Unit 7: I Belong</p>
<b>Year 4</b>	<p><b>Strand 1 Personal Understanding and Health</b></p> <p>Unit 1: The Real Me</p> <p>Unit 2: Difficult Feelings</p> <p>Unit 3: Growing Means Changing</p> <p><b>Strand 2 Mutual Understanding in the Local and Wider Community</b></p> <p>Unit 4: Friendships</p> <p>Unit 5: Money Matters</p> <p>Unit 6: I am... You are... We can...</p> <p>Unit 6: The Rainbow Song (Sheet Music)</p> <p>Unit 7: Who Influences Me?</p>
<b>Year 5</b>	<p><b>Strand 1 Personal Understanding and Health</b></p> <p>Unit 1: Myself and My Attributes</p> <p>Unit 2: I Have Feelings</p>

	<p>Unit 3: Stay Safe and Healthy</p> <p><b>Strand 2 Mutual Understanding in the Local and Wider Community</b></p> <p>Unit 4: Ups and Downs</p> <p>Unit 5: Valuing Self and Others</p> <p>Unit 6: Learning More about Others</p> <p>Unit 7: Making Good Choices</p>
<b>Year 6</b>	<p><b>Strand 1 Personal Understanding and Health</b></p> <p>Unit 1: Who Am I?</p> <p>Unit 2 Dealing With Feelings</p> <p>Unit 3: Healthy Habits</p> <p><b>Strand 2 Mutual Understanding in the Local and Wider Community</b></p> <p>Unit 4: Working at Harmony</p> <p>Unit 5: Speaking Up For Me</p> <p>Unit 6: Check It Out First</p> <p>Unit: 7 Decisions! Decisions!</p>
<b>Year 7</b>	<p><b>Strand 1 Personal Understanding and Health</b></p> <p>Unit 1: What Makes Me, Me?</p> <p>Unit 2: Thinking and Feeling</p> <p>Unit 3: Fit for the Future</p> <p><b>Strand 2 Mutual Understanding in the Local and Wider Community</b></p>

	Unit 4: Moving On Unit 5: Says Who? Unit: 6: Who Cares? Unit 7: New Horizons
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APPENDIX 2- Service Agreement

I/We acknowledge the school's ethos and policies of \_\_\_\_\_ and agree to abide by its ethos and policies:

- In working with young people and,
- In the delivery of the programmes outlined below:

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I am/we are, willing to provide in advance full details of material content to: Senior Management, Teachers, Parents, Governors and other Appropriate Bodies and agree to fully implement any changes deemed necessary by the above representatives. I accept the right of the school to withdraw the invitation issued to support the school in the education of our young people. I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed \_\_\_\_\_ (External Agency)

Dated \_\_\_\_\_

Countersigned \_\_\_\_\_ (Principal/Board of Governors)

Dated \_\_\_\_\_



## APPENDIX 2- Correspondence Letter to Parents (Flourish)

New Row Primary School  
43 New Row  
Castledawson  
BT45 8AP



Principal:  
Mrs D Graffin  
B.Ed. M.Ed. PQH(NI)

028 7946 8426

May 2022

Dear parent/carer

### **Teaching Relationships and Sexuality Education in a Catholic School**

Relationships and Sexuality Education (RSE) is a complex and vitally important area of a school's curriculum. Relationships and Sexuality Education is defined as 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.

The Board of Governors are aware of the importance of high quality Relationship and Sexuality Education as an essential element of a Catholic vision for the full development of young people and of the need for us to ensure that the school's RSE provision is grounded within the Catholic ethos of the school.

In a Catholic school, RSE provision should primarily be understood and delivered within the wider context of the characteristic spirit or ethos of the school.

We are currently reviewing and updating our RSE policy and provision in collaboration with the governors. We are guided by advice and documentation including from DENI and Catholic Schools' Trustee Service.

We are always striving to improve the quality of learning and teaching and to this end are trialling a recommended primary teaching RSE resource called *Flourish*. There are four lessons for each year group to be taught at different stages throughout terms 2 and 3 and focus on the themes of:

- Myself
- Myself & others
- Myself & the wider world.

