



Relationships and Sexuality Education Policy

June 2024

RATIONALE

This policy has been produced to:

- Promote a high standard of excellence and consistency of approach amongst all staff;
- Communicate the main features of the teaching and learning of Relationships and Sexuality Education (RSE) within our school; and
- Form a reference document for all staff members.

CONSULTATION

On-going self-evaluation is a key aspect of Botanic Primary School. When developing and drafting this policy, staff and the Board of Governors were consulted.

INTRODUCTION

Botanic Primary School is committed to promoting the health and wellbeing of its pupils through PDMU. This policy outlines the organisation, teaching and management of RSE at Botanic Primary School.

The policy is based on the requirements of the Northern Ireland Curriculum (2007) and guidance from CEA which is the starting point for planning a school curriculum that meets the needs of individual children.

'A rich ethos and learning culture will be underpinned by: inclusive classrooms where all children and young people feel safe and supported; and a well-planned curriculum for personal development (PD), including Relationships and Sexuality Education (RSE), delivered through high quality learning experiences.' (ETI, 2023)

All young people have a right to an education that adequately prepares them for adult life; good Relationships and Sexuality Education (RSE) plays an integral part. Many young people are maturing earlier and parents tend to allow young people increased independence throughout their primary years. As they progress through post-primary school, many young people have greater freedom to participate in a wider range of social activities. This stage of development may also be marked by the first significant experience of sexual attraction.

Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns the ability to form relationships with others generally, the capacity to be affectionate, give and receive love, and reproduce.

RSE is a lifelong process where there is a need to acquire information and develop attitudes, beliefs and values about personal and social relationships, and general issues. The learning process begins informally with parents/guardians and continues throughout their school and adult life.

This policy is fitting with the school ethos: *Children should delight in effort: delight in achievement and delight in acceptance.*

WHAT IS RELATIONSHIPS AND SEXUALITY EDUCATION?

Relationships and Sexuality Education is 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 (RSE Guidance for Primary Schools, 2019).

MORALS AND VALUES

RSE should enable pupils to clarify what they believe, why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they and others are affected by them. There should be an appreciation that friendships and relationships should be based on self and mutual respect, non-exploitation, honesty, trust and commitment. Within relationships there should be recognition that rights, duties and responsibilities are involved.

RSE is not intended to be value free. It should be tailored to the age, maturity and understanding of pupils. Botanic Primary School's programme therefore aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. Pupils should be encouraged to appreciate the value of family, marriage, and permanent loving relationships, and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They should be enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that everyone must behave responsibly in sexual matters. Teachers should however acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth.

(adapted from DfEE Circular No 5/1994 Education Act 1993: Sex Education in Schools (Paragraph 8))

Rights of the Child

Northern Ireland follows the United Nations Convention on the Rights of the Child (UNCRC), thus agreeing to uphold the rights of children and young people as set out in the Convention. 'This means that all children and young people in Northern Ireland have a right to a good quality education in accordance with the Convention. Article 34 of the UNCRC outlines children's rights to be protected from sexual abuse and exploitation. (CEA, 2021).

LINKS WITH NI CURRICULUM

RSE links closely with the following themes of PDMU:

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

Foundation Stage

Self-Awareness

- themselves and their personal attributes

Feelings & Emotions

- their own and others' feelings and emotions

Health, Growth and Change

- the importance of keeping healthy

Keeping Safe

- how to keep safe in familiar and unfamiliar environments

Relationships

- their relationships with family and friends

Similarities & Differences

Key Stage 1

Self-Awareness

- their self-esteem and self-confidence

Feelings & Emotions

- their own and other's feelings and emotions and how their actions affect others

Health, Growth and Change

- strategies and skills for keeping healthy

Keeping Safe

- strategies and skills for keeping safe

Relationships

- initiating mutually satisfying relationships

Similarities & Differences

- similarities and differences between people

Key Stage 2

Self-Awareness

- their self-esteem, self-confidence and how they develop as individuals

Feelings & Emotions

- their management of a range of feelings and emotions and the feelings and emotions of others

Health, Growth and Change

- how to sustain their health, growth and well-being

Keeping Safe

- coping safely and efficiently with their environment

Relationships

- initiating and sustaining mutually satisfying relationships

Similarities & Differences

- valuing and celebrating cultural differences and diversity

BOTANIC PRIMARY SCHOOL AIMS FOR RSE:

- Develop an appreciation of the value of family life, marriage and permanent loving relationships;
- Appreciate the responsibilities of parenthood;
- Deferment of sexual activity until marriage/young people are physically and emotionally mature enough to understand the inherent responsibilities;
- Recognise that sexual abstinence outside of marriage, and fidelity within it, is a positive (and desirable) option which is an achievable reality to which young people can aspire;
- Ensure pupils feel comfortable and confident in themselves without fear of being bullied or being viewed as different, appreciating the uniqueness of each individual.
- Promote inclusivity, equality and respect for all pupils.
- Develop an appreciation that friendships and relationships should be based on self and mutual respect, empathy, non-exploitation, honesty, trust and commitment;
- Understand and develop compassion, forgiveness, mercy, tolerance and care as essential skills and dispositions to develop in relationships;
- Recognise that rights, duties and responsibilities are involved in relationships;
- Learn about the changes that occur as pupils progress towards adolescence, particularly the emotional and physical changes at puberty;
- Learn about keeping themselves safe and know what to do or who to go to if they feel unsafe;
- Promote responsible behaviour and the ability to make informed decisions; and
- Promote an appreciation of the value of human life.

