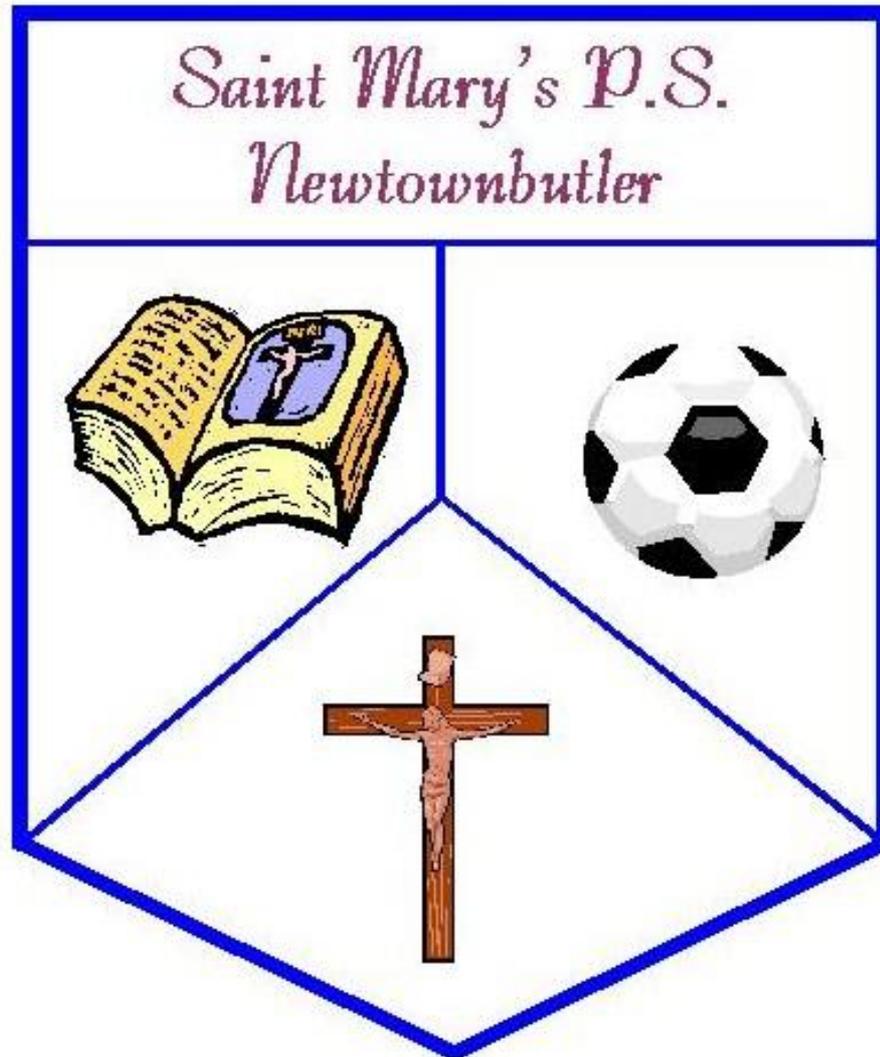


**St. Mary's
Newtownbutler**



Relationships and Sexuality Policy

MISSION STATEMENT

St Mary's seeks to establish an educative community, centered on Christ so that His values and Gospel message pervade the whole life of our school.

Our vision for St. Mary's is that we as a staff, parents and governors will endeavor to have a school where dignity and worth of each individual is uppermost, where good relations are established and cemented in an atmosphere of respect, caring and commitment and where educational experiences have a relentless focus on learning for now and the future.

BOARD OF GOVERNORS WRITTEN STATEMENT OF PRINCIPLES

We the Governors and Staff of St Mary's Primary School believe the school to be a vital part of the community. We want our school to be a secure, safe and caring environment where each child is encouraged to grow and develop to their full potential.

Positive behaviour practices are essential for effective learning. Such practices help children develop responsible attitudes and values for life.

It is the aim in St Mary's to develop fully the potential of all our pupils. A caring atmosphere resulting from good relationships throughout the school where children parents and staff feel valued.

In St Mary's we believe that positive behaviour will be evident when children show respect for themselves and others.

Relationships and Sexuality Education (RSE)

We in St Mary's PS 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 young person's personality and growth.

