



# RSE Policy

Date:	Policy reviewed:	Policy amended:	Agreed by Governors
Jan 2017	March 2021	March 2021	



## RSE Policy

At Glendermott we believe that the pupils have a right to a curriculum which will help them to develop spiritually, morally, socially and culturally and also to prepare them for adult life. We believe that each pupil is entitled to experience a school climate in which the quality of relationships between staff and pupils, and between pupils themselves, by honesty, personal identification, warmth, trust and security. We recognise that Education in Personal Relationships is a shared responsibility between home and school and is based on a scheme that all are comfortable to use:

- the parent in the home environment
- the teacher in the classroom
- and the child in both.

Sex education is more than just biological facts and hygiene. It has a moral, legal, spiritual, social and cultural dimension. Knowledge of how the human body functions is important, but so are feelings about love, sexuality and responsibility towards oneself and others.

### Aims

- To promote the spiritual, moral, cultural, mental and physical development of the pupils in the light of the teachings of the Catholic Church.
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To contribute to the development, growth and journey of the whole person towards becoming "fully human, fully alive" as a unique creation made in God's image.
- To work towards these aims in partnership with the parents.
- To follow a sex education programme that will reflect the school ethos and Mission Statement.

It will also demonstrate and encourage the following values:

- Respect for others.
- Respect for self.
- Responsibility for their own actions.
- Responsibility for their own family, friends, school and wider community.



## Objectives

- To have an awareness of where pupils are, in their own knowledge, understanding, and development so that their concerns can be identified.
- To engender growth in self-respect and self-worth, recognising that each of us is created in the image of God.
- To explore the meaning and value of life, and give some appreciation of the values of family life.
- To encourage pupils to be aware of their attitudes and values and have a sense of responsibility for themselves.
- To provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- To have some understanding of and to give sensitive consideration to the beliefs values and cultures of others.
- To enable pupils to have some understanding that love is central and the basis of meaningful relationships.
- To enable the pupils to recognise the importance of the choices they make and that they are responsible for the decisions they make.
- To help pupils be aware of peer, social and media pressures.
- To enable pupils to have some understanding of themselves, their own bodies and their emotional development, as they grow and change
- To promote awareness of both male and female fertility including the changes in moods and feelings.
- To explain the process of human procreation, within the context of marriage and family life.
- To provide a moral framework for children to understand better the physical and emotional consequences of sexual relationships.
- To enable pupils to reflect on their relationships and recognise the qualities that help relationships to grow and develop positively.
- To have some understanding of and to give consideration to the beliefs, values and cultures of others.
- To provide a forum where pupils can share their concerns and offer a climate of support where they know they will be listened to sensitively.
- To correct misinformation.
- To give pupils the opportunity to recognise the implications of drug, solvent, alcohol and tobacco abuse.
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As an aid to educating the child in ways of personal development and personal relationships, Glendermott Primary School has implemented the programme **"In The Beginning"**. This is a wholly Catholic life education programme covering Years 2 -7. The scheme consists of a 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 discussions and assisting the completion of each set task. Topics and themes may be repeated from year to year in greater depth taking account of pupil's development and our RE scheme of work, "Grow in love".

This policy for Relationships and Sexuality Education in Glendermott Primary School is a broad statement promoting healthy relationships and factual knowledge. In order to be fully implemented it is dependent on other related policies. These include:

- Religious Education Policy
- Pastoral Care Policy
- Health Education Policy
- Child Protection Policy
- Anti-bullying Policy
- Physical Education Policy
- World Around Us Policy.

People involved in delivering the relationships and sexuality education programme include:

- Class Teachers
- School Nurse/Health Visitor
- Parents
- NSPCC for consultation, guidance and training

### **Staff development and Training**

In Glendermott Primary School, we recognise the need for on-going in-service training for staff, parents and governors in implementing this policy in sensitive, caring manner. Therefore, all personnel involved will receive on-going in-service training from:

- Diocesan Catechetical Centre
- RE/PDMU Co-ordinator



## **The role of parents**

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's RSE policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- inform parents about the best practice known with regard to RSE so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.
- We encourage parents to be involved in the 'In the Beginning' scheme and provide them with information booklets so they can do this at home.

