

Rosemount Primary and Nursery School



Relationships and Sexuality Education Policy 2019

Signature of Chair of Board of Governors: _____

Signature of Principal: _____

Date: _____

Review due: _____

Relationships and Sexuality Education

A Policy Document

*"I have come that you may have life
and have it to the full" (John 10:10)*

School Mission Statement

"In partnership with parents, the Church and the wider community, we in Rosemount Primary and Nursery School will promote the spiritual, academic, emotional and physical development of all our pupils in an engaging, inclusive and secure Catholic environment."

This policy document embraces all that underpins the school's Aims & Objectives, and the School Mission Statement in its desire to provide for our children an education which truly helps to prepare them for life. It recognises RSE as a partnership task (home & school working together to educate the child), it reflects a growing concern on the part of governors, staff and parents at the state of the world our children will inherit, and it promotes aspects of personal development regarded as fundamental to Christian behaviour:

- How we treat each other, how we speak to each other, how we care for and share with each other,
- How we see ourselves, how we value ourselves, how we promote ourselves,
- How we relate to family & friends, how we relate to adults & peers, how we relate to members of the wider community,
- The centrality of God to each of the above, the personal relationship we have /should have with Him, the example given to us by Jesus Christ.

Here at Rosemount Primary School we aim to develop in all children:

- Self-respect and self-esteem (the feel-good factor about one's self)
- A loving pride in one's own family, and an active association with one's parish community
- An understanding of true friendship
- Healthy friendships within school, tolerance with peers, and (with older children) a pastoral attitude towards younger members of the school community as recognition that we all belong to the family of Rosemount
- High codes of discipline arising out of respect for one another, respect for adults and respect for their school environment
- Citizenship and stewardship in a world created by God
- A Christian love for all members of the wider family of God (a true understanding of "Love Thy Neighbour")
- Recognition that human love takes many forms
- An understanding of how human relationships grow and deepen through friendship, love and affection
- Appreciation of the importance of the "unique" family unit (regardless of structure / composition)
- To recognise the value of parental partnership (sharing the role of bringing up a family)
- To appreciate the demanding responsibilities of parenthood and the sacrifices which parents have to make for the sake of their children
- To value every form of life and to value themselves within this framework

Specifically on Sex Education we want our children

- To celebrate life as a God-given gift
- To understand life cycles and life processes
- To appreciate the notion that God intended new life to be the result of a union between (mature) male and female
- (in humans) to associate love as a special feature of this union
- To celebrate their own uniqueness
- To know by name, the various parts of the human body
- (with Year 6 pupils) to recognise, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty).

How will we achieve our aims?

As an aid to educating the child in the ways of personal development and personal relationships the school has invested in resource materials - "In The Beginning....". This is a **wholly Catholic life education programme** covering

Primaries 1 - 7 and includes **sex education** as a key element of the programme. The scheme consists of a carefully structured series of pupil workbooks designed to be completed by the child, partly in school under the guidance of the class teacher, and partly at home alongside parents / guardians who are encouraged to involve themselves in the child's work through open discussion and assisting in the completion of each set task. It provides both teacher and parent with appropriate starting points on which to build a greater understanding of God, life and life processes, the sanctity of life, personal development, and the values underpinning socially acceptable behaviour.

Supported throughout by the Diocese of Derry Guidelines and the Bishops' Conference of Ireland, Guidelines on Relationships and Sexuality Education (2013) the children will grow to recognise **love** (in its many forms) as central to Christian philosophy, and as the basis of all meaningful human relationships.

But these schemes in isolation are not sufficient. Children will also learn on a day-to-day basis from the Christian example set by adults.

In School:

- The friendly school environment created by staff who work in the building
- The care we have and the patience we show towards children when dealing with accidents, incidents, disputes etc.
- The messages we give out through religious celebrations, assemblies, discussions, displays etc. which bring home to children the importance of the family unit, the protective love and care given by parents & guardians, and the ways children should respond to this love
- The way they should treat and relate to each other
- The hardship endured by less fortunate / third world communities and the means by which we can help
- Tolerance, understanding and forgiveness in both work and play situations
- The friendly interaction we promote with other schools (sporting competitions, musical and choral performances etc.) and the willingness to share (and enjoy) the company of others on these occasions
- The encouragement we give and the standards we uphold in terms of sportsmanship fair-play, accepting decisions and taking both winning and losing in the same spirit

- Our desire to respond to the needs of others (Trocaire, Local foodbank, other impromptu appeals)
- The respect we have for and show to all members of our local & parish community
- Our acceptance of (and inviting children to take up) the stewardship of a world created by God.

At Home:

- As first educators' parents are expected to lay the foundations for all acceptable patterns of behaviour, leading by example, and sharing with school the joint task of bringing the child through to the age of eleven with a balanced understanding of life and a healthy appreciation of the human relationships they may form in years to come
- As the child's "model", to foster & nurture a strong and active Faith built on
- familiarity with God, the church, the parish community, the Sacraments and prayer.

The Vatican II Documents also recognise that this area of education is an aspect of education as a whole and as such the cooperation of the school and parish community is needed in this work. Working together the home, school and parish need to be involved in the selection and preparation of the personnel who will deliver the teaching and in the determination of programme content and delivery method. Parents who feel this is a difficult area for them to help their children with must have recourse to others who enjoy their confidence.

