

Relationships and Sexuality Education Policy 2023

The Royal School, Dungannon

Introduction

Royal School Dungannon is an educational community which aims to promote a secure, pleasant and purposeful environment for all its pupils and staff. A central aim of the school is to establish an ethos based on mutual respect, consideration and positive interpersonal relationships, where the needs of each individual are recognised and where all members are treated fairly and as individuals, irrespective of socio-economic background, race, religious beliefs, age, sexual orientation or disability. This policy aims to show how the school addresses Relationships and Sexuality Education (RSE) within the curriculum and the moral and values framework within which it is set.

The Policy & Guidance Context:

- Department of Education Circular 2013/16 (requires every school to have an up-to-date written policy on how it will address the delivery of Relationships and Sexuality Education.)
- CCEA Relationships and Sexuality Education Progression Framework.
<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse/relationships-and-sexuality-education>
- CCEA Relationships and Sexuality Education Guidance: An Update for Post-Primary Schools.
<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-guidance-post-primary>

Consultation and Participation

The RSE policy is reviewed periodically and pupils, parents, staff and members of the Board of Governors are kept informed and invited to respond in order to make further suggestions for the cycle of review and update. Aspects of the Relationships and Sexuality Education policy feature from time to time in Pupil Council meetings and discussions in the wider curriculum review processes in RSD e.g. the LLW Curriculum review and the Respect Agenda.

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.’

(CCEA guidance for Post primary schools: Relationships and Sexuality Education)

‘RSE helps children and young people acquire age-appropriate knowledge, understanding and skills, and develop attitudes, beliefs and values about sexual identity, relationships and intimacy. Effective RSE, which is taught in a sensitive and inclusive manner, encourages children and young people to value themselves as individuals and to make responsible and well-informed decisions about their lives.’

(Relationships and Sexuality Education Progression Framework)

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)

Moral and Values framework

The RSE programme at The Royal School, Dungannon aims to present information in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the Northern Ireland legislation on sexual behaviour.

The moral and values framework for RSE is influenced by the overall aim of the school and its ethos and values.

“The aim of the School is to provide pupils with an opportunity to study a broad curriculum and to develop a life-long love of learning; and to foster an environment within which pupils may seek and fulfil their personal development. There is an expectation that every pupil will always give of his or her best and seek excellence. There is an equal expectation that in seeking excellence each pupil will do so with integrity. The School has a broad Christian ethos and this provides a moral compass for our work but no denomination is favoured and all pupils, from whatever background, are warmly welcomed.” (SDP 2019-22)

“We aim to create a caring community providing a safe and happy environment where each pupil has the opportunity to develop their self-confidence and reach their academic potential in an atmosphere of mutual respect and integrity. We aim to provide an environment where excellent rapport between pupils and staff exists so that each pupil is able to feel valued and their welfare is safeguarded and promoted.” (Pastoral Care policy)

RSE is therefore approached in a setting of a broad Christian ethos and with expectations that each pupil will act with integrity and show mutual respect towards others. This approach encourages:

- A respect for self and a development of critical self-awareness for him/herself and others
- An appreciation that friendships and relationships should be based on honesty, mutual respect, non exploitation, trust and commitment
- An exploration of the rights, duties and responsibilities involved in relationships
- An appreciation of the value of stable family life, marriage, permanent loving relationships and the responsibilities of parenthood
- An acknowledgement and understanding of diversity regarding religion, culture and sexual orientation

Parents/Guardians

The role of the school in RSE is ideally additional and complementary to the role of Parents/Guardians who have a major influence on all aspects of their children’s lives and particularly their approach to Relationships and Sexuality issues.

There is no statutory parental right to withdraw a child from classes in RSE but the school will consider any parental concerns expressed and discuss the issues raised so that as far as possible a mutually acceptable resolution can be found.

The RSE Curriculum

Aims of Relationships and Sexuality Education

The RSE programme seeks to:

1. Enhance the personal development, self-esteem and well-being of the young person.
2. Develop self respect and self confidence.
3. Help the young person learn how to develop and enjoy healthy and respectful friendships and relationships which are based on responsibility and mutual respect.
4. Foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework.
5. Promote responsible behaviour and the ability to make informed decisions.
6. Help the young person value family life, marriage and permanent and loving relationships and the responsibilities of parenthood.