The framework for sex education was initially established by the Department of Education for Northern Ireland (DENI) in a *Guidance Circular 1987/45*. The main recommendation of this Circular was that each school should have a written policy on sex education which is endorsed by staff and governors and communicated to parents. It also stated "*sex education should be taught in a sensitive manner which is in harmony with the ethos of the school and in conformity with the moral and religious principles held by parents and school management authorities*"

The Education Reform (Northern Ireland) Order 1989 further set out the legislative basis, requiring all grant aided schools to offer a curriculum which:

- promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society ...and...
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The general principles which underpin our work are those set out in Departmental guidance and the following Circulars:

Circular 2001/15: Relationships and Sexuality Education (RSE)

Circular 2001/15-2: Guidance for Primary Schools - Relationships and Sexuality Education (RSE)

Circular 2010/01: Guidance on Relationships and Sexuality Education (RSE)

Circular 2013/16: Relationships and Sexuality Education Policy in Schools

Circular 2015/22: Relationships and Sexuality Education (RSE) Guidance

Our policy reflects the CCEA, 'Relationships and Sexuality Education Guidance: An Update for Primary Schools' (2015) and the Catholic Schools' Trustee's Service, 'Relationships and Sexuality Education – Guidance document for Primary Schools: NI 2021'

Rationale

Relationships and Sexuality Education (RSE) is a lifelong process which encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents (or those holding parental responsibility) long before any formal education takes place at school.

RSE is included on a statutory basis within the NI curriculum through Personal Development and Mutual Understanding (PDMU), Health Education, the World around Us and Religious Education. Health Education is taught mainly through the medium of PDMU in the Personal Understanding and Health strand.

In RSE all pupils will be taught in an atmosphere of mutual respect. The value of a stable family life, marriage and the responsibilities of parenthood will be presented. As they mature, pupils will be encouraged to appreciate the importance of self-discipline, dignity, respect for themselves and others. Through PDMU and the World Around Us children will learn about changes in their bodies as they grow older.

Teaching at all times will be appropriate to the maturity and level of understanding of the pupils concerned. Teachers will be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupil's capacity to understand the issues. Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns affectivity, the capacity to give and receive love; procreation and, in a more general way, the aptitude for forming relationships with others. It is a complex dimension of human life and relationships.

The morals and values of our Catholic ethos are the core principles that underpin the teaching of RSE in St Mary's PS. RSE will also enable pupils to clarify what they believe and 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.

AIMS

The aims of RSE are to:

- enhance the personal development, self-esteem and well-being of the child;
- enable children to identify and manage a range of feelings;
- enable children to form healthy and respectful friendships and relationships;
- foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- promote responsible behaviour and the ability to make informed decisions;
- help the child come to value family life and marriage;
- appreciate the responsibilities of parenthood;

- promote an appreciation of the value of human life and the wonder of birth;
- help young people recognize, understand and prepare for the body changes that they (and their friends) will undergo in the years ahead (puberty);
- promote respect for all individuals regardless of sexual orientation, race, gender or creed.

LEARNING OBJECTIVES

The RSE curriculum should enable pupils to:

- acquire and develop knowledge and understanding of self;
- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others;
- understand the nature, growth and development of relationships within families, in friendships;
- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and improve skills of communication and social interaction;
- acquire and use an appropriate vocabulary to discuss feelings, growth and development;
- develop a critical understanding of external influences on lifestyles and decision making.

SKILLS

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being.

Pupils should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values. They need opportunities to develop:

- **communication skills** - listening to others' points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive;
- **decision-making and problem-solving skills** for sensible choices made in the light of relevant information; making moral judgements wisely in contexts and putting these judgements into practice; acting responsibly and with initiative as an individual or as a member of a variety of groups;
- **inter-personal skills** for managing relationships confidently and effectively; developing as an effective group member or leader.

Roles and Responsibilities

The Board of Governors examines and ratifies the school's RSE Policy. It is reviewed during the cycle of each three-year school Development Plan.

The Principal and Vice-Principal co-ordinate the school's approach to RSE and consult with the Board of Governors, staff, pupils, parents/carers, and health professionals. Consultations will take the form of meetings, questionnaires and a draft document being shared for a 2-week consultation period prior to ratification.

The staff provide a link and have a complementary role with parents/carers and deliver the school's RSE programme within the context of the Northern Ireland Curriculum.