Parents and carers are the first and most important educators of their children. Our role as a Catholic School is to support and complement this role through genuine partnership. Often the work carried out through the RSE programme in school affords parents the opportunity to begin discussions with their children that they might otherwise struggle with and connect with the children's learning.

Before each lesson is taught we will share the teaching plan with you via Seesaw.

An overview of all topics can be found here: [RSE by Class.indd \(cpsma.ie\)](https://www.cpsma.ie/rse-by-class)

Key to lessons:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Junior Infants	Senior Infants	First Class	Second Class	Third Class	Fourth Class	Fifth Class

*\*Sixth class topics are not in primary schools in NI*

For Years 1-5, lessons are relatively straightforward. In Years 6 & 7 there are a few more sensitive issues, particularly Year 6 lesson 3 (found under Fourth class) and Year 7 lesson 1 (within Fifth Class session). *These lessons will not be delivered in school without parental consultation beforehand.* Parents may also wish to use these lesson formats and discussion questions at home.

Consultation with parents is essential to the effective delivery of the school's RSE programme. We have designed an RSE Consultation which can be accessed by parents at any time by following the link:

<https://forms.office.com/r/BZz1VDA4we>

### What next?

Our first whole-school RSE week begins next **Monday 23rd May**. We will be trialling the use of our first lesson from the Flourish programme.

The lessons which will be used per class are:

Year 1	Lesson 1: I am me
Year 2	Lesson 1: Growing and Changing
Year 3	Lesson 1: I am unique
Year 4	Lesson 1: The Wonder of New Life
Year 5	Lesson 2: Making the right choices
Year 6	Lesson 4: Environmental Care
Year 7	Lesson 2: Emotions and Relationships

A lesson plan for your child's class will be shared with you via Seesaw or can be accessed by following the link: [RSE Primary Resource - Flourish - Catholic Primary School Management Association \(cpsma.ie\)](https://www.cpsma.ie/rse-primary-resource-flourish)

Following our trial week, we will be in a position to monitor and evaluate the programme with pupils, staff, parents (including via the consultation link) and governors. Then, we can consider how best to incorporate Flourish into our RSE policy and will remodel and update this to reflect its implementation before it is ratified by the Board of Governors.

As always we thank you for your cooperation as we work together to support our children.

Yours sincerely

*Mrs D Grattan*

Mrs D Graffin (Principal)  
*on behalf of NRPS Safeguarding Team*

## APPENDIX 4- Relevant Contacts

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

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.childnet.com/teachers-and-professionals](http://www.childnet.com/teachers-and-professionals)

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

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

[www.safertoknow.info](http://www.safertoknow.info)

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

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

<https://www.childline.org.uk/>

#### APPENDIX 4- Relevant Circulars/ DE Guidance

ACCORD Catholic Marriage Care Services (2002) *Love Rejoices in the Truth*, Belfast: ACCORD.

*Catechism of the Catholic Church* (1994) Dublin: Veritas.

Catholic Bishops' Conference of England and Wales (2017) *Learning to Love: An Introduction to Catholic Relationship and Sex Education (RSE) for Catholic Educator*.

Catholic Education Service (2019) *A Model Policy for Relationships and Sex Education*, CES.

Code of Canon Law (1983), Vatican City: Libreria Editrice Vaticana.

Congregation for Catholic Education (1965) *Declaration on Christian Education, Gravissimum Educationis*, London: CTS.

Congregation for Catholic Education (1983) *Educational Guidance in Human Love*, London: CTS.

Congregation for Catholic Education, (2019) *Male and Female He Created Them – Towards a Path of Dialogue on the Question of Gender Theory in Education*, Vatican City: Libreria Editrice Vaticana.

Congregation for the Doctrine of the Faith, (1975) *Declaration on Certain Questions Concerning Sexual Ethics, Persona Humana*, Vatican City: Libreria Editrice Vaticana.

Council for Catholic Maintained Schools Circular 2013/19 *Guidelines on Relationships and Sexuality Education*.