Objectives of Relationships and Sexuality Education

The RSE programme gives to pupils valuable experiences that will enable them to:

- explore their own and others' feelings and emotions
- develop an awareness of morals and values
- explore the nature and development of relationships within families and friendships
- develop personal and interpersonal skills which will help to establish and sustain healthy relationships
- develop personal skills to cope and protect oneself from peer pressure and threats to personal safety
- develop a critical understanding of external influences on decision making re: lifestyle choices
- develop an awareness of the rights and responsibilities involved in relationships
- understand human physiology in relation to puberty, fertility, sexual intercourse and reproduction
- understand contraception, abortion and sexually transmitted diseases
- acquire and develop appropriate vocabulary to discuss sexual feelings
- develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- acquire knowledge of the services and support available from relevant agencies
- understand family issues re parenting, childcare and lifelong responsibility

The RSE curriculum forms part of the statutory statements of requirement in Personal Development and Home Economics (KS3) within Learning for Life and Work (LLW). The RSE Programme is delivered primarily through the Personal Development strand of mixed-gender LLW lessons at Key Stage 3 and 4. Opportunities for RSE also occur across the curriculum where a range of subjects such as English, Science, Food Technology, Physical Education and Religious Education explore issues from a variety of perspectives. (See Appendix 1: RSE Curriculum/LLW Audit)

Aspects of the RSE programme are delivered by external agencies. These programmes supplement and complement internal provision. Workshops are delivered to single-gender and mixed-gender audiences. (See Appendix 2: RSE external agency audit) The objectives and skills of the RSE programme are also reinforced in the daily interaction between pupils and staff, both inside and outside the classroom.

Responsibilities

The school believes that responsibility for RSE should be appropriately shared between parents, teachers, male and female; non-teaching staff e.g. the school Matron; and external agencies. Each of the partners has a distinctive contribution to make. Within the school:

Principal

It is the responsibility of the Principal to ensure the development and implementation of an RSE Policy and a planned, coherent and progressive programme that meets the needs of all pupils. The Principal consults with Governors, staff, parents, pupils and relevant professionals to ensure the implementation of the programme.

Senior Teacher (Pastoral)

The Senior Teacher (Pastoral) is responsible for coordinating all issues related to RSE – its policy and development within the school. The Senior Teacher (Pastoral) is also one of the Deputy Designated teachers for Child Protection.

Learning for Life and Work (LLW) Coordinator

The role of the LLW coordinator is to:

- plan and coordinate the curricular provision of RSE
- liaise with external agencies re: curricular provision
- liaise with the Principal and Senior Teacher (Pastoral) re: RSE
- attend in service training, disseminate information to relevant staff, organise training for staff as appropriate

Members of staff (teaching and non-teaching)

Teaching and relevant non-teaching staff should be familiar with the RSE policy.

All members of staff should be familiar with procedures regarding pupil confidentiality and disclosure.

External Agencies

Liaison should take place to ensure that the aims and objectives, content and approach used by an external agency will complement the school's internal curricular provision and that they are appropriate and in support of the ethos of the school. External agencies will be given a copy of the school's RSE policy and informed of key Child Protection procedures. In the latter case it is made clear to the representatives of the External Agency that confidentiality cannot be maintained and that the Designated Teacher must be informed of any disclosures which might suggest that a pupil is at risk. At least one member of the teaching staff is always present when an external agency is delivering an aspect of the RSE programme.

Within the Classroom

- The RSE curriculum is considered to be relevant and important for the personal and social development of all pupils and will therefore be made accessible to all. The curriculum will be age appropriate, and set in a moral framework that is inclusive with respect to culture, disability, gender, religion, sexual orientation or social background.
- Information given will be accurate and objective with the use of proper biological terminology for parts of the body and body functions.
- As classrooms are open environments no pupil will be expected to ask or answer any personal questions in an RSE lesson, nor should staff or pupils talk about their personal relationships or experiences during class discussions.
- Teachers will encourage young people, where possible, to discuss their concerns with parents or guardians
- Teachers can provide all pupils with information about where and from whom, they can receive confidential advice and support.
- Only appropriate medical professionals should give medical advice to pupils.

- **Child Protection:** Staff cannot give a guarantee of confidentiality to pupils around issues relating to child protection. If details are revealed that would lead staff to suspect that abuse is involved, the member of staff must follow the procedures outlined in the RSD Safeguarding and Child Protection policy.

Provision for Pupils with SEN

The school recognises that in some instances it may be necessary to inform parents and carers of specific content when classes will cover particularly challenging topic areas. This communication will allow for parents to reinforce learning at home.

It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Teachers will try to ensure they develop the knowledge, understanding and skills of pupils to enable them to:

- Identify inappropriate and exploitative behaviour;
- Help develop their own prevention strategies to stay safe;
- Recognise and build healthy relationships; and
- Know who they can talk to.