RSE Curriculum

From the Foundation Stage, children will start exploring the concept of safe boundaries, understanding that their body belongs to them and them alone. They should recognize what is appropriate and inappropriate behaviour and touch, and that attention which makes them feel uncomfortable may be putting them in an unsafe situation.

They will learn about their rights over their own bodies, respectful relationships, peer (and adult) pressure and the responsibilities towards others. They should be aware and confident of their right to say no and to report abuse.

Children must know what to do if they feel unsafe at any time. Good practice in St Mary's includes displaying photos of key safeguarding staff in noticeable areas throughout the school and listening ear boxes in classrooms.

RSE in St. Mary's will be taught in mixed groups, where boys and girls learn together in order to gain an understanding and appreciation of each other's perspective. However, there may be times that pupils and teachers prefer to work in single-gender groups, particularly when they are exploring issues such as puberty. Teachers will use their own discretion when planning RSE lessons to decide upon the best way of delivering the lesson.

The selection of teaching resources will:

- be consistent with the school's RSE policy and the aims and objectives of the RSE Programme;
- be consistent with St Mary's Primary School's mission statement
- be appropriate to pupils' age, level of understanding and maturity;
- be factually correct and respectful of its audience;
- be appropriate in terms of language level, images, attitudes, values, maturity, contexts and situations, and the knowledge required;
- encourage consideration of a range of issues, attitudes and beliefs pertinent to the topics covered.

In St Mary's Primary School, we believe it is essential that teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom needs to promote mutual respect and to respect the dignity of each individual. It is important to create an atmosphere in the classroom which allows all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. Every effort should be made to ensure that the whole group is at ease, with pupils showing respect for each other and realising their responsibilities to each other. Ground rules should be agreed to help to minimise embarrassment and encourage the respect of each other's opinions.

Realistic scenarios, case studies, role-play, drama, videos and stories will be used to enable pupils to discuss issues without personal disclosure. Important considerations are:

- the degree of trust, respect and positive regard for pupils;
- relationships between the teacher and pupils, and between the pupils themselves;
- the need for clear expectations, goals and learning objectives;
- the use of teaching and learning methods which involve pupils actively in their own learning and encourage the consideration of attitudes and values and the ability to make informed and healthy decisions;
- the need to be aware and take account of the current youth culture.
- Teachers will encourage pupils, where possible, to discuss their concerns with parents/carers.
- The child's right to privacy, which must be respected by the teacher and other pupils. Children will not be expected to answer any personal questions.
- The principal or designated teacher must be informed of any disclosure which might suggest a child is at risk from abuse.

Inclusion and Special Educational Needs (SEN)

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own faith, culture or sexual orientation and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice based language and how to respond and ask for help.

It is particularly important for teaching staff to be aware of the fact that physical development may outstrip emotional maturity in the case of pupils with Special Educational Needs (SEN) and to accommodate this disparity in class lessons and experiences.

Use of Outside Agencies

SEN

A significant contribution can be made by outside agencies with skill and expertise in particular areas of the RSE curriculum (NSPCC, Women's Aid Love for Life and the School Nursing Service). Where appropriate, we may use the skills and expertise of outside agencies and professionals; where this occurs the school will be satisfied that contributions from informed outsiders are an integral part of the whole programme and in harmony with the aims and ethos of the school and a representative of the agency will be asked to sign a service agreement (see appendix 3), agreeing with the RSE policy and the underpinning ethos of the school.

Parents and Carers

RSE is a lifelong process which begins in the home. The home exerts a major influence on all aspects of a child's life, particularly in the sphere of RSE. We are mindful of the fact that our role must be considered to be complementary to that of parents/carers. In building partnerships we will:

- engage with parents/carers, keeping them up-to-date with information which would encourage them to discuss any issues which may arise in the classroom with their children
- provide suitable information for parents/carers with learning difficulties.
- understand that parents/carers have the right to have their children educated in accordance with their wishes.

The NI Curriculum Relationships and Sexuality Guidance 2015 states that, 'whilst relationships and Sexuality Education is a statutory component of the Northern Ireland Curriculum, parents or carers have a 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. St Mary's PS will take account of parental or carers concerns and treat issues on an individual basis to support and allay concerns.

