



RSE Policy

Ratified 4/3/19

Introduction

As an inclusive, caring and child centred school **Abbey Community College** enhances and supports the personal, social and academic development of each individual student in all aspects of College life.

The delivery of RSE is essential to the school motto; '**Believe, Achieve, Succeed.**' The purpose of the RSE programme is to enhance the overall personal, social and moral development of young people which will support them to succeed. 'The delivery of Relationships and Sexuality Education contributes to 'promoting pupils' personal growth and development and in supporting their academic achievement' (ETI, 2011, page 22) At Abbey Community College we aim to foster self-esteem, a sense of moral responsibility, and the skills to make informed choices and discussions. The delivery of this programme should be within a framework of mutual trust and respect, allowing students to discuss their concerns with their teacher.

Why RSE is important

Why Relationships and Sexuality Education is important:

- Respects the rights of children and young people (UNCRC 1989)
- Promotes a better understanding of diversity and inclusion
- Helps young people keep themselves safer in the digital world
- Helps young people to recognise and challenge inappropriate behaviour and touch
- Provides reliable, accurate and age-appropriate information

Young people regularly contact organisations such as Child Line as they lack basic knowledge on issues such as sexual health, puberty, pregnancy and relationships. NSPCC evidence suggests that young people feel that they are not obtaining such information in school (Wanless, 2013). Young people should have access to reliable, accurate and relevant information which reflects their age and maturity. All young people, including those with minority needs, must also know where to access a range of services if they need help or support.

Relationships and Sexuality Education provides opportunities for young people to critically evaluate the information they are bombarded with today, particularly the often distorted and inaccurate information about sex and relationships they are exposed to from their peers and social media. Relationships and Sexuality Education can lead to young people making informed choices and decisions by providing opportunities for them to examine their own values and attitudes in the light of those held by others. A deeper understanding of their own personal values and beliefs can help young people to clarify why they think and behave as they do, separate fact from fiction, recognise prejudice, and respect the views, emotions and feelings of others. (CCEA 2015)

Policy Development

The formation of an RSE policy is essential to:

- Promote shared vision of RSE across the school
- Show how RSE complements and supports other aspects of school life
- Establishes consistent standards and practices in the delivery of RSE
- Creates a framework for wider curriculum development and review
- Provides a foundation for the monitoring and evaluating of RSE provision
- Promotes school self-evaluation and improvement (CCEA 2015)

This policy was drawn up in consultation with parent, pupils, and staff before being ratified by the Board of Governors.

Aims

The aim of the RSE programme is to enhance the overall personal, social and moral development of students. This is at the core of '**Achieve, Believe, Succeed.**'

The development of this policy aims to:

- Promote a shared vision of Relationships and Sexuality Education across the school;
- Show how Relationships and Sexuality Education compliments and supports other aspects of school life;
- Establish consistent standards and practices in the delivery of Relationships and Sexuality Education;
- Create a framework for wider curriculum development and review;
- Provide a foundation for the monitoring and evaluating of Relationships and Sexuality Education provision; and
- Prepare for inspection and help to promote school self-evaluation and improvement.

Objectives of the RSE Curriculum

The RSE curriculum as part of the statutory minimum entitlement for personal development should ensure that pupils are given worthwhile experiences which enable them to explore:

- Self-esteem, self-confidence, and to develop as individuals
- Their own and others feelings and emotions
- Strategies to promote personal safety and health and resist various forms of abuse
- Relationships with friends and families, valuing them as a source of love and mutual support
- The similarities and differences between people
- Dignity, uniqueness, wellbeing and sense of responsibility for themselves and others
- Differing family structures and patterns
- Strategies to make decisions solve problems and implement actions
- Growth and change and understand that their developing sexuality is an important aspect of self-identity
- The development of personal and inter-personal skills including communication and social interaction, in order to help establish and sustain healthy relationships
- The use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- The physical, social and emotional changes which occur during puberty

- How babies are conceived, grow and are born.
- The impact of internal and external influences, such as peer pressure and conflict management, on lifestyle and decision making
- Sexual development and identity including aspects of sexuality such as gender roles, stereotyping and cultural influences

Implementation

The Role of the RSE Co-ordinator:

The RSE Co-ordinator is the member of staff appointed to be responsible for co-ordinating all issues related to the RSE policy, the Department of Education specifications and the programme designed for the pupils of Abbey Community College. This individual will be skilled in delivering personal development programmes and committed to the aims and objectives of RSE.