CHILD CENTRED PROVISION

Inclusion

The Equality Act (Sexual Orientation) Regulations (NI) 2006 make it unlawful to discriminate on grounds of sexual orientation in the provision of education. Taking into account this legislation, all pupils have a right to an education that adequately prepares them for adult life, regardless of their age, gender, culture, sexual orientation, disability status, religion or social class. As per the beliefs of the Community Relations, Equality and Diversity in Education Policy (2011), this inclusive approach will help remove the barriers which prejudice can create.

Botanic Primary School's RSE programme will meet the needs of the pupils, and aims to be a positive experience for all participants. It is developmental, accessible and appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age, teachers will be sympathetic to the personal and emotional circumstances of each individual pupil. They are aware of, and take into account, the variety of existing pupil knowledge levels, differing attitudes and beliefs, and the pupil's capacity to understand issues. This is particularly important in relation to children with special educational needs where their physical development may outstrip emotional maturity:

"Children/young people with special educational needs have the same rights and needs as all pupils but the content and delivery of the RSE programme will be different...tailored to pupils' needs in terms of content, methodology and the resources used." (Guidance for Primary/Post-Primary Schools, CEA, page 16/19)

At times, 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, in certain circumstances/year groups, normal mixed-gender classroom arrangements may be changed when it is more appropriate to teach gender-specific issues to single-sex groupings.

HIGH QUALITY TEACHING AND LEARNING

RSE within the Curriculum

The NI Curriculum (2007) requires all grant aided schools to offer a curriculum which:

- Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and
- Prepares pupils for the opportunities, responsibilities and experiences of life by equipping them with the appropriate knowledge, understanding and skills.

Relationships education is a statutory element of the Northern Ireland Curriculum through Personal Development and Mutual Understanding (PDMU). RSE supports the curriculum aim which is 'to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

RSE within Botanic Primary School

The RSE curriculum forms part of the statutory requirements for PDMU. Teachers should ensure that pupils are enabled to develop knowledge, understanding and skills in:

- Self-awareness;
- Feelings and emotions;
- Learning to learn;
- Health, growth and change;
- Safety;
- Relationships;
- Rules, rights and responsibilities;
- Managing conflict;
- Similarities and differences; and
- Learning to live as members of the community.

Whole school approach

Botanic Primary School believes that the responsibility for RSE should be appropriately shared between teachers (male and female), parents, health professionals and others experts: its effectiveness depends on a collaborative process. Those mentioned have distinctive contributions to make and the school will endeavour to define and fulfil its responsibility, providing an opportunity for teachers, governors and parents to raise any issues and concerns they might have about our RSE policy and programme. Appendix 1 shows how and where RSE is taught throughout the school. The RSE framework can be requested through the school office.

Planning and Teaching

Teachers may make use of CCEA's Living. Learning. Together programme to support the delivery of the PDMU and RSE (yellow units).

Teachers must be satisfied that the resources they plan to use:

- reflect the ethos of the school;
- are age-appropriate, inclusive, and sensitive to the pupils' needs and experiences;
- are factually accurate and up-to-date; and
- make clear distinctions between fact and opinion.

It is expected that teachers will evaluate and modify their planning according to the needs and maturity of the pupils. At times, this may involve asking pupils for their input/evaluation of the RSE programme through questionnaires and school council.

Teachers are encouraged to share good practice in RSE. If training is available, staff may attend and disseminate their training with the relevant staff.

RSE may be taught through school assemblies, Religious Education, PDMU, the Arts and WAU. Realistic scenarios, case studies, role-play, drama, videos and stories can be used to enable pupils to discuss issues without personal disclosure.

Ground rules should be agreed upon to help to minimise embarrassment and encourage respect for each other's opinions.

Progression and Continuity

As part of planning for progression and continuity, all staff should follow and teach the RSE framework created by the coordinator and agreed by SLT (Appendix 1). This framework has been created in line with CEA's Relationships and Sexuality Education Progression Framework (2022) and in line with Botanic Primary School's values.

As pupils mature, they will be encouraged to appreciate the importance of self-discipline, dignity, and respect for themselves and others. Through PDMU and the World Around Us (WAU), children will learn about changes in their bodies as they grow older and the emotional and physical changes they may expect during puberty. As the average age for puberty is 8–12 years old for girls and 9–14 years old for boys, we must schedule learning about puberty during Key Stage 2 so that they are prepared for these changes.

