



Ballymacrickett Primary School.

A Draft Policy for Relationships and Sexuality

This policy takes account of DE Circular 2001/15 "Relationships and Sexuality Education (RSE)", its accompanying guidance, DE Circulars 2001/15a, 2001/15b and its addendum 2010/01. It also takes account of DE Circulars 2013/16 and 2015/22.

Introduction:

Given today's media culture, it is very easy for children to become misinformed about matters relating to sexuality. Already, in Ballymacrickett the children have been involved in learning about relationships from Years 1 - 7 through Religious Education, PD&MU, Health Education, Circle Time and 'The Wonder of My Being' programme. Through all of this and the positive ethos of the school we aim to enable the children to make positive, responsible choices about themselves and the way they live their lives.

A. Rationale

- i) The ethos of Ballymacrickett permeates every aspect of the school and is rooted in our relationship with God, the world, ourselves and others. Our Vision encourages the growth of the human person, physically, emotionally, socially, morally and spiritually and this is reflected in the programme for RSE.
- ii) RSE is taught through Religious Education linking with the related disciplines in the curriculum, addressing in a sensitive manner, current trends in relationships. RSE endeavours to ensure the child develops his/her full relational potential and all that this entails. There is conscious recognition of the changes and influences currently operating in society.
- iii) The media and today's changing society highlight the need for RSE in a moral and spiritual context.

B. Definitions

- i) RSE: Relationships and sexuality are lifelong processes involving the 'whole person'. The gift of sexuality determines our relationships through the qualities of love, respect and future new life.
- ii) Sexuality is a gift from God. It calls us into a relationship with Christ and gives us a sense of belonging.
- iii) Morals: these are linked with behaviour and what we actually do. Morals are personal, but also public. They are the example we set through everything we do.
- iv) Ethics: this is the Christian tradition which involves living a particular lifestyle with values.
- v) Values: These are the characteristics of good moral behaviour, e.g. respect for self and others.

C. Aims

- i) To help young people to recognise their worth and dignity as children of God.
- ii) To help young people to appreciate their uniqueness and full potential as human beings.
- iii) To enable young people to appreciate that sexuality is a gift from God.
- iv) To foster the growth of values personally and socially.
- v) To develop a respect for difference, gender and race within the school and community.
- vi) To encourage and promote a deep respect for each individual person within the context of the school, home and community.

Specific Issues:

- i) The status of the family is at the centre of the RSE policy, with sensitivity to today's social characteristics and social makeup.
- ii) All life is sacred and in no way can life ever be compromised.
- iii) Confidentiality and Child Protection
- iv) A letter will be issued to parents prior to the RSE programme beginning, requesting permission for their children's involvement. The lesson material is available on our school website www.ballymacrickettprimaryschool.co.uk/about-us/policies/ and we would encourage parents to view the content which may alleviate any possible concerns.
- v) Emotional and physical changes: Bodily changes are intricately linked with emotional changes and children in senior classes will be given the opportunity to receive a talk from a health care professional in an age appropriate and sensitive manner. Use of proper biological terms and language will be used and placed in the context of respect and self-respect.
- vi) Where a child uses extreme inappropriate language, his/her parents will be invited to the school and informed of this behaviour. The parents of the children to whom the language was used will also be informed.

Implementation:

Although the RE Co-ordinator and the Pastoral Care team will be involved in monitoring the programmes, all teaching staff will be involved in the overall evaluation process.

Staff Training:

Provided by Education Authority, Health Education Specialists, Diocesan Advisers, Medical Specialists if required: and colleagues sharing good practice.

Roles:

Board of Governors: Examine and Approve Policy
Review Policy

Principal: Lead Working Groups
Consult with Governors, Staff, Children, Parents
and Health Professionals

R.S.E. Coordinator: Monitor and Evaluate Programme

Parents: Support the Teaching and Learning of the
programme

Staff: Plan and Implement RSE Programme