



RELATIONSHIPS & SEXUALITY EDUCATION POLICY

(adopted by Board of Governors on 24.10.17)

INTRODUCTION

Relationships and Sexuality Education (RSE) 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.

It is intended that the Breda Academy RSE Policy reflects the ethos and principles of the school which aims to provide a caring Pastoral Programme, a curriculum of breadth and balance, and promote essential life skills and moral values.

Teaching RSE should provide opportunities which enable our pupils to:

- form values and establish behaviour within a moral, spiritual and social framework;
- examine and explore the various relationships in their personal lives;
- learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- build the foundations for developing more personal relationships in later life; and
- make positive, responsible choices about themselves and others and the way they live their lives.

A STATEMENT OF THE ETHOS OF THE SCHOOL

Breda Academy aims to provide a safe, orderly and stimulating learning environment through which all students are given support and the challenge to enable them to reach their full potential in their academic and personal development.

Breda Academy aims to be a school where all students are confident they can;

- **Achieve**
- **Belong**
- **Learn and**
- **Enjoy**

Through learning activities and social opportunities characterised by;

- Quality teaching
- High Expectations and
- Positive Relationships

SCHOOL DEVELOPMENT PLAN

Breda Academy has six priority areas which can be linked to the RSE Policy:

1. Building the Staff Team
2. Improving student attendance
3. Securing the highest possible standards of behaviour for learning
4. Ensuring students make the best possible progress to achieve their potential
5. Promoting the school within the local community.
6. Securing high quality learning through engaging and innovative teaching.

AIMS

The aims of RSE at Breda Academy are to:

- enhance the personal development, self-esteem and well-being of the young person;
- help a young person develop healthy and respectful friendships and positive relationships;
- foster an understanding of, and healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- promote responsible behaviour and the ability to make informed decisions;
- help a young person come to value family life and marriage;
- appreciate the responsibilities of parenthood; and
- promote an appreciation of the value of human life.

To this end, providing a whole school approach to RSE which is mapped across learning areas, the pastoral system and external agency support is the overarching aim.

MORAL FRAMEWORK OF THE POLICY

We recognise that young people live in a diverse range of cultures, religions and family types and Breda Academy pupils reflect this diversity in society. We recognise everyone as individuals with the right to be treated with respect and dignity regardless of their class, sexuality, culture, religion and gender. We are committed to an RSE Programme which at all times will reflect the diversity and complexity of the lives and experiences of young people in our school and in the wider community.

We also recognise that at times there may be a conflict between different value systems and at all times, whilst respecting difference, we will uphold the ethos of the school and endeavour to include it in all aspects of RSE teaching.

Breda Academy acknowledges and will support the values of the institutions of marriage and family. Marriage will be presented as the ideal which many aspire and achieve. The school will actively promote an awareness of the value of family life, marriage, permanent loving relationships and the responsibilities of parenthood. The advantages of loving, respectful and safe relationships will also be reinforced. At all times loving, respectful and safe relationships will be promoted.

OBJECTIVES

The objectives of the RSE Policy are to:

- acknowledge the strategic importance of RSE provision, as outlined in the School Development Plan;
- provide a clear context for RSE provision as outlined in the School Development Plan, relevant human rights articles from the Universal Declaration of Human Rights, United Nations Conventions of the Rights of the Child, Department of Education guidance (including Every School a Good School, Together Towards Improvement and Community Relations, Equality and Diversity Policy) and placing RSE in the context of the schools ethos, values and moral and ethical framework;
- communicate clear lines of leadership and co-ordination to ensure the effective delivery of RSE;
- map RSE provision across learning areas, pastoral teams, pupil leadership opportunities, individual initiatives and the valuable resource provided by the school nurse;
- identify support mechanisms for staff involved in the delivery of RSE through training, dissemination of guidance materials and the distribution of relevant, up-to-date and age appropriate resources;
- set out the framework for consultation with parents/carers, pupils, staff, board of governors and outside agencies to facilitate open engagement with a view to continuous reflection and self-improvement.

CONSULTATION

Initial Consultation

An initial policy draft was presented by the Senior Teacher for Inclusion and Development and Designated Teacher for Child Protection to SLT for discussion. The policy was drafted in line with the RSE Policy Framework as per the Relationships and Sexuality Guidance Booklet www.ccea.org.uk and the DOE circular 2013/16. To determine current provision across the curriculum, a Personal Development Curriculum Audit was completed across departments.