The Department of Education Circular 2015/22 states that the RSE programme 'must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities'.

School Values and Morals underpinning our RSE:

Family Status

Botanic Primary School supports the institutions of marriage and the family but will be sensitive to those with different family circumstances. Marriage will be presented as the ideal to which most aspire, being achieved for many through hard work and commitment.

RSE lessons will be inclusive of all differences regardless of race, age, disability, ethnicity, religion, culture, gender and sexual orientation. We recognise the diversity of family life in today's society, particularly the fact that some children may have gay, lesbian, or bisexual parents or guardians, some of whom may be in a civil partnership.

Centrality of Abstinence

In line with the school ethos, sexual abstinence will be promoted until young people are physically and emotionally mature enough to understand the consequences and their inherent responsibilities. Sexual abstinence before marriage, and fidelity within it, will be presented as a positive and desirable option and an achievable reality.

Recognising Inappropriate Behaviour and Touch

Children will be taught to understand that their body belongs to them and it is special and private. They will be taught to recognise appropriate and inappropriate behaviour. Children must know what to do or who to go to if they feel unsafe at any time. Throughout school, there are posters displaying photographs of the key staff that children can approach at any time regarding their concerns or worries.

Sacredness of Life

In line with the ethos of the school, the value and sacredness of life will be actively promoted. This will influence teaching on abortion and casual sex.

Inclusion

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 actual or perceived sexual orientation. Pupils have the right to hold different views/lifestyles in a peaceful manner. This will be promoted in line with the school ethos. Antagonism/bullying or other forms of abuse against pupils on the grounds of their sexual orientation will not be tolerated by Botanic Primary School.

Confidentiality and Safeguarding

Staff cannot give a guarantee of confidentiality to pupils around issues relating to child protection or safeguarding. If details are revealed that would lead staff to suspect that sexual abuse is involved, the teacher must follow the safeguarding procedures outlined in that policy.

As the classroom is an open environment and confidentiality cannot be maintained, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions. The child's right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that no one will be expected to ask or answer any personal questions. It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life.

Opportunities should be given to help pupils understand the different types of abuse as well as how to get help. They should also learn about how to develop worthwhile and satisfying relationships in order to lead fulfilling lives, and develop an understanding of what is acceptable behaviour and acceptable boundaries of touching.

Child sexual exploitation is: 'a form of sexual abuse in which a person(s) exploits, coerces and/or manipulates a child or young person into engaging in some form of sexual activity in return for something the child needs or desires and/or for the gain of their person(s) perpetrating or facilitating the abuse.' (SBNI, 2014, Page 7) Given the amount of time that teachers spend with pupils in schools, teachers are well placed to observe children and should have knowledge of the various factors which can increase the vulnerability of a young person to this form of abuse.

At all times, Botanic Primary School seeks to promote and safeguard the welfare of children in an age-appropriate way.

Digital Safeguarding

Whilst technological advancements provide many opportunities, along with opportunity comes risk, particularly if the children's activity is unsupervised (Devine and Lloyd, 2014). Cyberbullying, the use of chat rooms, online grooming and child exploitation, sexting, access to inappropriate content, the acting out of inappropriate sexualised behaviours, and the sending and receiving of explicit images are just some of the ways in which online and digital technology can negatively affect the lives of children.

Closely linked with our ICT policy, and through RSE, children will be taught how to behave safely and responsibly in a digital world which plays such an integral role in their lives. Children should be able to identify potential risks to their safety and be aware of the strategies they can use to protect themselves.

Answering Pupils' Questions

There will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. If pupils raise issues that are offensive to some or beyond the maturity level of the majority of the pupils, staff will not answer these questions in class. The teacher may wish to discuss the issues with the parents/guardians to see how they would like the matter to be handled. The school's leadership team/safeguarding team might also provide useful guidance. The teacher may decide to answer the question in a sensitive manner which may require the presence of another colleague. It may be appropriate to respond to the issues with individual pupils or to arrange time for group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents/guardians. If the question asked raises safeguarding concerns, this will be referred to the designated teacher.

Terminology

All staff will use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang will be avoided where possible.

Parents are welcome to view the school framework and become familiar with the language used within it.

Resources and Outside Agencies

All resources (books, videos, TV programmes, websites, leaflets etc) will be vetted before use to ensure they are consistent with the school's policy and ethos, and are factual and up-to-date.

If education and/or health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individual provide will complement the on-going programme within the school. Care will be taken to ascertain that they have read and are willing to comply with the school policy, that they know what has been taught in preparation for their visit and what will be done as follow-up. The teacher will always be present when an individual or representative from an external agency is taking an aspect of RSE. Such a visit is **not** to be seen as the RSE programme, but as an integral part of it.

While many agencies and individuals are professional in their approach, school staff may ask some or all of the following questions: (European Network of Health Promoting Schools Project (1997) in Northern Ireland, reproduced with the kind permission of the Health Promotion Agency for Northern Ireland)

- **Does the agency have a specified Safeguarding Policy and is the individual vetted?**
If so, ask to see a copy and, if necessary, question any points that are unclear or are not in accordance with recognised good practice.