Linked Policies

This policy complements and supports a range of other school policies including:

- Positive Behaviour
- Anti-Bullying
- Safeguarding -Child Protection
- Pastoral Care
- Use of Reasonable Force/Safe Handling
- Special Educational Needs
- Inclusion
- First Aid and the Administration of Medicines
- Health and Safety
- E-safety
- ICT
- Intimate Care
- Homework

Monitoring and Evaluation

The Principal and staff will be involved in monitoring and evaluating the RSE programmes. This policy will be subject to on-going review in collaboration with staff, governors, parents and pupils. The monitoring, evaluation and review of this policy will be in line with further departmental guidance and legislative changes.

Approved by the Board of Governors

Date: April 2022

Rev Fr M King (Chair of Board of Governors)

Planned Review : April 2025

APPENDICES

Appendix 1 Statutory Curricular Requirements for PDMU – RSE

With Grow in Love and Living Learning Together Links

Foundation Stage

Statutory Requirements	Grow In Love Links
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: themselves and their personal attributes.</p>	<p>Year One Theme One: My Family Lesson 1: I Have a Name Theme Two: Our World Lesson 2: God Created Us – We Are Special</p> <p>Year Two Theme Nine: Baptism Lesson 1: A Baby's Baptism Theme 10 – Reconciliation Lesson 1: God Forgives Us Theme Eleven – The Mass Lesson 2: We Go from Mass to Live Like Jesus Seasonal Lessons Lesson 4: How We Have Grown in Love</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others' feelings and emotions.</p>	
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: The importance of keeping healthy.</p>	
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: How to keep safe in familiar and unfamiliar environments.</p>	
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: their relationships with family and friends.</p>	<p>Year One Theme One – My Family Lesson 2: I Have a Family Lesson 3: I Can Share Love with My Family Lesson 4: We Are All One Family Year Two Theme Two - We Belong Lesson 1: I Belong in my Family Lesson 2: My Family Belongs in a Community</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences.</p>	<p>Year Two Theme Two - We Belong Lesson 3: We all Belong in One Human family</p>

Key Stage 1

Statutory Requirements	Grow In Love Links
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem and self-confidence.</p>	<p>Year Three Theme Nine: Creation Lesson 2: God Created Us – We Are Special Year Four Theme Nine: Creation Lesson 1: God Created Us – Reflect on a range of individual gifts - identify given gifts</p> <p>Year Four Theme Nine: Creation Lesson 1: God Created Us – Reflect on a range of individual gifts - identify given gifts</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their own and others’ feelings and emotions and how their actions affect others.</p>	<p>Year Three Theme One – Belonging Lesson 1 – Explore what it feels like to belong and not to belong</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping healthy.</p>	
<p>Theme 4a: Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: strategies and skills for keeping safe.</p>	
<p>Theme 5: Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: and initiating mutually satisfying relationships.</p>	<p>Year Three Theme Two – Jesus Lesson 4: Jesus taught his friends how to live Theme Ten Lesson 1: Living in Love Lesson 2: Growing in Love</p> <p>Year Four Theme One – Called and Chosen Lesson 1: Our Class – a Circle of Friends Theme Ten – Grow in Love Lesson 1: ‘As I have Loved You’ Lesson 2: Growing in Love</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: Similarities and differences between people.</p>	<p>Year Three Theme Two – Jesus Lesson 4: Jesus taught his friends how to live Theme Ten Lesson 1: Living in Love Lesson 2: Growing in Love</p> <p>Year Four Theme One – Called and Chosen Lesson 1: Our Class – a Circle of Friends Theme Ten – Grow in Love Lesson 1: ‘As I have Loved You’ Lesson 2: Growing in Love</p>