Policy Consultation

Board of Governors
Teaching staff
School Council
Parents

Review of Policy

June 2019

Dissemination of Policy

June 2017

LEARNING OBJECTIVES

The RSE Curriculum at Breda Academy endeavours to enable our pupils to:

- acquire and develop knowledge and understanding of self;
- develop a positive sense of self-awareness, self-esteem and self-worth;
- develop an appreciation of the dignity, uniqueness and well-being of others;
- understand the nature, growth and development of relationships within families, in friendships and in wider contexts;
- develop an awareness of differing family patterns;
- develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy, personal relationships;
- develop some coping strategies to protect self and others from various forms of abuse;
- acquire and improve skills of communication and social interaction;
- acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- develop a critical understanding of external influences on lifestyles and decision-making;
- understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections;
- understand sexual development and identify and explore aspects of sexuality including stereotyping, gender issues and cultural influences on sexuality; and
- develop skills for coping with peer pressure, conflict and threats to personal safety.

RELEVANCE TO THE UNITED NATIONS CONVENTIONS ON THE RIGHTS OF THE CHILD (UNCRC)

The United Kingdom Government, including Northern Ireland, is a signatory to the 1989 UNCRC and has agreed to uphold the rights of children and young people as set out in the convention. This means that all children and young people in Northern Ireland have a right to a good quality education in accordance with the convention.

UNCRC Article 34

“Governments must protect children from sexual abuse and exploitation.”

UNCRC Article 19

“Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.”

THE EQUALITY ACT (SEXUAL ORIENTATION) REGULATIONS (NORTHERN IRELAND) 2006

Outlined in the regulation 'sexual orientations' means a sexual orientation toward:

- A person of the same sex
- A person of the opposite sex
- Persons of the same sex and of the opposite sex (both direct and indirect)

Discrimination is in terms of victimisation or harassment or being put at a disadvantage. This can include violating dignity, creating an intimidating, hostile, degrading, humiliating or offensive environment.

The legislation includes heterosexual, homosexual and bisexual people. It also covers perceived sexual orientation and through associations. The legislation states that it is unlawful for an educational establishment to discriminate on the grounds of sexual orientation on the admissions process and excluding pupils from goods and services within the school. It also states that homophobic bullying should be dealt with equal importance as with any other bullying incident.

COMMUNITY RELATIONS EQUALITY AND DIVERSITY IN EDUCATION POLICY (CRED)

The RSE policy takes account of the Department of Education's Community Relations, Equality and Diversity (CRED) in Education policy by:

- promoting respect within all relationships, including with self, with others and with the school, local and global community;
- encouraging the development of emotional intelligence in young people by supporting young people to manage their emotions in all aspects of relationship development and maintenance;
- reinforcing the need for equality and inclusion for all young people within the school community, including newcomers pupils, school aged mothers, pupils who present with special educational needs as identified on the code of practice; looked after children and young people with alternative education plans; and
- providing learning activities that allow young people to explore and challenge stereotyping, prejudice and discrimination linked to religions, race, age, gender, dependant status and sexual orientation.

EVERY SCHOOL A GOOD SCHOOL (ESAGS)

The Department of Education publication 'Every School a Good School' (ESAGS) highlights a number of indicators of effective school performance linked to RSE.

Child-Centred Provision

A commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.

Link to RSE provision

- promotion of positive relationships with self, others and the school, local and global community;
- raising self-confidence and individual aspirations putting young people in a better place to learn and develop emotional health.

High Quality Teaching and Learning

Teachers are committed and enthusiastic, enjoying a positive relationship with their pupils and with other school-based staff and dedicated to improving learning.

Link to RSE provision

- pupils who find it difficult to build and maintain relationships or are unable to negotiate and reinforce boundaries and can find themselves involved in unnecessary conflict, increasing barriers to learning. This has the potential to impact negatively on a young person's attainment outcomes.

A School Connected to its Local Community

School works closely with other relevant statutory and voluntary agencies whose work impacts on education.

Link to RSE provision

- the use of outside agencies can provide schools with a source of relevant, up-to-date and age appropriate material.