Preventative Measures

We aim to promote a strong preventative curriculum programme throughout RSD and therefore a wide range of workshops and initiatives organised throughout the year complement Relationships and Sexuality Education, for example the Empowering Young Minds Programme, Hopeful Minds and Resilience Skills Training. Awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy, are raised via Form Tutor, Year and Whole School assemblies throughout the academic year along with focused assemblies to raise awareness and promote understanding of key issues. Participation in key national and regional campaigns such as Safer Internet Day, World Mental Health Day and Anti-Bullying Week is led by the Safer School Team. RSD engages in meaningful and supportive shared education projects (St Patrick's Academy and St Joseph's, Donaghmore) to help pupils explore, understand and respond to difference and diversity.

Professional Development of Staff

RSD recognises the need for appropriate and adequate training for staff. We are committed to ensure that all staff are provided with appropriate opportunities for professional development in this area as part of our ongoing CPD/PRSD provisions. We continually note the impact of any training provided on both the policy and its procedures and amend/update as and when necessary.

Monitoring and Evaluation

This policy will be reviewed regularly by Senior Management and the Board of Governors to incorporate any relevant changes in DE/CCEA circulars and guidance and as part of the monitoring and evaluation of the RSE programme within RSD.

Links to Other Policies

In the development and implementation of this Relationships and Sexuality Education Policy, the Board of Governors has been mindful of related policies, including:

- Positive Behaviour Policy
- *Discipline Policy*
- Drugs and Substance Abuse Policy
- Pastoral Care Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Internet Guidelines and Policy
- Digital Devices Policy

<u>Statutory Requirements at Key Stage 3</u>

Learning for Life and Work – Personal Development Strand

Key Concept – Self -Awareness

Exploring Self-Awareness provides opportunities to consider the importance of self-confidence and self-esteem to physical and emotional/mental health throughout life

Pupils should have opportunities to:

Explore and express a sense of self, for example temperament feelings and emotions, personal responsibility, personal needs, aspirations, etc.

Explore personal morals, values and beliefs, for example the origin of personal values, developing a moral framework, personal integrity etc.

Investigate the influences on a young person, for example peer pressure, media, social and cultural trends, fears, anxieties and motivations, etc.

Explore the different ways to develop self-esteem, for example enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.

Key Concept - Personal Health

Exploring Personal Health provides opportunities to understand the importance of recognising and managing factors that may influence physical and emotional/mental health throughout life.

Pupils should have opportunities to:

Explore the concept of Health as the development of a whole person, for example defining what makes up a whole person, the need to develop physical, mental, social, moral, cognitive etc

Investigate the influences on physical and emotional/mental personal health of, for example immunisation, personal hygiene etc

Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example puberty, body image, mood swings etc

Develop strategies to promote personal safety, for example responding appropriately to different forms of bullying, abuse, physical violence; developing safe practice in relation to the internet, getting home; understanding and managing risk, the place of rules and boundaries, etc

Key Concept - Relationships

Exploring Relationships provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health throughout life.

Pupils should have opportunities to:

Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, sexual orientation etc.

Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships etc.

Develop coping strategies to deal with challenging relationship scenarios, for example, sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness and loss, etc. emotional abuse, child sexual exploitation

Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation etc.

Explore the implications of sexual maturation, for example, sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.

Explore the emotional, social and moral implications of early sexual activity, for example, personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting etc.

Learning for Life and Work-Home Economics Strand

Key Concept – Home and Family Life

Exploring Home and Family Life provides opportunities to understand the importance of the family as a caring unit

Pupils should have opportunities to:

Explore the roles and responsibilities of individuals within a variety of home and family structures, for example sharing roles within the family, role reversal, etc.

Develop awareness of parenting skills, for example, how parents/carers can nurture physical, intellectual, emotional, social and moral development, etc.

Investigate some of the changing needs of family members at different stages of the life cycle, for example, physical (including nutritional), intellectual, emotional and social needs, etc.

Explore strategies to manage family scenarios, for example, managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.

Statutory Requirements at Key Stage 4

RSE sits within the Personal Development strand of Learning for Life and Work at Key Stage 4.

Pupils should be enabled to:

- Develop an understanding of how to maximise and sustain their own health and wellbeing;
- Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences;
- Recognise, assess and manage risk in a range of real-life contexts;
- Develop their understanding of relationships and sexuality and the responsibilities of healthy relationships; and
- Develop an understanding of the roles and responsibilities of parenting.

