



RAINEY ENDOWED SCHOOL

RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

Implementation Date – June 2019

Review Date – July 2019

Signed _____ **BoG**

Rainey Endowed School is a school where young people from differing religious and cultural backgrounds can meet, grow up and learn together and can thus be prepared to give back to their community the benefits of such an education.

The Rainey is proud of its academic success but has never seen academic success as the sole measure of success in the school. The school believes that true education enables young people to develop morally, socially, spiritually and physically as well as academically. Through a variety of curricular, cross-curricular and extra-curricular activities, the Rainey seeks to educate its students as global citizens, endowed with a clear vision of their own worth and potential.

The Relationships and Sexuality Education (RSE) policy is designed to reflect the ethos and values of the School and be compatible with the rights of the child as detailed in the Children (Northern Ireland) Order, 1995. It aims to encourage pupils to develop mutual respect, self-esteem and wellbeing within the context of healthy and respectful friendships and relationships and in doing so develop responsible behaviour and the ability to make informed decisions. It seeks to foster an understanding of, and a healthy attitude towards, human sexuality and relationships within a moral, social and spiritual framework and to help the child come to value family life and marriage and to appreciate the responsibility of parenthood.

The School will abide by the guidelines laid down by the Department of Education and the specifications provided by CCEA. In particular, this policy has been written in accordance with the guidance provided in DE Circulars 2001/15, 2001/15a, 2001/15b, 2010/01, 2013/16, 2015/22 and Relationships and Sexuality Guidance (CCEA September 2018) The Equality Act (sexual orientation) regulations (Northern Ireland 2006.)

www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS20091Oweb.pdf.

Teacher in charge of Learning for Life and Work (LLW) & Senior Leadership Team (SLT) line manager will ensure that Heads of Year are responsible for ensuring the effective delivery of RSE to their Year Group. This will involve monitoring and evaluating teaching and learning, providing resources for teachers, drawing up appropriate programmes of study/schemes of work in line with the most up-to-date DE and CCEA requirements and ensuring staff involved in teaching the programme receive appropriate training.

RATIONALE

Young people are being constantly bombarded by a mass of material on sexual matters from all areas of the media: teenage magazines, the Internet, satellite television, video and music as well as by their peer groups. Such media frequently cause great concern among parents about the unhelpful and confused messages that they convey.

The school's RSE programme will aim to present facts in an objective, balanced and sensitive manner and will be set within a framework of Christian values and an awareness of the law on sexual behaviour. Pupils will, therefore, be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. They will be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and the views of others, loyalty and fidelity. They will be helped to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must have a responsibility in sexual matters.

The school recognises that some pupils will come from backgrounds that do not reflect these values and experiences. It will deal sensitively with such pupils to avoid causing hurt or offence to them or their families.

MORALS AND VALUES

The following values will be supported by RSE programme:

- An appreciation of the value of a stable family life, marriage, a permanent loving relationship based on trust and commitment and the responsibilities of parenthood.
- An appreciation that rights, duties and responsibilities are involved within any relationship.

- The deferment of sexual activity until young people are physically and emotionally mature enough to understand the inherent responsibilities.
- An appreciation of the value and sacredness of human life.
- An acknowledgement of singleness and celibacy as equally valuable and fulfilling options and a recognition that sexual abstinence before marriage is a positive and desirable option which is an achievable reality to which young people can aspire.
- The promotion of respect for all people regardless of sexual orientation and an appreciation of the need to treat others with dignity and respect the right of others to hold different views from oneself without aggression or antagonism.
- Recognition of the positive benefits of seeking sexual fulfilment within a permanent committed relationship with one person.
- An appreciation that self-discipline, self-restraint and non-exploitation are important values in developing responsible behaviour in sexual matters.

DEFINITION

“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. 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 the aptitude for forming relationships with others” CCEA Guidance for Post-primary Schools: ‘Relationships and Sexuality Education’

“Our sexuality is a central and significant part of who we are and how we see ourselves in relation to other people. It is part of our overall health and contributes to our physical, mental, emotional and spiritual well-being”. CCEA Personal Development NI Curriculum

RSE is therefore a major element in the Pastoral Development Programme important because:

- It is important that young people are provided with appropriate factual information and have opportunities to discuss their feelings and concerns and help them to be better able to manage the emotional and physical changes at puberty.
- RSE can help young people develop self-esteem by creating a climate of trust and acceptance in which each person is valued and respected and encouraged to feel good about themselves, to recognise their own needs and to respect the needs of others.
- RSE can help to promote a positive view of sexuality and sexual health by helping young people to feel good about themselves, to respect others and to be able to develop safe, responsible and satisfying relationships.
- RSE can provide opportunities for pupils to examine their own values and beliefs in the light of those held by others, to separate fact from fiction, to recognise prejudice and to respect the views, emotions and feelings of others.
- The school can provide opportunities for pupils to consider media and peer messages and pressures and ensure they receive accurate information.
-

CURRICULAR DELIVERY OF RSE

RSE will be delivered primarily through LLW (Personal Development) although issues relating to relationships and sexuality will also be dealt with in Home Economics, Biology, English and Religious Studies. Generally, 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. On occasions pupils may work in single gender groups so that they can explore and consider gender specific issues. The school recognises that 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. Where

sensitive issues are being addressed, parents may be informed about the content to be covered and the activities which pupils will undertake. While there is no statutory parental right to withdraw a child from classes in RSE, the School will try to take account of any parental concerns and will, as far as possible, make alternative arrangements for that pupil.

TERMINOLOGY

It is important that proper terminology is used in classes and that the tone of discussions is respectful and genuine. The use of proper terms should be encouraged from the beginning so that these words are given status and acceptability. The aim is that embarrassment is reduced and pupils become comfortable with these words, their meaning and relevance.

EXTERNAL AGENCIES

It may be considered advantageous to use outside agencies or individuals in the delivery of aspects of RSE. All activities presented by external agencies complement the internal curricular programmes in RSE. Care is taken to ensure that external agencies comply with the School's RSE Policy and that there is collaboration between the Head of Year and external staff regarding the content and also follow-up and progression. At least one teacher will always be present when an external agency is delivering an aspect of the RSE programme.

- Agencies are issued with school's RSE Policy and asked to adhere to its ethos, morals and values
- Resources used by external agencies are vetted to ensure that they are consistent with School Policy
- The individual must have child protection clearance
- Parents will be informed of the visit (see Appendix One)
- The Head of Year will monitor the effectiveness of the external agency
- All agencies are informed of School's Child Protection procedures
-

SENSITIVE ISSUES

Sensitive issues will be presented in a way which is free from sensationalism and bias, and sensitively pitched to the needs of the pupils and situations. Pupils will be provided with a balanced and non-judgemental view that respects a range of religious beliefs and the possible experiences of the pupils.

THE STATUS OF THE FAMILY

While RSE will promote the importance of the family structure and marriage, it must be stressed that all family structures represented in the school community will be treated with equal respect.

CONFIDENTIALITY IN THE CLASSROOM

A pupil's right to privacy will be respected at all times and no pupil will be expected to ask or answer any personal questions in an RSE classroom. Personal medical advice will not be given by a teacher to any pupil. There will be an acknowledgement that only doctors and health professionals should give medical advice and pupils will be advised to seek advice from parents or medical practitioners. Pupils should be reminded that the legal age of consent for girls in Northern Ireland is 16 years. There is no legal age limit for males. It is unlawful for a male to have sexual intercourse with a girl under 16 years.

CHILD PROTECTION

No member of staff can give a guarantee of confidentiality to pupils concerning child protection issues. If details are disclosed, during either internal or external delivery of RSE, that reveal that sexual abuse is involved, the teacher/facilitator must follow Child Protection Procedures as outlined in the Child Protection Policy.

THE VALUE OF LIFE

All teaching will emphasise the value of life and the implications that this has in relationships. Pupils will be encouraged to consider what effect this has, or will have, on their relationships, particularly in relation to conception and abortion.

SEXUAL ORIENTATION AND GENDER IDENTITY

"All pupils have the right to learn in a safe environment; to be treated with respect and dignity; and not to be treated any less favourably on the grounds of their actual or perceived sexual orientation"

Equality Commission

Heterosexual relationships will be presented in teaching programmes as the main context for sexual intimacy. Respect for all people, regardless of sexual orientation, will be promoted in line with school's ethos. Pupils have the right to hold different views in a peaceful manner. Bullying or any other form of homophobic abuse will not be tolerated. Sexual orientation will be handled in a sensitive manner and all teachers have a responsibility to counteract prejudice and support the development of self-esteem and personal responsibility in all pupils. Pupils should be reminded that a male under 16 years cannot legally consent to any homosexual act.