The RSE Co-ordinator's role includes:

Staff Training

Staff training will be organised by the RSE Co-ordinator and will include:

- 2-day training RSE

We believe that all staff at Abbey Community College have a collective responsibility to ensure RSE is part of the fabric of our curriculum.

Methodology

An RSE programme is about more than imparting factual information. It also aims to develop personal and social skills, and clarify attitudes and values within a moral framework. RSE seeks to promote behaviour which will allow pupils to take increasing responsibility for them, as they grow and develop. Teaching methods which involve pupils actively in the process of their own learning is most beneficial

Cross curricular approach

Specific Issues for Consideration - A curriculum audit was carried out across all subjects to ascertain what is being covered within each subject area.

Equal Opportunities

All pupils have a right to an education which adequately prepares them for adult life, regardless of their age, gender, culture, sexual orientation, disability status, religion or social class.

"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 and tailored to pupils' needs in terms of content, methodology and resources used." (Guidance for Primary/Post-Primary Schools, CCEA 2015 pages16/19)

Sexual Orientation

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 perceived sexual

orientation. Antagonism/bullying or other forms of abuse against pupils will not be tolerated by the school. Respect for all people regardless of sexual orientation will be promoted in line with the school ethos. Pupils should have the right to hold different views/lifestyles in a peaceful manner.

Confidentiality and Child Protection

Abbey Community College follows the advice and guidance of CCEA 2015 which states:

The provision of effective Relationships and Sexuality Education can play a key role in meeting schools' child protection/safeguarding obligations. Schools have the responsibility to develop appropriate policies and practices which safeguard and keep young people from harm. They must ensure that they can identify pupils who are 'at risk' so that they can provide the appropriate support. A study revealed that 62 per cent of young people who were groomed for child sexual exploitation never told their parents or an adult in a position of authority (Beckett, 2011). This finding is a stark reminder of the significant role teachers play in the early detecting of 'at risk' pupils and why they must always be alert to pupils experiencing distress and/or changes in their behaviour, as the majority of young people do not tell when they are being abused or exploited. The foundation for the effective delivery of Relationships and Sexuality Education is the building of secure, trusting, respectful relationships between the teacher and their pupils. Pupils should feel reassured that their teacher cares about their wellbeing and be aware that there are adults whom they can talk to and confide in. Pupils must also know and understand that the promise of confidentiality is never an option in the classroom or school setting. They must know where the sources of confidential help are and how they can access them. It must also be clear to pupils that, whilst teachers will offer support, they are obligated to notify the child protection/safeguarding teacher/team if they are concerned that the pupil may be 'at risk'. Teachers must take decisions relating to personal disclosures in accordance with the procedures set out in DE's booklet Pastoral Care in Schools: Child Protection (Circular 1999/10).

The following is a summary of these procedures:

- The staff member should immediately inform the designated child protection teacher/ member of the safeguarding team.
- The designated child protection teacher/member of the safeguarding team must inform/ consult with Social Services and/or the PSNI where appropriate.
- No staff member should take on the role of investigator – this is the responsibility of Social Services and the PSNI.
- Staff members should explain their responsibilities to refer cases of alleged abuse to the appropriate authorities, but they also must ensure that the matter will only be disclosed to the people who need to know about it.
- Staff members should give the pupil time to talk without interrupting or probing, recording exactly what the pupil says, whilst not promising confidentiality.