Key Concept – Self Awareness

Pupils should be enabled to:

- Recognise their own values, beliefs and attitudes, understand how they impact on others and know how to stand up for them;

- Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences;
- Recognise, assess and manage risk in a range of real-life contexts;
- Learn about the unacceptability of discrimination and how to challenge it;

The above guidelines should include particular focus, as suggested in the RSE Progression Framework, to:

- Self-esteem
- Internet Safety
- Human Rights and Gender Equality

Key Concept - Relationships

Pupils should be enabled to:

- Develop their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- Acknowledge the responsibilities that come with marriage and long-term committed relationships; acknowledge the importance of love, tolerance, equality and respect in marriage and long-term commitments;
- Demonstrate ways to assess and manage emotions that can influence sexual decision-making;

The above guidelines should include particular focus, as suggested in the RSE Progression Framework, to:

- Consent
- Healthy Relationships
- Domestic and Sexual Violence and Abuse
- Gender, Sexual Identity and Sexual Orientation

Key Concept – Health

Pupils should be enabled to:

- Develop an understanding of how to maximise and sustain their own health and wellbeing

The above guidelines should include particular focus, as suggested in the RSE Progression framework, to:

- Menstrual Wellbeing
- Sexual Intercourse, STIs and Contraception
- Parenting Including Teen Parenting

<u>Post-16</u>

As pupils progress through the key stages to post-16, it's important that learning is relevant to young people's real-life issues and experiences.

It may also be appropriate to draw on learning opportunities they have already encountered in Key Stage 4 to reinforce earlier learning and understanding, as well as improve personal skills and strategies.

(RSE Progression Framework)

Key Concept – Self Awareness

Pupils should be enabled to:

- Reflect on sexuality and diverse norms and values and develop their own critical attitudes;
- Know and understand their legal rights regarding discrimination, sexual harassment and violence, and how to manage these rights, identifying when it is a criminal offence and how to respond;

The above guidelines should include particular focus, as suggested in the RSE Progression framework, to:

- Self-esteem
- Values, Human Rights and Gender Equality
- Internet Safety

Key Concept – Relationships

Pupils should be enabled to:

- Accept the uniqueness of individuals and relationships, and be able to give examples of various types of committed, stable relationships;
- Assess the rewards and challenges of marriage and long-term commitments;
- Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships;

The above guidelines should include particular focus, as suggested in the RSE Progression framework, to:

- Healthy Relationships
- Consent
- Domestic and Sexual Violence and Abuse
- Gender, Sexual Identity and Sexual Orientation

Key Concept – Health

Pupils should be enabled to:

- Understand why it is important to promote human rights that impact sexual and reproductive health;
- Understand that sexual decision-making has consequences on themselves and others, including social and health consequences;

The above guidelines should include particular focus, as suggested in the RSE Progression framework, to:

- Contraception and STIs
- Sexual Behaviours
- Menstrual Wellbeing
- Parenting Including Teen Parenting

Resources

CCEA RSE Hub:

<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse>

General RSE Links:

[https://ccea.org.uk/downloads/docs/ccea-asset/Resources/General%20Relationships%20and%20Sexuality%20Education%20Links 2.pdf](https://ccea.org.uk/downloads/docs/ccea-asset/Resources/General%20Relationships%20and%20Sexuality%20Education%20Links%202.pdf)

Training and Professional Development:

<https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse/training-and-professional-development>

Appendix 1: RSE Curriculum/LLW KS3 Audit

Key Concept: Self-Awareness (Personal Development Strand)

Topic	Y8	Y9	Y10
Explore and express a sense of self			
Explore personal morals, values and beliefs			
Investigate the influences on a young person	PC	PC	PC
Explore the different ways to develop self-esteem		HM	RS

Key Concept: Personal Health

Topic	Y8	Y9	Y10
Explore the concept of health as the development of a whole person	FT	FT	FT
Investigate the influences on physical and emotional/mental personal health of e.g., immunisation, personal hygiene	FT		Bio
Develop understanding about, and strategies to manage, the effects of change in body, mind and behaviour			Bio
Develop strategies to promote personal safety	FT		

Key Concept: Relationships

Topic	Y8	Y9	Y10
Explore the qualities of relationships including friendship		Love for Life: iZone	HR

Explore the qualities of a loving, respectful relationship		Love for Life: iZone	HR
Develop coping strategies to deal with changing relationship scenarios		Love for Life: iZone	HR
Develop strategies to avoid and resolve conflict		Love for Life: iZone	RS
Explore the implications of sexual maturation		Love for Life: iZone	FT
Explore the emotional, social and moral implications of early sexual activity		Love for Life: iZone	