- **How will the issue of confidentiality be dealt with?**
As a school, we will wish to ensure that the individual or representative from the agency is clear that confidentiality cannot be maintained. The principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk.

- **Are resources such as videos /role plays appropriate?**
A member of Botanic Primary School should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.

- **Has the agency/individual worked with any other schools?**
Teachers may contact schools that have used them in the past. If this is done, the person making contact should specifically ask if there are any reasons why the agency or individual should not work with their pupils. Furthermore, if we are contacted in this way staff should voice any concerns they may have. Officers of the Education Authority and CCMS Diocesan Office may also offer guidance on this matter.

- **Does the agency/individual have a clear set of aims and objectives as well as lesson plans?**
Botanic Primary School staff should ask to see these and question any items they may think are inappropriate or at odds with the school's RSE programme. They should also enquire about the overall mission statement of the agency.

- **Has the agency/individual read the school's RSE Policy and are they prepared to adhere to it (especially the ethos, morals and values of the school)?**
- **Do parents/guardians know that an agency/individual is being used by the school?**
Contacting parents/guardians and explaining the types of activities that are taking place will ensure that parents/guardians have the opportunity to raise any objections prior to the event. It has the added effect of letting parents/guardians know what is going on.
- **Will the input by the agency or individual be monitored?**
After the session, the teacher should discuss the positive aspects and any difficulties that arose with the agency representative or individual. Any issues or concerns about the session should also be raised.
- **Will the pupils be asked how the session/class with the agency/individual went?**
The teacher should check that pupils are not uncomfortable or unhappy with the topics being dealt with, and the methodologies used.
- **Can the school terminate the work of the agency or individual if the classes or sessions are deemed inappropriate?**
It should be made clear to agencies or individuals that the school may end any input if we think it appropriate to do so. This should be a reciprocal agreement.
- **Are evaluations carried out by the agency/individual and if so will the school have access to them?**
As a school we may wish to see what impact the agency or individual has had especially if there is a financial arrangement. Botanic Primary School staff may wish to measure the effectiveness of any such programme using our own evaluations.

In all cases, we as a school have a responsibility for what is taught to our pupils and therefore when external agencies or professions are used it is necessary to clearly define the role of the outside agency/individual.

EFFECTIVE LEADERSHIP

Role of the RSE/PDMU Coordinator

Whilst in Botanic Primary School, all teachers accept shared responsibility for promoting RSE throughout the school, one teacher has designated responsibility for overseeing this work. The role of coordinating RSE falls under the responsibility of the PDMU coordinator. The PDMU coordinator is responsible for leading and directing the subject development, in consultation with the principal, teachers, parents and governors and in accordance with the school's development plan. It is the responsibility of the PDMU coordinator to:

- Ensure that the RSE programme is taught effectively and is appropriate to the age and maturity of the pupils;
- Liaise with the principal, designated teacher(s), Board of Governors, staff, parents, and health and educational visitors on RSE matters;
- Attend training and disseminate appropriate information to other members of staff;
- Organise training for staff as and when appropriate; and
- Liaise with outside agencies for curriculum purposes.

A CONNECTED SCHOOL

In Botanic Primary School, we believe that the education of our pupils is a collaborative enterprise involving teachers, classroom assistants, parents, pupils, external agencies and the wider community.

The Involvement of Parents/Guardians

Many parents/guardians are keen that their children are well prepared to handle situations around relationships and sexuality. Whilst the classroom teacher has a significant role to play in the implementation of RSE in school, this role cannot be considered in isolation from the role of parents/guardians and should ideally be in addition to and complementary. The home exerts a major influence on all aspects of a young person's life and especially so in the domain of relationships and sexuality.

Further guidance for parents/guardians can be found via CCEA's RSE Hub, specifically the document titled: Relationships and Sexuality Education in Northern Ireland Guidance for Parents and Boards of Governors.

There is no statutory parental right to withdraw a child from RSE classes. The school will consider any parental concerns expressed, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupils in terms of the parts of the statutory programmes of study which will be missed. The social and emotional effects of exclusion should be considered as well as the likelihood that pupils will discuss the content of the RSE lesson outside the classroom. In all cases, the school will as far as possible try to arrive at a mutually acceptable resolution.

CONCLUSION

This policy will be in line with other school policies including:

- Anti-bullying Policy;
- Period Dignity & Wellbeing Policy;
- PDMU Policy;
- Outside Agencies and Vetting Arrangements Policy;
- Pastoral Care Policy;
- Safeguarding Policy;
- Positive Behaviour Policy; and
- Internet Safety/E-Safety Policy.

MONITORING AND REVIEW OF POLICY

It is expected that RSE practices will evolve over time as the school progresses in its development of PDMU/RSE provision and as the needs of the pupils change.

