

RELATIONSHIPS AND SEXUALITY POLICY

Rationale

Relationships and sexuality education is a lifelong process where there is a need to acquire information and develop attitudes, beliefs and values about personal and social relationships and gender issues. All boys in the school have a right to an education which adequately prepares them for adult life and good Relationships and Sexuality Education within school plays an integral part in helping them secure that right. This policy outlines the underlying principles and the practical application of the school's delivery of Relationships and Sexuality Education.

The policy forms part of the School Pastoral Care Policy and closely links with the school Child Protection Policy and the Health and Safety Policy.

Framework for Morals and Values

RSE 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 and others are affected by them. There should be an appreciation that friendships and relationships should be based on self and mutual respect, non exploitation, honesty, trust and commitment. Within relationships there should be recognition that rights, duties and responsibilities are involved.

Relationships and Sexuality Education is not intended to be value free. It should be tailored to the age, maturity and understanding of pupils. The programme therefore aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. Pupils should be encouraged to appreciate the value of family, marriage, and permanent loving relationships, and the responsibilities of parenthood. They should be helped to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters. Teachers should however acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth.

(adapted from DfEE Circular No 5/1994 Education Act 1993: Sex Education in Schools (Paragraph 8).

The following key messages will be promoted throughout the school:

- An appreciation of the value of family life, marriage, permanent loving relationships, and the responsibilities of parenthood.

- The deferment of sexual activity until marriage/young people are physically and emotionally mature enough to understand the inherent responsibilities.
- A recognition of the positive benefits of seeking sexual fulfilment within a permanent committed relationship with one person.
- A recognition that sexual abstinence outside of marriage and fidelity within it, is a positive (and desirable) option which is an achievable reality to which young people can aspire.
- A recognition that each person is responsible for his own sexual behaviour.
- A recognition that both genders, male and female, are to be appreciated, respected, valued and seen as equal, different and complimentary.
- An appreciation that friendships and relationships should be based on self and mutual respect, empathy, non exploitation, honesty, trust and commitment.
- Compassion, forgiveness, tolerance and care are essential skills and dispositions to develop in relationships.
- Within relationships there should be recognition that rights, duties and responsibilities are involved.

The RSE Curriculum

The Education (Northern Ireland) Order 2006 requires all grant aided schools to offer a curriculum which:

- Promotes the spiritual, emotional, 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 life by equipping them with the appropriate knowledge, understanding and skills.

Relationships education is a statutory element of the Northern Ireland Curriculum through Learning for Life and Work. It supports the curriculum aim which is ‘to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’

The RSE Programme at Key Stage 3

The RSE curriculum forms part of the statutory statements of requirement for Personal Development within Learning for Life and Work. Teachers should ensure that pupils are given worthwhile experiences which enable them to:

1. Explore and express a sense of self.
2. Explore personal morals, values and beliefs.
3. Investigate influences on them as young people.
4. Explore the different ways to develop self esteem.
5. Explore the concept of health as the development of a whole person.

6. Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour, for example, puberty, body image, mood swings, etc.
7. Explore the qualities of relationships including friendship, for example, conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.
8. Explore the qualities of a loving, respectful relationship, for example, how choices within a relationship affect both physical and emotional development, friendships etc.
9. 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.
10. Develop strategies to avoid and resolve conflict, for example, active listening, assertiveness, negotiation, mediation etc.
11. Explore the implications of sexual maturation, for example, sexual health, fertility, contraception, conception, teenage pregnancy, childbirth etc.
12. 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.
13. 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.

The following table details the content of the LLW programme for each of the numbered bullet points listed on pages 2 - 3. Some overlap into more than one area.

Bullet Point	Year 8	Year 9	Year 10
1	Health and the whole person. Managing Change. Learning about learning. Chrysalis – feelings. Reflective diary.	Learning about learning. Chrysalis – Coping – what works for me? SHAHRP Project – Lesson 6 – Real Life. Reflective diary.	Learning about learning. Chrysalis – decisions.
2	Chrysalis - Attitudes - Personal and family values.	Chrysalis - My ideal life - What do I value? SHAHRP project - Lesson 2 - making choices. Lesson 6 - Real Life.	Chrysalis - Decisions + Behaviour. Relationships – - Should I or shouldn't I? - Safe Sex.
3	Managing Change – changes in my life and framework. Relationships – - Risk and keeping safe.	Chrysalis – Who influences me - Fitting in. SHAHRP project - Lesson 5 - Media messages.	Learning about learning Relationships – - Should I or shouldn't I?