It is very important that any pupil who feels that they cannot talk to or does not wish to talk to their parents or carers has access to other sources of support.

Withdrawal from class

RSE is a statutory component of the Revised Curriculum NI, we do not encourage withdrawal from class and are willing to discuss concerns that parents or carers may have. Each child has the right to an education that adequately prepares them for adult life.

Terminology

All staff teaching RSE related issues should use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme.

Special Educational Needs (SENCO)

Materials will be adapted through teacher differentiation to meet the SEN of individual pupils and, where necessary, the particular needs of groups of pupils. On occasion the SENCO may be asked for advice/input in the development of these materials.

Monitoring and Evaluating the RSE Programme:

- The RSE co-ordinator, in partnership with all teachers involved in delivering the RSE programme, will be involved, on an ongoing basis, in monitoring and evaluation of the effectiveness and relevance of the programme. This will be based on feedback from the pupils, teachers and parents.
- The aims of the RSE programme, as listed in this policy, will be at the forefront of any monitoring and evaluation in order to ensure the aims are being achieved.
- Evaluations will be carried out at the end of the unit of study for each of the year groups. CCEA provide template questionnaires and End of Unit Evaluations in their guidance material (Love Matters)
- Evidence of pupils learning might include:
 1. Pupils' RSE Booklets
 2. Class Contracts – 'What's In, What's Out'
 3. Evaluation sheets at the end of each unit of study

Resources

All resources (which include Multi-Media, Internet sites, CD ROMs, DVDs, books, articles and periodicals) are vetted by the RSE Co-ordinator before use to ensure they are consistent with the school's policy and ethos.

The use of outside agencies

When Education and/or Health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individuals undertake will complement the on-going programmes within the school. Care will be taken to ascertain that they have read and are willing to comply with the school policy, and that they know what has been taught in preparation for their visit and what will be done as follow-up. A member of staff, will always be present when an individual or a representative from an agency is taking a class or giving a presentation to a year group. Outside agencies need to add value to what school has taken ownership for.

WHO WILL TEACH IT?

We believe at Abbey Community College that all teachers should be a supportive role model for our pupils and that it is every teacher's responsibility therefore to build secure, nurturing classrooms that will develop protective factors essential for resilience in our pupils.

DENI/CCEA GUIDANCE ON RSE

All students have a right to learn in a safe environment; to be treated with respect and dignity and not to be treated any less favourably on grounds of their actual or perceived sexual orientation. (Equality Commission on Eliminating Sexual Orientation Discrimination in Northern Ireland).

- Age of Consent for sexual activity in NI is 16 years (Sexual Offences Order 2008)
- Teachers and students will not be expected to ask or answer any personal questions.
- Pupils and parents should be informed that confidentiality cannot be maintained.
- The principal/designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.
- Teachers can provide general educational advice to all pupils as part of the curriculum which is supportive of the role of parents.
- 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 a group of pupils. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents.

APPENDIX 1

Other policy links:

Pastoral Care

Mobile Phone

Internet

Drugs Education

Confidentiality

Safeguarding/child protection policy

Positive Behaviour Policy

Appendix 2

DE Circulars Subject:

RELATIONSHIP AND SEXUALITY

EDUCATION (RSE) GUIDANCE

Circular Number:

2015/22

Date of Issue:

26 August 2015

Governor Awareness:

Essential

Status of Contents:

Advice

Related Documents:

DE Letter of 14 January 2014

DE Circular 2013/16

DE Circular 2010/01

CCEA Guidance Material

Target Audience:

- Principals and Boards of Governors of all grant-aided schools;
- Education Authority;
- Council for Catholic Maintained Schools;

☐ Council for Curriculum, Examinations and Assessment;

☐ Comhairle na Gaelscolaíochta; and

☐ Northern Ireland Council for Integrated Education.