TOGETHER TOWARDS IMPROVEMENT (TTI)

The Education and Training Inspectorate (ETI) publication 'Together Towards Improvement (TTI), a process for self-evaluation, highlights a number of quality indicators linked to RSE.

TTI indicates parents are encouraged to become involved in promoting their child's learning and their views are sought and acted upon.

Link to RSE provision

- parents were consulted on the initial review of RSE provision and at all stages of policy development and parental engagement to support learning is encouraged.

TTI indicates the school maintains effective links with statutory agencies e.g. Health & Social Care.

Link to RSE provision

- effective links are made with agencies in partnership with Heads of Departments, Heads of Years, school nurse and designated teacher for child protection.

TTI indicates there are opportunities for pupils to contribute to the planning process.

Link to RSE provision

- pupils were given opportunities through the completions of questionnaires in form time, discussions in Learning for Life and Work and through the School Council to contribute to their planning process.

TTI indicates learning experiences contribute to the pupils fulfilment, personal development and education.

Link to RSE provision

- learning experiences particularly in Personal Development (strand of Learning for Life and Work), student leadership, extra-curricular activities and assemblies, contribute to pupil fulfilment and personal development.

TTI indicates pastoral care supports pupils learning.

Link to provision

- RSE is a component of the pastoral curriculum and establishing and maintaining positive relationships will remove barriers to learning.

TTI indicates there is a whole school programme in consultation with stakeholders that addresses issues such as RSE.

Link to provision

- whole school provision of RSE has been mapped and the RSE co-ordinator is responsible for monitoring and evaluating whole school provision.

TTI indicates pupils demonstrate effective personal and social skills.

Link to provision

- RSE provision will develop personal and social skills.

TTI indicates pupils manage their own emotions, regulate their learning and interact effectively with others.

Link to provision

- RSE provision, particularly in personal development, provides opportunities for young people to identify their emotions and develop their self-management skills in dealing with these emotions. The focus on respect, being assertive and setting boundaries, enables young people to interact effectively with others

SPECIFIC ISSUES

• Confidentiality and Child Protection

Staff cannot give any guarantee of confidentiality to pupils. If details are revealed which could lead staff to suspect that sexual abuse or other types of abuse are involved, the teacher must follow the procedures outlined in our Child Protection Policy.

• Withdrawal from class / exclusion from RSE lessons

The school is willing to discuss with concerned Parent(s)/Guardian(s), their expressed desire for their son/daughter to be excluded from aspects of or all of the RSE Programme. However, RSE is a statutory component of the Northern Ireland Curriculum and is primarily delivered through the Personal Development strand of Learning for Life and Work; however parents or guardians have the right to have their child educated in accordance with their wishes.

There is no legislative provision permitting parents/carers to withdraw their children from RSE lessons. If a parent does wish to withdraw their child for specific lessons of RSE provision, the RSE

co-ordinator should discuss the potentially negative effect this may have including the social and emotional effects of being excluded, as well as receiving reliable and safe information from teachers rather than unreliable information from peers.

- **Teaching RSE**

Many aspects of the RSE Programme will be reinforced by the general climate and everyday interactions within the classroom and the school. Since many of the objectives of RSE are similar to those in other curricular areas, much of its content is included within the Programmes of Study for Science, Religious Education, Learning for Life and Work, Physical Education, Home Economics and English. At Key Stage 4, topics covered in OCN and Wider Key Skills also complement the RSE Programme. Consequently, RSE will be delivered by both male and female staff.

RSE issues will be presented in a manner that is free from sensationalism and bias, and with sensitivity pitched to the pupils' needs and situations. If a pupil(s) raises issues that are offensive to some, or beyond the maturity level of the class, the teacher should not answer the question in class but suggest that the pupil discuss the matter with his/her Parent(s)/Guardian(s). The role of the parent/guardian as the principal educator in relation to RSE will always be reinforced.

Due to the sensitive nature of some of the issues in RSE, members of staff have the right to state that for personal reasons they do not wish to give a personal opinion on a particular issues which has arisen in class.

RSE has been mapped across the main contributory subjects and pastoral provision to ensure a whole school approach to delivery. Heads of Department, Heads of Year and Heads of Key Stage are all responsible for the selections of actual, relevant and age appropriate resources to be used in schemes of work or within pastoral learning experiences including form time, assemblies and information sessions. Materials will reflect the school vision, aims, objectives, values, moral and ethical framework. If any member of staff wishes to clarify the suitability of resources, guidance should be sought with the RSE co-ordinator and/or member of the Safeguarding Team.