The RSE Policy is:

- Agreed with the Board of Governors;
- Shared with parents via the school office and website; and
- Regularly reviewed and updated in consultation with school stakeholders: staff, children, parents and governors.

Policy written by: H.Barnes (RSE/PDMU Coordinator)

Date for the policy to be reviewed: June 2027

Three strands make up our RSE framework: Relationships, My Body and Development and Safety and Wellbeing

<p>P1</p>	<p>Relationships: identifying people who care and can help- know that they have a right to be cared for</p> <p>recognising that care can come from a variety of different people, for example family or professionals- know that care can be different and come from different people;</p> <p>recognising the jobs of some professional people who provide care- Living. Learning. Together. Year 1 Unit 3: Taking Care of Me</p> <p>recognising that families may be made up of different people- Living. Learning. Together. Year 1 Unit 6: You and Me</p> <p>co-operating, sharing and demonstrating good manners with peers and adults- Living. Learning. Together. Year 1 Unit 4: Belonging and Co-operating</p> <p>My Body and Development: identifying where living things come from</p> <p>investigating how plants and young animals grow and develop- understand, for example, how plants grow from a seed or how a chick hatches from an egg</p> <p>recognising that all living things need to be nurtured and cared for- demonstrate how parent/s look after a new baby</p> <p>identifying the needs of a baby- Living. Learning. Together. Year 1 Unit 3: Taking Care of Me</p> <p>Safety and Wellbeing: naming their feelings and expressing their emotions- Living. Learning. Together. Year 1 Unit 2: Sometimes I Feel</p> <p>recognising that feelings are the body’s way of telling us what it needs, so we will take action- when I feel hungry, I go and get something to eat, and then my body is happy; etc.</p> <p>understanding that rules are there to protect us and keep us safe- Living. Learning. Together. Year 1 Unit 5: Caring and Sharing</p>	<p>NSPCC – Talk PANTS</p> <p>Safer Internet Day</p>
-----------	--	---

	recognising rules that will keep them safe online	Safer Schools NI
--	---	---------------------

<p>P2</p>	<p>Relationships: recognising that families may be made up of different people- Living. Learning. Together. Year 2 Unit 6: Grace and Tracey</p> <p>respecting others’ choices- Living. Learning. Together. Year 2 Unit 5: I Am Learning to ...</p> <p>recognising the value of friendships and what a good friend is- Living. Learning. Together. Year 2 Unit 4: Getting Along with Others</p> <p>My Body and Development: recognising and appreciating similarities and differences in how we look- Living. Learning. Together. Year 1 Unit 1: There’s No-one Quite Like Me</p> <p>naming body parts- be able to name similarities and differences between girls’ and boys’ body parts, be able to name parts of the body including penis and vagina; know what private means and know what areas of our bodies are private</p> <p>understanding what private means and when privacy is necessary- know how to react if they feel uncomfortable with someone (for example refusing a hug, kiss or touch that they don’t want)</p> <p>exploring personal space and appropriate touch with different people</p> <p>understanding basic consent- be able to role-play and give examples</p> <p>identifying the needs of a baby- Living. Learning. Together. Year 2 Unit 3: Keeping Healthy, Staying Safe</p> <p>Safety and Wellbeing: naming their feelings and expressing their emotions- Living. Learning. Together. Year 2 Unit 2: How Do I feel?</p> <p>recognising that feelings are the body’s way of telling us what it needs, so we will take action- when I feel hungry, I go and get something to eat, and then my body is happy; etc.</p> <p>recognising that body and mind both need to be looked after- Living. Learning. Together. Year 2 Unit 1: Wonderful Me</p> <p>recognising rules that will keep them safe online and thinking about trust and considering who they trust.</p>	<p>NSPCC – Talk PANTS</p> <p>RSE Hub – Consent Unit 1: Privacy and Consent (Foundation Stage)</p> <p>Safer Internet Day</p> <p>Safer Schools NI</p>
-----------	---	---