Summary of Contents:

This Circular advises school authorities about revised Relationship and Sexuality Education guidance produced by CCEA on behalf of the Department of Education.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

Curriculum Support Team

Department of Education

Rathgael House

Rathgill

Balloo Road

BANGOR

BT19 7PR

Superseded Documents:

DE Circular 2001/15

Expiry Date:

Not applicable

DE Website:

<http://www.deni.gov.uk>

Tel: 02891 279533

Fax: 02891 279100

E-mail:

curriculum.supportteam@deni.gov.uk

Appendix 3

Schemes of Work

Appendix 4

List of contacts websites:

Keeping young people 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 include resources on teaching about the consequences of 'sexting' and how to prevent the sharing of images. There are also links to other valuable websites which offer similar resources.

www.childline.org.uk

The NSPCC has produced resources to make it easier for children and young people to get help about 'sexting'.

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 11–13 year olds, 14+ years, parents or carers, and teachers.

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, cyber bullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for young people up to nineteen years old – this is available at

www.childnet.com/resources.

www.ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Taken_Images.pdf

Information on policy and procedures relating to sexting in Northern Ireland is available from the Association of Chief Police Officers of England, Wales and Northern Ireland.

Recognising and challenging inappropriate behaviour

www.thinkuknow.co.uk

CEOP have created a short film entitled Exploited to help young people stay safe from sexual exploitation by being able to recognise the signs. It compares an exploitative friendship or relationship with a healthy relationship, and gives young people clear information about reporting abuse and accessing support.

www.safertoknow.info

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

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

Expect Respect: A Toolkit for addressing Teenage Relationship Abuse is a teaching resource that challenges the attitudes of teenagers to violence and abuse in relationships.

Sexual health issues

www.thinkitthrough.org.uk

This website provides advice for young people about healthy relationships and also has links to other organisations in Northern Ireland.

www.nidirect.gov.uk

This provides useful advice for young people about sexual health and pregnancy.

www.fpa.org.uk

This factsheet summarises some of the key points of UK law relating to sexual behaviour.

www.qub.ac.uk

Queen's University Belfast have produced a resource entitled If I were Jack about teenage men and unintended pregnancy. It encourages pupils to consider and reflect on all of the options and consequences associated with unintended pregnancy.

www.crisispregnancy.ie

As part of their Crisis Pregnancy Programme the Health Service Executive in Dublin have produced B4UDecide, a free, downloadable teaching resource for Relationships and Sexuality Education.

www.brook.org.uk

As well as classroom activities and lessons, posters and leaflets, Brook also offers training for teachers to develop their knowledge and confidence of teaching issues such as safeguarding, contraception choices, relationships and sex advice, sexuality, sexual health and pregnancy advice.

Sexual orientation, gender identity and homophobic bullying

www.stonewall.org.uk

www.schools-out.org.uk

Schools Out is a UK charity committed to helping make schools safe and inclusive for everyone.

www.the-classroom.org.uk

This website provides detailed advice on many aspects of teaching and learning to make LGBT people visible in education. It includes presentations, detailed lesson plans and a range of inclusive teaching resources celebrating diversity.

www.tes.co.uk

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 cyber bullying and homophobic bullying.

www.rainbow-project.org and www.cara-friend.org.uk

The Rainbow Project in partnership with Cara-Friend offers free training to schools on homophobic bullying. They also develop educational resources and offer awareness-raising workshops for pupils.

www.nidirect.gov.uk

This website provides information for young people on sexual identity.

www.transgenderni.com

This website provides advice for schools who want to explore issues around gender and identity, and advises on dealing with transgender issues for children at school.

REFERENCES

CCEA 2015 RSE Guidance

SBNI professional Guidance CSE

Gregg JE and Johnston J Every Child Really Does Matter: An International Interdisciplinary Conference, QUB Belfast (February 2014)

Wanless P NSPCC Great start Dave but now the real work begins on better sex education