	Chrysalis – Peer pressure and decision making. PSNI.		
4	Health and the whole person Relationships - - Who I feel close to. Chrysalis - My strengths and how others see me.	Learning about learning Chrysalis - I think that. - Proud to be me.	Learning about learning Chrysalis – Handling change. First Aid - School Nurse.
5	Health and the Whole Person. Relationships – - Puberty. Chrysalis	Chrysalis – My ideal life - Bidding for health.	Relationships – - Should I or shouldn't I?
6	Relationships – Family. - Conflict resolution. - Looking after my body. Community School Nurse - Puberty.	Chrysalis – Coping through positive thinking.	Chrysalis – - Facing and handling change. - Dealing with feelings.
7	Managing change – Bullying. Relationships – - What makes a good friend? - Gender Issues. - Types of Relationships.	Chrysalis – My Ideal Friend.	Relationships – - Is this ok for me?
8	Relationships – - Conflict Resolution. - Looking after my body. Community School Nurse. Chrysalis – decision making.	SHAHRP Project – Lesson 6 - Real Life	Chrysalis – Dealing with Feelings. Relationships – - Should I or shouldn't I? - Safe Sex.

9	Relationships – - Conflict Resolution. Chrysalis – decision making. PSNI.	Chrysalis – Coping and when feelings get out of control.	Chrysalis – dealing with feelings. Relationships – - Dating.
10	Managing change – Bullying. Relationships – Conflict Resolution - Risk and keeping safe. PSNI.	SHAHRP Project – Lesson 6 – Real Life.	Relationships – - Safe Sex.
11			Relationships - Dating - Safe sex
12	Managing Change – Bullying. Relationships – - Conflict Resolution - Risk and keeping safe. Chrysalis - Rules and Risk. PSNI.	SHAHRP Project - Lesson 5 – Reducing alcohol related harm. Lesson 6 – Real Life	Chrysalis – saying no. Relationships – Dating. First Aid – School Nurse.

The RSE Programme at Key Stage 4

The RSE curriculum forms part of the statutory statements of requirement for Personal Development within Learning for Life and Work. Teachers should ensure that pupils are given worthwhile experiences which enable them to:

- Develop an understanding of how to maximise and sustain their own health and well-being
- Reflect on, and respond to, their developing concept of self
- 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
- Develop an understanding of the roles and responsibilities of parenting

Sharing Responsibility for Relationships and Sexuality Education

Our school believes that the responsibility for relationships and sexuality education should be appropriately shared between teachers, male and female; parents and the school community as a whole including the school nurse. Its effectiveness depends on a collaborative process involving teachers, parents, governors and other educational and health professionals. Appendix II shows how and where RSE is taught throughout the school.

Role of RSE Co-ordinator

A designated member of staff is responsible for co-ordinating all issues related to RSE policy and programme development.

This role includes:

- Ensuring that the programme is taught effectively and is appropriate to the age and maturity of the pupils.
- Liaising with the principal, designated teacher for child protection, Board of Governors, all staff, parents, health and educational visitors on RSE matters.
- Attending in-service training and disseminating appropriate information to other members of staff.
- Organising training for staff as and when appropriate.
- Liaising with outside agencies for curriculum purposes.

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.

The RSE programme will meet the needs of all boys in the school and aims to be a positive experience for all participants. It is developmental, accessible and appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age, teachers are sympathetic to the personal and emotional circumstances of each individual pupil. They are aware of, and take into account the variety of existing pupil knowledge, differing attitudes and beliefs and the pupil's capacity to understand issues. This is particularly important in relation to children with special educational needs where physical development may outstrip emotional maturity.

The Involvement of Parents

Many parents/carers are keen that their children are well prepared to handle situations around relationships and sexuality. Whilst the classroom teacher has a significant role to play in the implementation of RSE in school, this role cannot be considered in isolation to the role of the parents and should ideally be additional and complementary. The school will endeavour sensitively to encourage the discussion of RSE issues at home.

There is no statutory parental right to withdraw a child from classes in RSE. The school will consider any parental concerns expressed, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupils in terms of the parts of the statutory programmes of study which will be missed. While the school recognises the statutory and educational imperative of all pupils following the course, it will as far as possible try to arrive at a mutually acceptable resolution.

Specific Issues for Consideration

The status of the family

The school supports the institutions of marriage and the family, while being sensitive to those with different family circumstances. Marriage and fidelity within it will be presented as the ideal to which most aspire, being achieved for many through hard work and commitment.

The centrality of abstinence

In line with the school ethos, sexual abstinence should be promoted until young people are physically and emotionally mature enough to understand the consequences and their inherent responsibilities. Sexual abstinence before marriage, will be presented as a positive and desirable option and an achievable reality.

The sacredness of life

In line with the ethos of the school, the value and sacredness of life will be actively promoted. This will influence teaching on abortion and casual sex.

Sexual Orientation

Heterosexual relationships will be presented as the main context for sexual intimacy. Pupils however have the right to hold different views and lifestyles, a right which the school will promote. Antagonism, bullying or other forms of abuse against pupils on the grounds of their sexual orientation will not be tolerated.

Confidentiality and 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 sexual abuse is involved, the teacher must follow the child protection procedures outlined in that policy.