MONITORING AND EVALUATION

Monitoring and evaluation of the programme is essential. This will take place at a number of levels:

- Discussions at departmental / pastoral meetings
- Completion of questionnaires
- Feedback from pupils and staff on past teaching

APPENDIX ONE

Dear Parent/Guardian

As you may be aware the School has a statutory requirement to teach Relationships and Sexuality Education (RSE). The RSE programme is delivered mainly through Learning for Life and Work (LLW) although issues relating to relationships and sexuality will also be dealt with in Home Economics, Biology, English and Religious Studies.

The RSE programme is designed to reflect the ethos and values of the School as outlined in the School's RSE Policy. The RSE programme aims to encourage pupils to develop mutual respect, self-esteem and well-being within the context of healthy and respectful friendships and relationships and in doing so develop responsible behaviour and the ability to make informed decisions. It seeks to foster an understanding of, and a healthy attitude towards, human sexuality and relationships within a moral, social and spiritual framework and to help the child come to value family life and marriage and to appreciate the responsibility of parenthood.

The School recognises that 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. As such I wish to inform you that your son/daughter's class will be dealing with the following issues:

List issues to be dealt with here and details of the external agencies involved

I trust that you will support the staff in the school as they seek to provide all pupils with adequate preparation for the emotional and physical changes at puberty and beyond. I would encourage you to discuss these issues with your son/daughter in advance of the classes taking place.

Please feel free to contact me if you have any concerns or wish to discuss the matter further.

Yours faithfully

Head of Year

APPENDIX TWO

Review of Curricular Provision in RSE at KS3 & KS4

Topic	Y8	Y9	Y10	Y11	Y12
Growth and Development					
The physical and emotional changes that occur in males and females during puberty; individual variation and rates of development.					
Hygienic practices associated with the physical changes at puberty.					
The male and female reproductive systems, what happens during intercourse; the biological aspects of human fertility and conception.					
The development of the child from conception to birth including understanding of the various stages of pregnancy.					
Factual information about the types of contraception.					
The difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviour.					
Safer sex practices in relation to STIs, HIV and AIDS.					
Factual information about abortion.					
The range of information, the services and support which are available from relevant agencies.					

Topic	Y8	Y9	Y10	Y11	Y12
Family Issues e.g. parenting, childcare, lifelong responsibility and the extended family.					
Marriage					
Fostering and adoption.					
Teenage pregnancy					
Single parents – positive and negative issues.					
Divorce.					
Roles & responsibilities within families Gender roles e.g. choices, prejudice, stereotyping.					

Topic	Y8	Y9	Y10	Y11	Y12
Sexuality					
An awareness of what it is to be male and female.					
Equality and Difference.					
Uniqueness and Individuality.					
My abilities, talents, strengths, weaknesses and vulnerabilities.					
Influences on me, competing priorities.					
Responsibility.					
My stage of development, eg physical, emotional, academic, spiritual, emotional, moral & sexual					
My motivation, enthusiasms, interests, viewpoints, goals, degree of independence and responsibilities.					
Respecting myself, my self-esteem and self-confidence.					
Stereotyping and its influence on attitudes and behaviour.					
Media messages about male and female behaviour.					
Male & female perspectives on a range of issues					
Sexual identity and orientation.					
Understanding the differences in sexuality and sexual relationships including the media messages.					
Values and attitudes about sexuality and sexual relationships, including media messages.					
Encouraging sensitivity towards different ways of life, beliefs and opinions.					
The range of information, the services and support which are available from relevant agencies.					

Topic	Y8	Y9	Y10	Y11	Y12
Relationships - Adolescence					
Recognising feeling, moods and emotions (sometimes conflicting) and knowing the language to express these appropriately.					
Maintaining positive relationships with e.g. friends, parents, other family members and teachers.					
Considering peer and other influences.					
Exploring morals and values in a variety of contexts and recognising the personal implications.					
Relationships					
The differences between the various types of relationships e.g. parents, siblings, other family members, teachers, friends and acquaintances.					
Different types of friendships, romantic friendships, caring and loving relationships, eg parents, siblings, friends, neighbours, married couples, partners, work colleagues, acquaintances.					
Establishing and maintaining relationships,					
Abstinence as a positive option and an achievable reality.					
Appropriate and Inappropriate relationships.					
Sexual abuse and the support available to young people.					
Sharing, commitment, tolerance, respect rights and responsibilities within relationships.					
Possible sources of conflict and strategies for dealing with differences.					
Media messages about relationships.					
Making informed and responsible decisions about personal and social relationships.					