Key Stage 2

Statutory Requirements	Grow In Love Links
<p>Theme 1: Self Awareness Teachers should enable pupils to develop knowledge, understanding and skills in developing: their self-esteem, self-confidence and how they develop as individuals.</p>	<p>Year Five Theme One – God Lesson 3: I Believe Seasonal Lessons Lesson 5: How We Have Grown in Love Year Five Theme Six – The Great Commandment Lesson 2: Living the Great Commandment (NB: I Am Talented) Year Six Theme Five – Trusting God Lesson 1: Trust in God (NB: Reflect on their experience of persevering and not giving up.) Lesson 2: Live by the Ten Commandments. (NB: Evaluate right and wrong actions.) Lesson 3: Take Care of the Web of Life Theme Six – Building God’s Kingdom Lesson 1: I Have a Conscience. I Can Choose Lesson 2: God’s Kingdom Grows Through Our Love</p>
<p>Theme 2: Feelings and Emotions Teachers should enable pupils to develop knowledge, understanding and skills in developing: their management of a range of feelings and emotions and the feelings and emotions of others.</p>	<p>Year Five Theme One – God Lesson 1: Beginning Again Year Six Theme One – God Lesson 1: God Has a Plan for Us (NB: Emotions and feeling on your first day)</p>
<p>Theme 4: Health, Growth and Change Teachers should enable pupils to develop knowledge, understanding and skills in developing: how to sustain their health, growth and well-being. Coping safely and efficiently with their environment.</p>	
<p>Theme 4a Safety Teachers should enable pupils to develop knowledge, understanding and skills in developing: coping safely and efficiently with their environment.</p>	
<p>Theme 5 Relationships Teachers should enable pupils to develop knowledge, understanding and skills in developing: Initiating sustaining mutually satisfying relationships.</p>	<p>Year Five Theme One – God Lesson 2: God Is Love. God Loves Us Theme Six – The Greatest Commandment Lesson 2: Love God. Love your Neighbour Year Six Theme Eight – The Church Lesson 3: Continuing the Mission of Jesus Today Theme 10 – Reconciliation Lesson 2: God Calls Us to Forgive Others</p>
<p>Theme 8: Similarities and Differences Teachers should enable pupils to develop knowledge, understanding and skills in developing: valuing and celebrating cultural differences and diversity.</p>	<p>Year Five Theme Two – The Bible Theme Three – Jesus Theme Four – Advent and Christmas Theme Seven – Holy Week and Easter Theme Eight – The Church Is a Community of Believers Theme Nine – Celtic Christianity Theme Ten – The Mass Seasonal Lessons Lesson 4: Our Jewish Brothers and Sisters Year Six Theme Two – The Bible Theme Three – Jesus Theme Four – Advent and Christmas Theme Seven – Holy Week and Easter Theme Eight – The Church (NB Lesson 4: Working for Christian Unity) Theme Nine – The Pilgrim Church Theme Eleven – The Mass Seasonal Lessons Lesson 3: Our Muslim Brothers / Sisters</p>

LIVING-LEARNING-TOGETHER

Foundation Stage and Key Stage 1 (P1-P4)

Myself:

- How I grow, feed, move and use my senses; caring for myself, for example: hygiene, sleep, exercise.
- Their own and others' feelings/emotions and how their actions affect others.
- Naming parts of the body (basic) - developing an agreed language for our bodies.
- Being myself - I am unique, my self-esteem, self-confidence, independence, respect and caring for myself.
- Similarities and differences between myself and others, for example: uniqueness, fingerprints, gender issues, different rates of growth.
- An introduction to the stages of human development - changes as we grow, for example: baby, child, teenager, adult, mother/father, grandparents.
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example: what do I do if I feel sad or angry?
- Personal likes and dislikes.
- The importance of keeping healthy and safe.
- The importance of keeping healthy and strategies and skills for keeping healthy.

My Relationships:

- My family, special people in my life - what they do for me and what I do for them.
- Friendships, getting on with each other for example: communicating, playing together, listening, co-operating and sharing.
- Ageing - how do we know that things are alive, dead, young and old.
- Loss and mourning - death of a person or a pet (Note: situations of the pupils should be taken into account prior to introducing this topic).
- Respect and caring for family members and friends for example: caring for a new baby.
- Bullies and what to do about them.
- Personal safety - simple skills and practices to maintain personal safety.
- The difference between good and bad touches.
- Realise that adults and older children are not always friends; the potential danger of relationships with strangers or acquaintances.
- Strategies which pupils might use to protect themselves from potentially dangerous situations.

My Community/Environment:

- Awareness of different types of families and the roles of individuals within families.
- Keeping safe for example: dangerous places, dangerous situations, the adults who will help, how to get help from others.
- Rules at home, at school and in the community.
Respect and caring for people in the community, e.g. elderly people.

Key Stage 2 (P5-P7)

Myself:

- The importance of keeping healthy and safe.
- My body, how it works and how to keep it healthy.
- The physical, social and emotional changes that occur during puberty (girls and boys).
- Myself and my peers - different rates of growth and physical development, maturity.
- Valuing and respecting myself, identifying personal strengths and weaknesses.
- Feelings for example: things that make me happy, sad, excited, embarrassed, angry, scared; expressing our feelings, showing love and affection.
- Gender roles.
- Making choices - the influences on me and the consequences of actions for oneself and others.
- Distinguishing between right and wrong.
- Secrets - knowing the difference between good and bad secrets, what to do about bad secrets.