Answering Pupils' Questions

If pupils raise issues that are offensive to some or beyond the maturity level of the majority of the pupils, staff will not answer in class. If the teacher feels the question was a genuine one, he/she may suggest that the pupil ask his/her parents or if this is an inappropriate option, the teacher may decide to answer the question in a sensitive manner, which may require the presence of another colleague. If the question asked raises child protection issues, this will be referred to the designated teacher for child protection.

Terminology

All staff teaching RSE related issues will use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang will be avoided. Parents are welcome to view the taught material within subject booklets and to become familiar with the language used within it.

The Use of Resources and Outside Agencies

Resources (books, videos, TV programmes, CD ROMs etc) are vetted before use to ensure they are consistent with the school's policy and ethos.

When education and/or health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individual undertake will complement the ongoing 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 teacher will always be present when an individual or a representative from an agency is taking a class.** Such a visit is *not* to be seen as *the* RSE programme, but as an integral part of it.

Monitoring and Evaluation

This policy will be reviewed and updated periodically. The ongoing process of monitoring and evaluation will be linked to assessment for learning within the NI curriculum, and developed as an integral part of the programme. Information gained from pupil evaluation of the RSE programme will be correlated by the co-ordinator and used to adapt the programme for the future.

Dissemination of the Policy

The contents of this policy will be made available to all members of the Board of Governors, teaching staff, and those providing sub cover. It will also be available to all parents on request, and can be found on the school website www.bangorgrammarschool.org.uk. All health or educational visitors discussing issues related to RSE, specifically the school nurse, will be provided with a copy of the school policy and will be encouraged to adhere to and follow its aims and objectives.

The policy is relevant to anyone with a vested interest in the life of the school – pupils, teachers, governors, health professionals and those involved in educational support. Issues and concerns that any members of these groups might have can be raised with the RSE co-ordinator or with the Vice-Principals.

(APPENDIX 1) PROGRAMMES OF STUDY PERTAINING TO RSE

Year	Home Economics	Religious Studies	Biology
8	Managing Change - friendships Chrysalis - feelings Relationships - types and changes at puberty	Unit - Me Myself - Uniqueness of the individual - Decision making - Peer pressure - Independence - Creation in the image of God	
9		Unit - Myself and Others - Establishing relationships e.g. family, peers - Responsibilities within relationships - Typical adolescent experiences e.g. desire for independence Questioning of authority Conflict and resolution	Unit - Human Reproduction - Puberty - Male and female - Reproductive systems - Conception - Pregnancy and birth - Responsibilities of parenthood/care of an infant - Contraception - Infertility
10		Unit - Human Sexuality - Sexuality as a gift from God - Physical and emotional changes of adolescence - Relationships with opposite sex - Decision making	
11		Unit - The Spreading Church - A brief introduction to the meaning, types and causes of prejudice - The rights and value of the individual	
12		Unit - An introduction to Christian Ethics - Personal and family issues; Christian views on the meaning and purpose of sexual relationships, the benefits and challenges	Topics: - Reproduction - Male/female anatomy - Conception - Pregnancy - Birth - Contraception - Aids

		<p>of marriage and divorce.</p> <ul style="list-style-type: none">- Matters of Life and Death; the debate on abortion (social, political and religious views – pro-life and pro-choice viewpoints)	<ul style="list-style-type: none">- Gonorrhoea- Breast feeding
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KEY STAGE 4 PERSONAL DEVELOPMENT

Year 11	Year 12
<p>1. Health: what is it? Personal Health Audit Drugs - Risks and consequences School Nurse - Sexual health</p>	<p>Financial Responsibility and managing debt Self Esteem 3 - self respect Women's Aid - self confidence</p>
<p>2. Baby borrowers 1 – Constructive feedback Babyborrowers 4 - changing attitudes Women's Aid - Healthy relationships</p>	<p>Self Esteem 2 - What is personal development Self Esteem 3 - personal collage Self Esteem 4 - Body language Women's Aid - Self confidence</p>
<p>3. Health - Risks and consequences 4. SHAHRP II – lesson 2 – A night out lesson 3 - vulnerability Baby borrowers 1 - The experiment 3 - Health and Safety for babies and toddlers</p>	<p>Self esteem 4 - Body language Women's Aid - sexual harassment and abuse</p>
<p>5. SHAHRP II - Lesson 3 – vulnerability Baby borrowers 1 – The experiment 2 – relationships 4 – changing attitudes Women's Aid - Heading for healthy relationships School Nurse – sexual health</p>	<p>Self Esteem 1 - Pressures and influences Self Esteem 4 – Body language Women's Aid - sexual harassment and abuse</p>
<p>6. Baby borrowers 1 - The experiment 2 - Relationships 3 - Parenting</p>	<p>Financial responsibility - Financial decisions and budgeting.</p>