Withdrawal from Relationships and Sexuality Education

Northern Ireland; RSE is a statutory requirement. Parents or carers have the right to have their children educated in accordance with their wishes. Therefore, whilst 'there is no legislative provision permitting parental withdrawal from sex education', schools can grant these requests on an individual basis (Lundy, Emerson, Lloyd, Byrne and Yohanis, 2013, page 25). Schools should consider how they can support parents or carers who choose to withdraw their child from all or part of 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 (Lundy et al, 2013, page 25). 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 must respect the wishes of the parent or carer.

(http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/pdmu/rse/RSE_Guidance_Primary.pdf)

Appendices to this policy provide further information about the school's RSE programme "In The Beginning....", and its implementation across school.

APPENDIX - SUMMARY OF THE SCHEME

"In The Beginning...."
May you be also the best of teachers.

UNDERPINNING THEME.

The scheme is divided into two parts Infant (Foundation/Key Stage 1) and Junior (Key Stage 2), and is held together by a common thread ~ **CREATION** ...

WE GROW TO KNOW THE GOD WE LOVE THROUGH EXPLORING AND SHARING HIS WONDERFUL WORLD.

The Infant part (Foundation/Key Stage 1) is made up of four pupil workbooks:

1. "In The Beginning"
2. "God Made Me".
3. "God ~ The Master Designer"
4. "God ~ The Caring Protector"

The Junior part (Key Stage 2) is made up of four pupil workbooks:

1. "God ~ The Great Provider"
2. "God ~ The Friend & Neighbour"
3. "God ~ The Image Maker (pt. 1)"
4. "God ~ The Image Maker (pt. 2)".

SUMMARY OF PUPILS WORKBOOKS.

Infant Booklet 1: IN THE BEGINNING. Aimed at Primary 1 pupils:

- Presents God's great plan - Creation
- It recognises all living things - divided into families and into MALE and FEMALE
- It presents the word SEX as a division of gender
- It shows families with adults & young, and eventually places HUMANS into this plan,
- It reminds us of the way God wants us to live together; in friendship, in love, and in Him.

Infant Booklet 2: GOD MADE ME. Aimed at Primary 2 pupils:

- Puts the child in the context of their own family, surrounded by LOVE & CARE
- It explores the individuality of the child and recognizes their VALUE
- It explores the human body, naming parts (including PENIS and VAGINA)
- It acknowledges our imperfections & encourages pride in being who we are ie. developing the "feel-good factor" about one's self
- It promotes HEALTH EDUCATION and focuses on experts who support our bodily needs, eg. doctor
- It explores actions, consequences & responsibility
- It develops GOOD CITIZENSHIP.

Infant Booklet 3: GOD-THE MASTER DESIGNER. Aimed at Primary 3 pupils

- Uses FLOWERS as its main focus and develops
- Male and female parts and functions
- Pollination & fertilization, reproduction & life cycle
- Our relationship with God through the Mass, Prayer & the Gospels
- The importance of communication
- Good Citizenship & an "active" response to our Faith in support of the needy.

Infant Booklet 4: GOD-THE CARING PROTECTOR. Aimed at Primary 4 pupils

- Uses FISH as its main focus and develops
- Male and female identification (naming parts)
- Homebuilding and courtship
- Mating, laying of eggs (female) and fertilizing with sperm (male)
- Aftercare, protection of young & life cycle
- Life-dangers & protective help
- Parental responsibility
- Stewardship & the care of a world given to us by God.

Junior Booklet 1: GOD-THE GREAT PROVIDER. Aimed at Primary 5 pupils

- Uses BIRDS as its main focus and develops
- Male and female identification (naming parts)
- Courtship, homebuilding & life cycle
- Mating, passing of sperm, fertilization of eggs inside the female
- Shared responsibility of parenthood - incubation, feeding hatching, aftercare
- Partnerships for life
- Good friendships & bad peer pressure
- Society & contribution
- Christ in our lives; living our Faith.

Junior Booklet 2: GOD-THE FRIEND AND NEIGHBOUR. Aimed at Primary 6 pupils

- Uses RABBITS as its main focus and develops
- Male and female identification (naming parts)
- Courtship, mating, homebuilding, life cycle
- Mating, internal fertilization via penis & vagina
- Birth, feeding (suckling), aftercare of young, parental responsibility
- Knowing yourself & how others might see you
- Understanding true friendship & love,
- Respect for others & care for those in need
- Living the Gospels.

Junior Booklets 3&4: GOD-THE IMAGE MAKER Pt. 1. Aimed at Primary 7 pupils

- Uses HUMANS as its focus and develops
- Friendships and relationships via (late-teens) boy meets girl relationship which steadily develops Attraction, friendship, falling in love, engagement, planning a future, marriage, setting up home, having a family
- Male and female parts and functions

- The act of making love (producing new life)
- Life from the moment sperm meets egg
- The developing embryo / things don't always go to plan
- Pregnancy; associated care of both mother & child; role of the father
- The joy of birth (a true celebration)
- Human life cycle.

GOD-THE IMAGE MAKER Pt. 2. Aimed at Primary 7 pupils

Continues from the point of birth (Booklet 5) and develops

- Helplessness of a new born baby / need for support
- Physical growth, support & decision making (inc. problem solving)
- Spiritual growth & the importance of the Sacraments
- The uniqueness of the individual through genes, family characteristics, outward appearances, inner feelings, attitudes towards others with Christ as our example (our role model)
- Personal hygiene, resisting peer pressure ~ drugs, smoking & alcohol
- Personal timelines - past, present and future
- Age-appropriate relationships & activities
- A review of life / a time for making good decisions
- A call for God / Christ to enter our lives and help us to become as He intended us to be.