



Relationships and Sexuality Policy

Ratification of Policy by Board of Governors: June 2023

Next Review Date

June 2025

Rationale

We in St. Eugene's Primary School, Tircur, 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 child's personality and growth.

The morals and values of our Catholic Faith are the core principles that underpin the teaching of RSE. In delivering RSE St. Eugene's, as a Catholic school, aims to provide a framework based on the teachings of Jesus Christ and reflecting the dignity of each person created in the image and likeness of God. Throughout the RSE programme, children will learn the importance of loving themselves, the power of love within a family and the joy of loving others in a Christian, respectful way.

Aims

- To develop a loving pride in one's family and an active association with one's parish.
- To promote an appreciation of the importance of the family unit (regardless of structure/composition).
- To enhance the personal development, self-esteem, and well-being of each child.
- To help children to develop healthy and respectful friendships within the school and at home.
- To develop an understanding of how human relationships grow and deepen through friendship, love and affection.
- To promote an appreciation of the value of human life and the wonder of birth.

Learning Outcomes

The RSE curriculum should enable pupils to:

- Develop a positive sense of self awareness, self-esteem and self-worth;
- Develop an appreciation of the dignity, uniqueness and well-being of others;
- Develop personal skills which help to establish and sustain healthy personal relationships;
- Acquire and improve skills of communication and social interaction;
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- Form values and establish behaviour within a moral, spiritual and social framework;
- Learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- Become aware of the variety of ways in which individuals grow and change;
- Make positive, responsible choices about themselves and others as they live their lives;
- Develop a critical understanding of external influences on lifestyles and decision making.

Skills

The RSE curriculum should enable pupils to develop:

- Communication skills - putting one's own views clearly and appropriately; listening to others' points of view; handling and resolving conflict peacefully.

- Decision making and problem-solving skills - for sensible and responsible choices; making moral judgements about what to do in actual situations.
- Interpersonal skills for managing relationships confidently and effectively; for developing as an effective group member or leader.
- Practical skills - for everyday living; for supporting others; for future parenting.

Morals and Values

The RSE curriculum promotes the moral values of our Catholic faith and enables the children to begin to develop:

- A respect for self
- A respect for others
- Honesty with self and others
- Self-discipline
- The difference between right and wrong
- The responsibility for one's own actions
- The recognition of the moral dimension to situations
- An understanding of the long-term and short-term consequences of their actions.

St. Eugene's Primary School, Tircur, follows the 'Flourish' RSE programme which has been developed for use across Ireland and approved by the Irish Episcopal Conference. This programme has been adapted with a specific version for Northern Ireland and is approved for use in Catholic schools.

Flourish Relationships and Sexuality Programme

<u>STRANDS</u>	<u>UNITS</u>	<u>THEMES</u>
Myself	Self-identity Taking care of my body Growing and changing Safety and protection	<p>I am me (God loves me, I am unique) My body is a sacred gift from God</p> <ul style="list-style-type: none"> • Respect for my own and other people's bodies <p>God loves us as we grow and change</p> <ul style="list-style-type: none"> • Recognising dangerous situations <p>Respect for personal space. God will help us as we try to keep ourselves safe. My sexuality is part of who I am God loves me as I am We are perfectly designed by God Good and bad choices</p> <ul style="list-style-type: none"> • Moral and physical dangers • Being Christ-like in our decision-making

Myself and others	Myself and my family My friends and other people Relating to others Love is central to families	Love is central to families Jesus asked us to love one another ● Relationships are important Jesus called us to live in communion with each other ● Friendship and commitment Marriage as a sacrament of commitment How we relate to each other What is appropriate and affirming in a relationship How relationships can be abusive and damaging Loyalty and fidelity
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Flourish Lesson Units

Year 1	I am me My body I have a family I have friends
Year 2	Growing and changing Keeping safe My Family I can make choices
Year 3	I am unique My body My family loves me My neighbourhood
Year 4	The wonder of new life We have feelings Friendship and fairness Decisions and consequences
Year 5	Growing and changing Making the right choices Positive role models Why have rules
Year 6	Feelings Bullying Environmental Care
Year 7	Emotions and Relationships Safe Internet It's OK to say no Puberty

Equal Opportunities

RSE will be taught in mixed groups so that boys and girls are encouraged to work with each other and gain an understanding of each other's perspectives. However, there may be times when teachers or visiting professionals will work with single gender groups. The programme of RSE delivered will be accessible to all pupils regardless of age, culture, disability, sexual orientation, gender, or social class.

Monitoring and Evaluation

This Policy will be reviewed every three years. As the learning process begins informally in the home we will endeavour to engage in full consultation with parents regarding the aims, objectives and teaching programme of this policy. Parent/guardian views will be considered alongside feedback from teachers, governors, outside agencies and pupils when implementing and reviewing the policy.