<p>P3</p>	<p>Relationships: identifying the meaning of ‘care’- be able to explain what ‘care’ means; understand that care can be physical and/or emotional</p> <p>recognising that there are different types of family structure- Living. Learning. Together. Year 3 Unit 4: Families! & Year 3 Unit 6: Living with Difference</p> <p>identifying people who care for them, exploring both physical and emotional care- Living. Learning. Together. Year 3 Unit 4: Families!</p> <p>appreciating and respecting diversity in family structure- be able to show an understanding of and respect for families different to their own; explore, value and celebrate cultural diversity and difference</p> <p>identifying who to go to if they are worried or concerned about peer relationships- Living. Learning. Together. Year 3 Unit 5: Why Should I?</p> <p>My Body and Development: recognising similarities and differences between males and females; considering stereotypes and gender-biased expectations; Living. Learning. Together. Year 3 Unit 6: Living with Difference</p> <p>identifying the parts of the body that are private- understand that boys and girls have different body parts and consolidate previous learning</p> <p>recognising that everyone has the right to privacy- understand that they have the right to privacy at times; be able to name times when they need privacy; be able to communicate how to ask for privacy; be able to name times when they should give others privacy</p> <p>Safety and Wellbeing: recognising their personal attributes and feeling positive about themselves- Living. Learning. Together. Year 3 Unit 1: Getting to Know Me</p> <p>recognising and expressing feelings and emotions- Living. Learning. Together. Year 3 Unit 2: Feeling Good, Feeling Sad</p> <p>understanding mental health and wellbeing- be able to explain the importance of talking about problems, worries and concerns; be able to explain what they would do if they were worried about a friend, themselves or a family member</p> <p>developing a sense of what is fair- Living. Learning. Together. Year 3 Unit 5: Why Should I?</p> <p>seeing the internet as a positive place that is fun and helps them learn</p>	<p>NSPCC – Talk PANTS</p> <p>Wellbeing Hub</p> <p>Children’s Mental Health Week</p> <p>Take 5</p> <p>Safer Internet Day</p>
-----------	---	---

	when accessed safely- be able to understand: how the internet helps us in our everyday lives; how adults use the internet in school and at home; how children use the internet; important safety advice and messages; and the need for passwords	Safer Schools NI
--	--	---------------------

<p>P4</p>	<p>Relationships: identifying the meaning of ‘care’- be able to explain what ‘care’ means; understand that care can be physical and/or emotional</p> <p>identifying the different professionals who help children and how their role helps them in their everyday life- be able to name the people who help them in school and out of school; be able to name at least five safe adults they would go to with a question or a worry</p> <p>recognising that there are different types of family structure- Living. Learning. Together. Year 4 Unit 6: I Am ... You Are ... We Can ...</p> <p>understanding how friendships are formed and nurtured- Living. Learning. Together. Year 4 Unit 4: Friendships</p> <p>considering the feelings associated with friendship- Living. Learning. Together. Year 4 Unit 4: Friendships</p> <p>My Body and Development: recognising similarities and differences between males and females; considering stereotypes and gender-biased expectations- Living. Learning. Together. Year 4 Unit 6: I Am ... You Are ... We Can ...</p> <p>identifying names for parts of their body and understanding the importance of knowing the correct terminology for private parts of the body- be able to name private parts of the male and female body and consolidate previous learning; understand that it is okay to have funny names for private parts but that it is important that they know the proper names too</p> <p>recognising bodily autonomy – that their body is their body- feel empowered and know that they are the boss of their body, and it belongs to them; understand that they have the right to say no if someone invades their privacy</p> <p>exploring help-seeking behaviours- Living. Learning. Together. Year 4 Unit 7: Who Influences Me?</p> <p>realising that all living things grow and change - sequence the life cycle of specific animals (for example a butterfly or frog); investigate factors that affect the growth and development of living things; explain in basic terms how various animals are born, for example chicks, penguins, fish, puppies, lambs or calves; and explain in basic terms how some animals feed from their mother (for example how chicks or puppies feed)</p> <p>understanding personal development and growth- Living. Learning. Together. Year 4 Unit 3: Growing Means Changing</p>	<p>Let’s Grow with Nisha and Joe</p> <p>Relate to NSPCC – Talk PANTS</p> <p>RSE Hub – Consent Unit 1: Privacy and Consent (Key Stage 1)</p>
-----------	---	---

	<p>Safety and Wellbeing: recognising their personal attributes and feeling positive about themselves- Living. Learning. Together. Year 4 Unit 1: The Real Me</p> <p>recognising and expressing feelings and emotions- Living. Learning. Together. Year 4 Unit 2: Difficult Feelings</p> <p>understanding mental health and wellbeing- be able to explain the importance of talking about problems, worries and concerns; be able to explain what they would do if they were worried about a friend, themselves or a family member</p> <p>seeing the internet as a positive place that is fun and helps them learn when accessed safely- be able to understand: how the internet helps us in our everyday lives; how adults use the internet in school and at home; how children use the internet; important safety advice and messages; and the need for passwords</p> <p>reflecting on their online behaviours; and identifying potential dangers in online environments</p>	<p>Wellbeing Hub</p> <p>Children's Mental Health Week</p> <p>Take 5</p> <p>NSPCC Lucy & The Boy</p> <p>Safer Internet Day</p> <p>Safer Schools NI</p>
--	---	---