Council for Curriculum, Examinations and Assessment (CCEA) NI Curriculum (2001) *Guidance for Primary Schools: Relationships and Sexuality Education*.

Council for Curriculum, Examinations and Assessment (CCEA) NI Curriculum (2015) *Relationships and Sexuality Education Guidance: An Update for Primary Schools*.

Department of Education Circular 1986/45 *Sex Education*, Belfast

Department of Education Circular 2001/15 *Guidance on Relationships and Sexuality*, Belfast

Department of Education (2007) *NI Religious Education Core Syllabus*, Belfast.

Department of Education (2009) *Every School A Good School*, Belfast

Department of Education Circular 2010/01 *Guidance on Relationships and Sexuality Education*, Belfast

Department of Education Circular 2010/18 *Every School a Good School: The Governors' Role*, Belfast

Department of Education (2011) *Community Relations, Equality and Diversity in Education Policy*, Belfast

Department of Education (2010) *Together Towards Improvement*, Belfast

Department of Education Circular (2014) *Relationships and Sexuality Education (RSE)*, Belfast

Department of Education Circular 2015/22 *Relationships and Sexuality Education Guidance: An Update for Primary*, Belfast.

Department of Education Circular 2016/05 - *Children Who Display Harmful Sexualised Behaviour*, Belfast.

Department of Education Circular 2017/04 - *Safeguarding and Child Protection in Schools - A Guide for Schools*, Belfast.

ETI (2016) *An Evaluation of Relationships and Sexuality Education in Primary and Special Schools*

Education Authority, (2019) *Guidance for Schools, EOTAS Centres and Youth Service on Supporting Transgender Young People*.

*Education Reform (Northern Ireland) Order 1989*, Belfast.

Equality Commission for Northern Ireland (ECNI) (2009) *Eliminating Sexual Orientation Discrimination Law in Northern Ireland - A Short Guide – Education*, Belfast.

European Court of Human Rights (2020) *Guide on Article 2 of Protocol No. 1 to the European Convention on Human Rights*, Council of Europe.

Irish Catholic Bishops' Conference (2008) *Pastoral Letter: Vision 08: A Vision for Catholic Schools*, Dublin: Veritas.

Irish Catholic Bishops' Conference (2010) *National Directory for Catechesis in Ireland: Share the Good News*, Dublin: Veritas.

Irish Catholic Bishops' Conference (2014) *Guidelines on Relationships and Sexuality Education NI*, Dublin: Veritas.

Martin, E., (Arch) (2018) *Catholic Schools Supporting Families: Towards a Better Education of Children* Keynote Address to JMB/AMCSS 31st Annual Conference Galway.

Pontifical Council for the Family (1995) *The Truth and Meaning of Human Sexuality: Guidelines for Education within the Family*, Vatican City: Libreria Editrice Vaticana.

Pope Francis (2016) Post-synodal Apostolic Exhortation *Amoris Laetitia: The Joy of Love*, Vatican City: Libreria Editrice Vaticana.

Pope Francis (2018) Apostolic Exhortation *Gaudete et Exsultate: On the Call to Holiness in Today's World*, Vatican City: Libreria Editrice Vaticana.

Pope John Paul II (1981) Post-synodal Apostolic Exhortation *Familiaris Consortio: On the Role of the Christian Family in the Modern World*, Vatican City: Libreria Editrice Vaticana.

Pope Paul VI (1968) Encyclical Letter *Humanae Vitae: On the Regulation of Birth*, Vatican City: Libreria Editrice Vaticana.

Safeguarding Board for Northern Ireland (SBNI), (2015) *Sexting and the Law: A Basic Guide to Help Professionals and the Public Deal with Incidents of 'Sexting'*.

United Nations Educational, Scientific and Cultural Organisation (2018) *International technical guidance on sexuality education, Appendix 1:25*, UNESCO.

*United Nations Convention on the Rights of the Child* (1989)

*The Education Order (NI)* (2006)

*The Equality Act (Sexual Orientation) Regulations* (2007).