- **Dealing with sensitive issues**

All staff teaching RSE related issues must always use the proper biological names. Common slang or vernacular terminology must be avoided. The use of proper terms for parts of the body or body functions should be encouraged from the earliest stage to provide young people with language through which they may seek clarification, ask questions and discuss all aspects of their growth and development.

Within Learning for Life and Work a class contract should be established before learning begins. The aim of the class contract is to establish a collectively agreed set of expectations within Learning for Life and Work to provide a framework to allow sensitive issues to be discussed in a safe environment. Aspects of the class contract should include talking in the third person at all times and respecting difference of opinions in relation to sensitive issues

Learning can involve thinking about issues that may be considered sensitive/controversial.

Pupils often seek a safe and managed environment to explore these issues. Teacher's professionalism and understanding of individual pupils with each class will ultimately impact on the context in which sensitive issues are discussed. At all times information given by teachers will be factual, relevant and age appropriate in-line with the school ethos, values, ethical and moral framework.

Effective personal development is not about imposing decisions on young people; it is about creating opportunities for them to consider options and begin to make their own informed choices, making them ultimately responsible for their own self-management.

If a pupil asks a question that causes the teacher to be concerned in relation to child protection, the teacher should follow the procedures outlined in the Child Protection Policy and liaise with the Designated Teacher for Child Protection or member of the Safeguarding Team.

- **Pupils at risk**

It is the responsibility of the Designated Teacher for Child Protection to inform confidentially individual teachers if a pupil is thought to be "at risk".

Teachers who have concerns about individual pupils should liaise with the Designated Teacher for Child Protection or member of the Safeguarding Team. Pupils thought to be "at risk" will be assessed in line with the Child Protection Policy and advice sought from parents or carers or external agencies, where involved.

USE OF VISITORS AND OTHER RESOURCES

All resources, whether human or material (books, DVD, Internet etc) must be vetted prior to use, to ensure that they are consistent with this Policy and the Breda Academy School ethos.

EXTERNAL AGENCIES AND INDIVIDUALS

Breda Academy recognises that the expertise of education and health professions from statutory or voluntary organisations can provide a value-added dimension to the RSE Programme.

Before agreeing to use an external agency, the Pastoral Leader will consult with the Principal to ensure:

- that the agency or individual is appropriate and complements the School Ethos and RSE Policy;
- review resources which are to be employed;
- decide if Parent(s) / Guardian(s) should be consulted;
- the agency has a Child Protection Policy and review its contents;
- the input complements the School's RSE Programme and will incorporate preparation and follow-up activities;
- pupils are informed of the purpose of the visit;
- agreement with the agency regarding practical arrangements eg. room allocation etc; and
- the pupils evaluate the work.

OUTSIDE AGENCIES AND VETTING ARRANGEMENTS

As per the Child Protection Policy, procedures are in place to ensure all outside agencies are accompanied by a member of staff or have been vetted by Access NI.

All outside agencies will be given a copy of Child Protection Policy and RSE Policy and delivery will be in-line with school ethos, values, moral and ethical framework when supporting staff or taking sessions.

Outside agency staffs deliver one-to-one support work eg. counselling will be vetted through Access NI.

Before engagement can begin, the outside agency representative should agree to uphold the ethos, values, moral and ethical framework of the school, be made fully aware of issue around confidentiality and disclosure.

EQUALITY of OPPORTUNITY

The provision of RSE is an equal opportunity issue. All pupils in Breda Academy, regardless of age, gender, culture, disability, religion, or social class will receive adequate preparation for the emotional and physical changes at puberty and beyond. Pupils with Special Educational Needs have the same needs as all other pupils, however the content and delivery of the RSE Programme may be different. Consequently, the RSE Programme will be tailored to address the pupils' needs in terms of content, methodology and resources employed. Equally, newcomer pupils may require resources to be adapted due their language ability and accessibility.

IMPLEMENTATION of the RSE PROGRAMME

Generally, RSE will be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain an understanding of each others' perspectives. However, in certain circumstances, normal mixed general classroom arrangements may be changed when it appears more appropriate to teaching gender specific issues to single sex groupings.