Parents have the right to withdraw their child from all or part of the RSE programme that we teach in our school. If a parent wishes their child to be withdrawn from the programme, they should discuss this with the principal and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

## **Teachers**

All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training will be made available for all staff teaching RSE.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In



these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the child protection team.

### **The role of the Principal**

It is the responsibility of the principal/pastoral care coordinator to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the principal's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Principal/pastoral care coordinator will ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The principal will monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

### **Monitoring and review**

The Principal and pastoral care co-ordinator will monitor teaching and learning according to the school's policy. Implementation will be monitored by the Principal / pastoral care co-ordinator and reported on to the Governing body who are ultimately responsible for the provision of RSE This policy will be reviewed every three years.



## Overview of the Programme    In The Beginning ....

The scheme is divided into two parts.

Part 1; Primary 2 and Primary 3.

Part 2; Primary 4, 5, 6 and 7. It is held together by a common thread -  
CREATION

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

### PART 1:

Primary 2: In the Beginning

Primary 3: God Made Me

### PART 2:

Primary 4: God The Master Designer

Primary 5: God The Caring Protector

Primary 6: God the Great Provider

Primary 7: God the Image Maker

### Year 2 -In the Beginning

- Presents God's great plan -Creation.
- Recognises all living things -divided in families and into Male and Female.
- Shows families with adults and young and eventually places Humans into this plan.
- Reminds us of the way God wants us to live together ... in friendship, in love and in him.

### Year 3 -God Made Me

- Puts the child in the context of their own family, surrounded by Love and Care.
- It explores the individuality of the child and recognises their Value.
- Explores the human body, naming parts.
- Acknowledges our imperfections and encourages pride in being who we are i.e. developing the "feel-good factor "about oneself.
- Promotes health education and focuses on experts who support our bodily needs e.g. Doctor.
- Explores respect for self and others.
- Develops Good Citizenship.



Year 4 God the Master Designer uses Flowers as its main focus and develops:

- Male and female parts and functions.
- Pollination and fertilisation, reproduction and life cycles.
- Our relationship with God through the Mass, Prayer and the Gospels.
- The importance of communication • Good Citizenship and an active response to our Faith in support of the needy.

Year 5 God the Caring Projector uses Fish as its main focus and develops

- Male and female identification (naming parts).
- Homebuilding and courtship.
- Mating, laying of eggs (female) and fertilizing • Aftercare, protection of young and life cycle.
- Life-dangers and protective help.
- Parental responsibility.
- Stewardship and the care of a world given to us by God.

Year 6 God the Great Provider uses Birds as its main focus and develops

- Male and female identification.
- Courtship, homebuilding and life cycle.
- Mating, fertilisation of eggs inside the female.
- Shared responsibility of parenthood, incubation, feeding, hatching, aftercare.
- Partnerships for life.
- Good friendships and bad peer pressure.
- Society and contribution.
- Christ in our lives; living our Faith.

Year 7 God the Image Maker uses Rabbits as its main focus and develops:

- Male and female identification (naming parts).
- Courtship, mating, homebuilding, life cycle.
- Mating, internal fertilization Birth, feeding, aftercare of young, parental responsibility.
- Knowing yourself and how others might see you.
- Understanding true friendship and love.
- Respect for others and care and responsibility for those in need • Living the Gospels.
- Physical growth, support and decision making.
- Spiritual growth and the importance of the Sacraments.
- The uniqueness of the individual through genes, family characteristics, outward Appearances, inner feelings, attitudes toward others with Christ as our example (our role model)
- Personal hygiene.



- Personal timelines, past, present and future
- A call for *God/Christ* to enter our lives and help us to become as he intended us to be.

**Monitoring and review**

The Principal and pastoral care co-ordinator will monitor teaching and learning according to the school's policy. Implementation will be monitored by the Principal / pastoral care co-ordinator and reported on to the Governing body who are ultimately responsible for the provision of RSE This policy will be reviewed every two years.

**Date: March 2021**