

# **RELATIONSHIPS & SEXUALITY EDUCATION (RSE) POLICY & PROCEDURES**

## **Introduction**

Relationship and Sexuality Education is a life-long 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.

RSE is a statutory element of the NI curriculum.

The programme for RSE has been developed within Bangor Grammar School in line with best practice to complement and support the role of parents and their fundamental right and responsibility as primary educators of the family.

## **Values in RSE**

The school aims to develop in all pupils the ability to make informed and mature choices about relationships within their own lives. To this end aspects of the Religious Education curriculum and certain modules in the LLW programme will help them to develop a framework of values to support these choices. Teaching within Science and seminars, led by external agencies, will deal with the physical implications of sexual relationships and the understanding of their own changing bodies. It is acknowledged that the building of a values framework and factual understanding are tightly linked.

## **Aims of RSE Programme**

The RSE programme has the following aims for the pupils:

1. To enhance their personal development, self esteem and well being.
2. To help them develop healthy and respectful friendships and relationships.
3. To promote responsible behaviour and the ability to make informed decisions.
4. To help them appreciate the responsibility of parenthood.
5. To understand the influence of messages from peers and the media on their own values.
6. To prepare them to cope with the physical and emotional challenges of growing up.
7. To give accurate information to correct misunderstandings they have gained from peers.
8. To help prepare them for adult life.

## **Objectives**

The RSE curriculum should encourage pupils to:

1. Acquire and develop knowledge and understanding of self, emotions and feelings.
2. Develop a positive self-awareness, self esteem and self worth.
3. Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
4. Become aware of the variety of ways in which individuals grow and change, and understand that their developing sexuality is an important part of self-identity.
5. Develop personal skills which will help to establish and sustain healthy relationships
6. Develop some coping strategies to protect self and others from the possibility of various forms of abuse.

7. Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.
8. Develop a critical understanding of external influences on lifestyles and decision making.
9. Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections.
10. Understand sexual development and identity and explore aspects of sexuality, including stereotyping, gender issues and cultural influences.
11. Develop skills for coping with peer pressure, conflicts and threats to personal safety.

### **Equality of Opportunity**

The provision of RSE is an equal opportunity issue. All pupils will receive adequate preparation for the emotional and physical changes at puberty and beyond. The programme of study will therefore take account of all pupils with special educational needs and may vary in methodology and resources used accordingly.

### **Organisation of RSE Programme**

The remit of RSE is a broad one, covering everything from biological facts and attitudes, to morals and values within relationships. Accordingly, it is delivered within the school through a dual approach:

- (i) as a cross-curricular theme under the broader umbrella of Health Education, e.g. English and Drama will also provide opportunities for pupils to engage with issues through discussion, writing and role play,
- and*
- (ii) as a co-ordinated programme of study developed through the departments of Science and Religious Education and also through the programme of Learning for Life and Work (LLW). This more formal approach provides structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.
- The programme for RSE is co-ordinated by a designated teacher in charge of RSE.
  - All teachers involved in the delivery of the programme are provided with the appropriate guidance and schemes of work.
  - Where appropriate, the school enlists the help of qualified professionals to advise on, and assist in, the delivery of the programme. Sensitive issues within the programmes of study, particularly in Year 11 and above, are covered with the help of external agencies to allow for more frank and open discussions. A presentation/workshop by the professional group “Love for Life” is held for Year 11 pupils.
  - A teacher approached by a pupil concerning sexual matters should, where appropriate, encourage the pupil to seek advice from his parents. If the teacher

believes that there is a moral or physical danger, or a breach of the law, the teacher has the duty to inform the pupil of the risks involved and to inform the designate teacher for Child Protection who may, depending on the particular circumstances, take the matter further by informing the Headmaster, the pupil's parents, the specialist support services, the South Eastern Education and Library Board or the Police.

### **Monitoring and Evaluation**

The designated teacher for RSE is Katrina Payne

The role of the designated teacher is:

- to co-ordinate the programme;
- to advise on training and staffing needs (including INSET planning), programme of study development and evaluation;
- to liaise with other staff, relevant bodies and parents, where appropriate.

The designated teacher is responsible to the Headmaster through the Senior Management Team.

The RSE programme is monitored and evaluated on a regular basis, through consultation with pupils and parents and those staff involved in delivering the programme. The responses are collated and reviewed by the designated teacher in conjunction with the Health Education team. In light of this, recommendations are made to Senior Management, and appropriate action is taken regarding further development and amendment of the programme. The Board of Governors annually reviews the policy through its Education sub-committee.

### **Dissemination of Policy**

Parents of prospective Year 8 pupils are informed of the philosophy and outline of the school's RSE programme through the school's Open Day when resources are made available for inspection. A similar opportunity is given to the parents of new pupils at the annual information evening for the parents of new pupils. The full policy/procedures documents are available to all parents on request.

Any parent/guardian who has concerns about the programme or its delivery should, in the first instance, contact the designated teacher, either by telephone or in writing. In the case of a complaint against a member of staff, parents should contact the Headmaster.

In all cases where a complaint is made, the details of the complaint are recorded. Whenever

possible, an attempt is made to seek an immediate resolution to the complaint. In situations where the complaint must be investigated, the outcome of the investigation and any action taken will be reported back as swiftly as possible.

The Curriculum is organised in a manner which ensures that CCEA topics are adequately covered. The main subjects that will deliver the curriculum are RE, LLW and Science.

**PROGRAMMES OF STUDY PERTAINING TO RSE (APPENDIX 1)**

<b>Year</b>	<b>Personal and Social Education</b>	<b>Religious Studies</b>	<b>Science</b>
8	Unit 14 You & Your Feelings  Unit 10 Rules, Rights and Responsibilities	Unit 13 Me Myself -Uniqueness of the individual -decision making -peer pressure -independence -creation in the image of God	Topics- puberty (physical & emotional changes male and female) -conception -breast feeding -responsibilities of parenthood
9	Unit 5 Family Life  Unit 13 You and Your Feelings  Unit 3 Safety matters, Personal safety including Sexual Abuse	Unit 25 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	
10	Unit 1 Adolescence and You  Unit 5 Living with other people  Unit 8 Becoming Assertive	Unit 36 Teen Challenge -sexuality as a gift from God -physical and emotional changes of adolescence -relationships with opposite sex -decision making	
11	Unit 10 Friends & Relationships Unit 6 Managing Your Emotions	Unit 4A1 Prejudice -An introduction to the meaning, types and causes of prejudice including sexual discrimination. -The rights and value of the individual	
12	Unit 7 Coping with Crises	Unit 5A1 Social Outcasts A consideration of Aids and sufferers of Aids; a Christian perspective.  Unit 5B1 Respect for Love Examination of the values involved in Christian teaching on: -sexuality; preparation for marriage/single life; parenting  Unit 5B2 Respect for Life -Examination of the values involved in Christian teaching on abortion.	Topics:  -reproduction -male/female anatomy -conception -pregnancy -birth -contraception -Aids -Gonorrhoea -breast feeding
13	Safe Sex - STD		