Key Concept: Home and Family Life (Home Economics Strand)

Topic	Y8	Y9	Y10
Explore the roles and responsibilities of individuals within a variety of home and family structures		FT	FT
Develop awareness of parenting skills			
Investigate some of the changing needs of family members at different stages of the life cycle		FT	FT
Explore strategies to manage family scenarios			FT

PC: Preventative Curriculum

HM: Hopeful Minds Programme

RS: Resilience Skills Programme

HR: Healthy Relationships Programme

RE: Religious Education

Bio: Biology

Appendix 1: RSE Curriculum/LLW KS4 Audit

Key Concept: Self-Awareness (Personal Development Strand)

Pupils should be enabled to:

- Recognise their own values, beliefs and attitudes, understand how they impact on others and know how to stand up for them;
- Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to ongoing life experiences;
- Recognise, assess and manage risk in a range of real-life contexts;
- Learn about the unacceptability of discrimination and how to challenge it

Topic	Y11	Y12
Self-Esteem	H&SC RE	H&SC
Internet Safety	PC Love for Life: Icebergs & Babies	PC Love for Life: Dating & Mating
Human Rights and Gender Equality		

Key Concept: Relationships

Pupils should be enabled to:

- Develop their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- Acknowledge the responsibilities that come with marriage and long-term committed relationships;
- Acknowledge the importance of love, tolerance, equality and respect in marriage and long-term commitments
- Demonstrate ways to assess and manage emotions that can influence sexual decision making

Topic	Y11	Y12
Consent	Love for Life: Icebergs and Babies	Love for Life: Dating & Mating

Healthy Relationships	Love for Life: Icebergs and Babies H&SC RE	Love for Life: Dating & Mating H&SC
Domestic and Sexual Violence and Abuse	H&SC	H&SC
Gender, Sexual Identity and Sexual Orientation	H&SC	H&SC

Key Concept: Health

Pupils should be enabled to:

- Develop an understanding of how to maximise and sustain their own health and wellbeing

Topic	Y11	Y12
Menstrual Wellbeing		Bio
Sexual Intercourse, STIs and Contraception	Love for Life: Icebergs and Babies RE	Love for Life: Dating & Mating Bio
Parenting Including Teen Parenting	Love for Life: Icebergs and Babies RE	Love for Life: Dating & Mating

Appendix 1: RSE Curriculum/PD KS5 Audit

Key Concept: Self-Awareness (Personal Development Strand)

Pupils should be able to:

- Reflect on sexuality and diverse norms and values and develop their own critical attitudes;
- Know and understand their legal rights regarding discrimination, sexual harassment and violence, and how to manage these rights, identifying when it is criminal offence and how to respond

Topic	Y13	Y14
Self-Esteem	PE: Sport Psychology	
Values, Human Rights and Gender Equality		
Internet Safety		

Key Concept: Relationships

Pupils should be enabled to:

- Accept the uniqueness of individuals and relationships, and be able to give examples of various types of committed, stable relationships;
- Assess the rewards and challenges of marriage and long-term commitments;
- Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships

Topic	Y13	Y14
Healthy Relationships	Dr G. Norris	Dr G. Norris
Consent	FitHead	FitHead
Domestic and Sexual Violence and Abuse		

Gender, Sexual Identity and Sexual Orientation		
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Key Concept: Health

Pupils should be enabled to:

- Understand why it is important to promote human rights that impact sexual and reproductive health;
- Understand that sexual decision-making has consequences on themselves and others, including social and health consequences

Topic	Y13	Y14
Contraception and STIs	Dr G. Norris	Dr G. Norris
Sexual Behaviours		
Menstrual Wellbeing	Dr G. Norris	Dr G. Norris
Parenting Including Teen Parenting		

Appendix 2: RSE External Agency Audit

Young Enterprise	Step up	Y8
	Blast Off	Y9
	Learn to Earn	Y10
	Personal Economics	Y11
	Project Business	Y11
Love for Life	iZone	Y9
	Icebergs & Babies	Y11
	Dating & Mating	Y12
Women's Aid	Healthy Relationships	Y10
FitHead	Consent & Personal Safety	Y13 & Y14
Smashed Live	Alcohol Awareness	Y9
Made for More	Alcohol & Drug Awareness	Y10 & Y11
Reach Mentoring	Changes	Y8
BEAM	Embracing Diversity	Y9 & Y10 (volunteer basis)
Relax Kids	Chill Skills	Y8
	Circuit Overload	Y11 (*trial)
	Stress Management	Y13 (*trial)
PSNI	Road Safety	Y8
	Anti-Social Behaviour	Y11