<p>P5</p>	<p>Relationships: knowing what human rights are and understanding that they belong to everyone- Living. Learning. Together. Year 5 Unit 5: Valuing Self and Others</p> <p>recognising the importance of being cared for, caring for others and caring for themselves- Living. Learning. Together. Year 5 Unit 4: Ups and Downs</p> <p>identifying what love and nurture mean</p> <p>identifying different kinds of friendships and relationships- Living. Learning. Together. Year 5 Unit 6 Learning More about Others & Year 5 Unit 5: Valuing Self and Others</p> <p>appreciating diversity and showing respect for others- Living. Learning. Together. Year 5 Unit 6: Learning More about Others</p> <p>developing help-seeking behaviours- Living. Learning. Together. Year 5 Unit 4: Ups and Downs</p> <p>My Body and Development: recognising that their body changes during puberty- understand the importance of personal hygiene</p> <p>understanding the needs of a baby and how they are cared for- Living. Learning. Together. Year 5 Unit 3: Stay Safe and Healthy</p> <p>Safety and Wellbeing: promoting dignity, uniqueness, wellbeing and a sense of responsibility for themselves and others- Living. Learning. Together. Year 5 Unit 1: Myself and My Attributes & Year 5 Unit 5: Valuing Self and Others</p> <p>talking about and explaining their feelings- Living. Learning. Together. Year 5 Unit 2: I Have Feelings</p> <p>explaining how positive relationships enhance emotional wellbeing- reflect on their relationships with others and how they affect their emotional wellbeing; demonstrate, in all contexts including online, the characteristics of positive and healthy friendships: trust, honesty, boundaries, privacy and consent</p> <p>knowing how to defuse bullying and peer pressure- Living. Learning. Together. Year 5 Unit 3: Stay Safe and Healthy</p> <p>recognising that the internet is a positive place that is fun and can help them learn; reflecting on their online behaviours</p>	<p>Childline</p> <p>Destination Adolescence worksheets 5-6</p> <p>NSPCC Lucy & The Boy</p> <p>Anti-Bullying Week</p> <p>Safer Internet Day</p>
-----------	---	--

	<p>knowing that all forms of abuse are wrong- identify the different types of abuse, including neglect, sexual abuse, domestic violence, and physical and emotional abuse; know that all types of abuse are wrong; understand that abuse can be online; be able to explain why and how people can be tricked, coerced or groomed online; build confidence in their feelings and judgements about what feels safe and unsafe, or okay and not okay for them</p> <p>being informed about sources of information and support- Living. Learning. Together. Year 5 Unit 4: Ups and Downs</p>	<p>Safer Schools NI</p>
--	---	-----------------------------

<p>P6</p>	<p>Relationships: knowing what human rights are and understanding that they belong to everyone- Living. Learning. Together. Year 6 Unit 5: Speaking Up for Me</p> <p>identifying different kinds of friendships and relationships- Living. Learning. Together. Year 6 Unit 5: Speaking Up for Me</p> <p>appreciating diversity and showing respect for others- Living. Learning. Together. Year 6 Unit 6: Check It Out First</p> <p>My Body and Development: naming parts of their body required to understand the changes that take place during puberty- Living. Learning. Together. Year 6 Unit 3: Healthy Habits</p> <p>recognising that their body changes during puberty- know that between the ages of approximately 8–13, they will experience changes to their body, that the changes will be different for boys and girls, and that they will typically start at different times for different people; understand the importance of personal hygiene; understand that their behaviours and feelings may change as hormonal changes occur</p> <p>recognising that everyone has the right to privacy- understand privacy and that their body belongs to them; understand that, during puberty, privacy about their body and private space become more important; be able to express wishes, needs and personal boundaries; demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect to others; understand the meaning of consent and know how to give consent or say no; know they have the right to say no to anything that makes them feel unsafe or uncomfortable; know how to seek help if something is worrying them</p> <p>knowing about the menstrual cycle and menstrual wellbeing; know key facts about the menstrual cycle; understand that menstruation is a normal and natural part of a girl’s development and should not be treated with secrecy or stigma; understand the importance of physical and emotional wellbeing, leading up to and during periods; understand essential facts about period products, menstrual hygiene and how to deal with related situations; understand the challenges associated with periods – pain, anxiety, fear, embarrassment and myths; reflect on their feelings about menstruation</p>	<p>UNCRC Resource Hub (Primary) – Activity 5: Exploring Identity</p> <p>Love for Life- Choices and Changes</p> <p>RSE Hub – Consent Unit 1: My body, My Choice</p> <p>Destination Adolescence Lessons 1-2</p> <p>RSE Hub – Menstrual Wellbeing</p> <p>FPA What you need to know periods</p>
-----------	--	--

	<p>Safety and Wellbeing: promoting dignity, uniqueness, wellbeing and a sense of responsibility for themselves and others- Living. Learning. Together. Year 6 Unit 1: Who Am I? & Year 6 Unit 4: Working at Harmony</p> <p>talking about and explaining their feelings- Living. Learning. Together. Year 6 Unit 2: Dealing with Feelings</p> <p>knowing how to defuse bullying and peer pressure</p> <p>communicating effectively face to face and online- Living. Learning. Together. Year 6 Unit 5: Speaking Up for Me</p> <p>recognising that the internet is a positive place that is fun and can help them learn; reflecting on their online behaviours; identifying potential or actual abusive behaviour in online environments</p>	<p>Anti-Bullying Week</p> <p>NSPCC Lucy & The Boy</p> <p>Safer Internet Day</p> <p>Safer Schools NI</p>
--	---	--

