

Lisneal College

Relationships and Sexuality



Policy Document

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Introduction

All pupils have a right to an education which adequately prepares them for adult life. Relationships and Sex Education is a lifelong process which encompasses the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs, morals and values. At Lisneal College our vision is that this education instils in our student's respect for themselves that gives them the confidence to resist peer and media pressure and to make informed decisions based on their personal morals and values.

At Lisneal College our Learning for Life and Work and Relationships and Sex Education curriculum plays a pivotal part in this as it provides our students with an understanding of healthy and respectful relationships and appropriate boundaries.

At Lisneal College, RSE is taught through:

- Religious Education
- Learning for Life and Work including Personal Development and Citizenship
- Science
- Assemblies
- Physical Education in the context of health and hygiene

Statutory Requirements

In 1987 the Department of Education for Northern Ireland (DENI) produce guidance (Circular 1987/45) recommending that school's should have a written policy on sex education which was endorsed by staff and governors and communicated to parents. It also stated that *"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"*.

Subsequently, the Education Reform (Northern Ireland) Order 1989 set out legislation requiring all grant aided schools to offer a curriculum which:

- Promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school
- Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Additional Departmental guidance and Circulars which highlight the principles and responsibilities for school's are highlighted below:

Circular 2001/15: 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

Aims

The aims of Relationships and Sex Education are to:

- Enhance the personal development, self-esteem and well-being of the young person.
- Help the young person develop healthy and respectful friendships and relationships
- Foster a healthy attitude to sexuality and relationships in a moral, social and spiritual framework.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Give the pupils an understanding of reproduction and sexual development.
- Promote responsible behaviour and the ability to make informed decisions
- Develop the young person's awareness, understanding and appreciation of diversity and inclusion.

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 a wide range of information, opinions, attitudes and values.

The need opportunities to develop:

- Practical skills for everyday living, for supporting others and for future parenting
- Communication skills such as learning to listen, listening to others points of view, putting their own view forward clearly and appropriately, giving and receiving feedback, handling and resolving conflict peacefully and being assertive
- Decision-making and problem-solving skills for sensible choices made in the light of relevant information, making moral judgements about what to do in actual situations and putting these judgements into practice. Acting responsibly and with initiative as an individual or as a member of a group
- Inter-personal skills for managing relations confidently and effectively and for developing as an effective group member or leader.

Morals and Values

Relationships and Sexual Education should 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 affect them, and others.

The importance of a moral framework is emphasised in DfEE Circular No 5/1994 Education Act 1003: Sex Education in Schools: "Sex education...must not be value-free. School's programmes of sex education should therefore aim to present be set within a clear framework of values and an awareness of the law on sexual behaviour. Pupils should accordingly be encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood.

Students should be taught RSE within a framework which models and encourages the following values:

- a respect for self
- a respect for others
- non-exploitation in relationships
- commitment, trust and bonding within relationships
- honesty with self and others
- an exploration of the rights, duties and responsibilities involved in relationships
- compassion, forgiveness, mercy and care for others

Relationships between Home, School and Community

The effectiveness of this RSE Policy and its implementation is dependent upon a collaborative process involving staff members, parents/carers, governors and other educational and health professionals. Each partner has a distinctive contribution to make.

Effective communication with parents/carers is a vital element of RSE and should ensure parents/carers understand the aims of the school's RSE curriculum in light of their child's development and well-being. Where this is not the case, parents/carers do have the right to withdraw their child from non-statutory components of sex education within RSE. However, parents/carers do not have the right to withdraw their child from statutory relationships education, health education or the science curriculum.

Key Roles and Responsibilities

The Board of Governors have the responsibility of:

- approving this policy and ensuring its appropriateness.

The Principal has the responsibility to:

- ensuring that RSE is taught consistently across the school.
- ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis.

Staff have the responsibility for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to the pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Students have the responsibility to:

- Engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents have the responsibility to:

- Make themselves aware of the RSE Policy and curriculum.
- Make contact with appropriate staff with any queries or questions.
- Support the school as we work hard to deliver a curriculum appropriate to the age of our young people.

The RSE Curriculum

As previously highlights, at Lisneal College Relationships and Sex Education is delivered through a range of subject-areas, primarily Religious Studies and Learning for Life and Work (Personal Development).

The Key Stage 3 Programme for Personal Development is outlined below. It is delivered through the Learning for Life and Work curriculum by Form Teachers

Year Group	Programme of Study
8	<p>Core Values:</p> <ul style="list-style-type: none">• Respect• Teamwork <p>Personal Development:</p> <ul style="list-style-type: none">• Friendships• Bullying• Peer Pressure• Self-Esteem• Grief and Bereavement• Puberty
9	<p>Core Values:</p> <ul style="list-style-type: none">• Kindness• Responsibility• Integrity <p>Personal Development:</p> <ul style="list-style-type: none">• Romance and Relationships• Mental Health• Domestic Violence• E-Safety and Grooming• Sharing of Indecent Images• Hopeful Minds
10	<p>Core Values:</p> <ul style="list-style-type: none">• Hardworking• Resilience <p>Personal Development:</p> <ul style="list-style-type: none">• Bullying or Banter• Toxic Friendships• Sexting• Consent• Pornography• 'If I were Jack' – QUB Programme on teen pregnancy and contraception• Growth Mindset

The RE department aim to complement Key Stage 3 Personal Development and the Core Value curriculum by including units of work that focus on respect for self, respect for others and exploration of lifestyle choices and consequences. The Key Stage 3 Programme of Study for Religious Studies is outlined below.

Year Group	Programme of Study
8	<ul style="list-style-type: none"> • My Self-Worth • Mindfulness • Judaism • Who is Jesus?
9	<ul style="list-style-type: none"> • Growing Up • World Religions • Jesus and Others • Ethics 1
10	<ul style="list-style-type: none"> • Love in Action • Lifestyle Choices • Reconciliation • Ethics 2

In addition to our programme for personal development we recognise the benefit outside agencies can bring to our students in specific areas. We have brought in the following groups/agencies to cover the following areas:

Year Group	Agency/Topic
9	Action for Children – Bouncing Back Programme supporting students wellbeing upon return to school in Term 1 (2020)
10	Action for Children – Bouncing Back Programme supporting students wellbeing upon return to school in Term 1 (2020) Love for Life – Iceberg and Babies Programme educating students about Healthy Relationships and Respectful Choices Arc Fitness – Drug Awareness and Education Aware NI – Mood Matters Programme supporting students Mental Health and WellBeing

Special Educational Needs

Special Educational Needs provision is at the centre of the ethos of Lisneal College. It is essential that pupils with special educational needs are given the opportunity to fully participate in RSE lessons and activities. A differentiated programme will be provided where necessary to ensure that all pupils gain a full understanding.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner. However, confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, the school's Child Protection and Safeguarding procedures will be followed.

It is also important to note that the classroom is an open environment and therefore confidentiality cannot be guaranteed. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

Use of External Agencies

Where appropriate, we may use the skills, knowledge and expertise of external agencies and professionals. Where this occurs, the school will be satisfied that contributions from these external agencies are in keeping with the school's ethos.

Linked Policies

The Relationships and Sexuality Policy is supported by the following school policies.

- Learning and Teaching Policy
- Safeguarding and Child Protection Policy
- Promoting Positive Behaviour Policy
- Bullying Prevention Policy
- Special Educational Needs Policy
- Drugs Education Policy
- Equality, Diversity and Inclusion Policy

This policy has been adopted by Board of Governors

Signed _____
Chairman of Board of Governors

Review Date: 2023-2024