My Relationships:

- Identifying the positive traits of friendship and their corresponding values.
- Differences and similarities in people; the need to respect other people's views, emotions and feelings.
- Families and how they behave - what family members expect of each other.
- The meaning of friendship and loyalty; making and maintaining friendships and social relationships for example: identifying and understanding pressures and influences, taking account of other people's point of view.
- Handling difficult situations for example: teasing, bullying, death of a family member.
- The meaning of relationships within families, between friends and in the community.
- Behaviour - what constitutes appropriate and non-appropriate physical contact.
- Identifying dangers and risks within relationships.
- Being assertive in defending individual rights and beliefs.
- People who can help pupils when they have anxieties, concerns or questions.

My Community/Environment:

- Appreciation of the family in relation to the school and the wider community.
- Cultural differences in families and family relationships.
- Helping agencies who can support families and individuals in different circumstances.

Messages and images about health, gender roles and sexuality from the media, family and peers.

Keeping children safer in the digital world

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

Including PANTS resources for schools and teachers.

www.safertoknow.info

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

Sexual orientation, gender identity and homophobic bullying www.stonewall.org.uk

This website provides access to many resources on celebrating difference and encouraging respect for one another in the primary classroom setting.

www.exceedingexpectations.org.uk

The 'exceeding expectation initiative' is designed to tackle homophobia and address sexuality with young people. This website is divided into three main sections and provides useful background information on what homophobia is, responding to homophobic bullying, and the homophobic bullying experiences of young people.

www.endbullying.org.uk

The Northern Ireland Anti-Bullying Forum includes resources on cyberbullying and homophobic bullying.

YouTube – Consent for Kids <https://www.youtube.com/watch?v=h3nhM9UIJc>

This video, which is aimed at a younger audience can help primary school pupils to understand consent.

Guidance documents

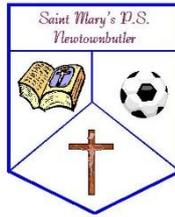
The following guidance documents by CCEA may also be of use to teachers in planning their Relationships and Sexuality Education provision:

- Living Learning Together (Summary Appendix 2)
 - Personal Development and Mutual Understanding Guidance Booklet
 - Personal Development and Mutual Understanding Progression Grids
 - Active Learning and Teaching Methods for Key Stages 1 & 2
 - Assessment for Learning: A Practical Guide
 - Thinking Skills and Personal Capabilities at Key Stages 1 & 2
- All documents are available at www.ccea.org.uk

ST. MARY'S PRIMARY SCHOOL

Telephone (028) 677 38690

www.stmarysps.com



NEWTOWNBUTLER
ENNISKILLEN
CO. FERMANAGH
BT92 8JJ

I/We acknowledge the school's ethos and policies of _____ and agree to abide by its ethos and policies:

- In working with young people and,
- In the delivery of the programmes outlined below:

I am/we are, willing to provide full details of material content to: Senior Management, Teachers, Parents, Governors and other Appropriate Bodies and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our young people.

I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ (External Agency)

Dated _____

Countersigned _____ (Principal / Board of Governors)

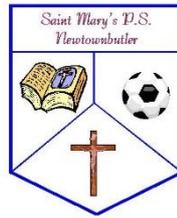
Dated _____



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Dear Parents

As part of our ongoing commitment to Personal Development and RSE, 'Love for Life' will be providing a workshop for parents on During the workshop you will be informed about the fun and interactive 'What's Inside' programme which aims to equip the Primary 7 pupils to make healthy choices and is a vital part of their learning before their transition into secondary school. The pupil workshop is planned to take place on

During the pupil programme relevant topics are covered such as development of baby from conception, changes that take place during growing up including a separate boys and girls puberty talk, positive qualities in friendships, bullying and how to make good decisions.

The main focus of the programme is to affirm the uniqueness of the individual and to encourage respect for themselves and others.

I trust that the programme will be clearly outlined at the parent information session and I would be grateful if you would please indicate below whether or not you will be attending the parent workshop. In the meantime, if you have any queries please do not hesitate to contact me.

Yours sincerely

Mrs. Paula Kelly
Principal

.....

I / we will / will not be attending the 'Love For Life' Parent workshop on

Signed: _____ Parent of: _____