<p>P7</p>	<p>Relationships: knowing what human rights are and understanding that they belong to everyone- Living. Learning. Together. Year 7 Unit 5: Says Who? & Year 7 Unit 6: Who Cares?</p> <p>identifying different kinds of friendships and relationships- Living. Learning. Together. Year 7 Unit 4: Moving On</p> <p>appreciating diversity and showing respect for others- Living. Learning. Together. Year 7 Unit 5: Says Who? & Year 7 Unit 6: Who Cares?</p> <p>My Body and Development: naming parts of their body required to understand the changes that take place during puberty- Living. Learning. Together. Year 7 Unit 3: Fit for the Future</p> <p>recognising that their body changes during puberty- know that between the ages of approximately 8–13, they will experience changes to their body, that the changes will be different for boys and girls, and that they will typically start at different times for different people; understand the importance of personal hygiene; understand that their behaviours and feelings may change as hormonal changes occur</p> <p>recognising that everyone has the right to privacy- understand privacy and that their body belongs to them; understand that, during puberty, privacy about their body and private space become more important; be able to express wishes, needs and personal boundaries; demonstrate effective ways to communicate wishes, needs and personal boundaries, and listen and show respect to others; understand the meaning of consent and know how to give consent or say no; know they have the right to say no to anything that makes them feel unsafe or uncomfortable; know how to seek help if something is worrying them</p> <p>knowing about the menstrual cycle and menstrual wellbeing; know key facts about the menstrual cycle; understand that menstruation is a normal and natural part of a girl’s development and should not be treated with secrecy or stigma; understand the importance of physical and emotional wellbeing, leading up to and during periods; understand essential facts about period products, menstrual hygiene and how to deal with related situations; understand the challenges associated with periods – pain, anxiety, fear, embarrassment and myths; reflect on their feelings about menstruation</p> <p>knowing where living things come from- understand in basic terms that a baby can come into the world either through a natural birth or delivered through Caesarean section (can be explored by initially</p>	<p>HSE.ie – Relationships and Sexuality Education Resources for Primary School Teachers (Busy Bodies booklet and video)</p> <p>Love for Life- What’s Inside</p> <p>RSE Hub – Consent Unit 2: The Meaning of Consent, How to give Consent, How to Say No and How to Seek Help</p> <p>RSE Hub – Menstrual Wellbeing</p> <p>Next Stop Puberty</p> <p>Nothing Ever Stays the Same pp</p> <p>Always – The Changing Body</p>
-----------	---	--

	<p>looking at how animals come into the world, for example a penguin hatching out of an egg, or a lamb being born)</p> <p>understanding the needs of a baby and how they are cared for- Living. Learning. Together. Year 7 Unit 3: Fit for the Future</p> <p>knowing that a person’s physical appearance does not determine their worth as a human being- Living. Learning. Together. Year 7 Unit 1: What Makes Me, Me?</p> <p>Safety and Wellbeing: promoting dignity, uniqueness, wellbeing and a sense of responsibility for themselves and others- Living. Learning. Together. Year 7 Unit 1: What Makes Me, Me?</p> <p>understanding that decisions are made based on the value systems held- Living. Learning. Together. Year 7 Unit 7: New Horizons</p> <p>talking about and explaining their feelings- Living. Learning. Together Year 7 Unit 2: Thinking and Feeling</p> <p>knowing how to defuse bullying and peer pressure</p> <p>recognising that the internet is a positive place that is fun and can help them learn; reflecting on their online behaviours; identifying potential or actual abusive behaviour in online environments</p>	<p>CCEA Knowing and Growing: My Body</p> <p>NSPCC Lucy & The Boy</p> <p>Anti-Bullying Week</p> <p>Safer Internet Day</p> <p>Safer Schools NI</p>
--	---	---

In P6, boys and girls will have separate puberty sessions. In P7, these sessions will be mixed.

Keeping children safer in the digital world

<https://saferschoolsni.co.uk/>

Safer Schools NI allows users of all ages to educate and empower themselves and those around them to stay safer on and offline.

www.saferinternet.org.uk

UK Safer Internet Centre have produced a range of resources to help schools teach pupils about staying safe online. These resources include a range of games, films, quizzes and advice and are pitched at children between 3–11 years old.

www.thinkuknow.co.uk

Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for parents or carers and teachers, and for children aged 5–7 and 8–10 years old.

www.childnet.com/teachers-and-professionals

Childnet International provides in-depth advice for teachers in their 'hot topics' section, covering issues such as sexting, online grooming, cyberbullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for children of primary school age – this is available at www.childnet.com/resources.

www.kidsmart.org.uk

This website contains useful support for teachers, including resources for teaching children about staying safe online.

Recognising and challenging inappropriate behaviour and touch

www.nspcc.org.uk

www.safertoknow.info

The Safeguarding Board for Northern Ireland's (SBNi) website contains useful information and resources to raise awareness on child sexual exploitation.