The RSE Programme will be delivered through a range of subjects, each covering aspects of the RSE Programme whilst delivering the Programme of Study in the Northern Ireland Curriculum. An Audit will be devised which will indicate how and where RSE is taught throughout Breda Academy. All staff will be given the opportunity to contribute to the drafting of the revised RSE Policy. The need for further training or Staff Development on the delivery of any aspects of the Programme will be identified. These issues will be addressed within our School Development Plan.

ENGAGEMENT WITH PARENTS AND CARERS

An overview of whole school RSE provisions will be available for parents/carers to read, so they can engage with their child at key points.

Parents will be informed by letter of specific workshops/events in school and this can often help to provide a conversation starter to encourage further discussion at home.

Leaflets will be given to pupils from outside agencies, when available, for further discussion at home with parents.

Awareness raising workshop in Year 8 will be held to support parents and carers in their role as primary educators for example on-line safety, growing up and sexual health.

Resources and Personal Development schemes of work linked to RSE will be available upon request for parents and carers to view.

Parents and carers will be consulted every two years when the RSE policy is reviewed. Any parental feedback in relation to RSE provision should be directed to the RSE co-ordinator to ensure a consistent approach.

DISSEMINATION OF THE RSE POLICY

The revised RSE Policy will be made available to all members of the Board of Governors and all teaching staff. It will also be available to Parent(s)/Guardian(s) on request to the Principal. Parents or carers with learning difficulties will receive help from the SENCO and appointments to meet with the key staff concerned may be arranged.

All health/education visitors should adhere to all School Policies and any visitor discussing issues relating to RSE will be furnished with a copy of the Breda Academy RSE Policy.

MONITORING AND EVALUATION

As indicated above, this Policy will be reviewed and updated every two years. Pupils, staff and Parent(s)/Guardian(s) may be requested to complete evaluation questionnaires relating to the current RSE Programme to gather data.

The aim of this evaluation process will be to ensure that the:

- the Breda Academy RSE Policy continues to comply with relevant guidelines / legislation;
- classroom practice continues to reflect the Policy and the needs of our pupils;
- teaching resources are regularly reviewed and updated; and
- the views, thoughts and feelings of pupils are respected and will be employed to influence the real needs of pupils rather than their perceived needs.

MANAGEMENT AND COORDINATION

The RSE co-ordinator for whole school planning and delivery is _____.

The RSE review team who work to support whole school planning and delivery includes _____.

The Head of Departments responsible for RSE delivery within contributory curriculum departments are:

- | | |
|--|--------------|
| • Learning for Life and Work | Mrs Killen |
| • Home Economics | Mrs Beattie |
| • Science | Mr Faloon |
| • Religious Studies | Mrs Towell |
| • Information Communication Technology | Mr Kemps |
| • English | Ms Hamilton |
| • OCN | Mr Mallon |
| • Wider Key Skills | Mrs Jennings |

The Head of Years responsible for RSE co-ordination within the pastoral systems are:-

- | | |
|-------------------|-------------------|
| • Year 8 | Mr Galbraith |
| • Year 9 | Miss Heaney |
| • Year 10 | Ms Lynas (acting) |
| • Year 11 | Mrs McWilliams |
| • Year 12 | Mr Rendall |
| • Years 13 and 14 | Mr Henry |

In addition, Heads of Key Stage responsible for RSE co-ordination within the pastoral systems are:-

- | | |
|-----------------------|------------|
| • Head of Key Stage 3 | Mrs Parry |
| • Head of Key Stage 4 | Mr McCann |
| • Head of Key Stage 5 | Mrs Glover |

The Vice-Principals for RSE co-ordination within the pastoral systems are:-

- | | |
|---------------|------------|
| • Key Stage 3 | Mrs Gordon |
| • Key Stage 4 | Mr Massey |

DEVELOPMENT AND TRAINING

The RSE co-ordinator will be responsible for whole school, staff development and training. This will be organised in consultation with the Senior Teacher for Inclusion and Development.

Heads of Department, Heads of Year, the school matron and outside agencies will co-ordinate specific training for teacher within departments and year groups.

STRATEGIES FOR GATHERING AND DISSEMINATING INFORMATION

A number of strategies will be used to gather and disseminate the most current and relevant information, research and resources to inform planning, including;

- Continual Professional Development and SDD training days will include the dissemination of the most current and relevant information, research and resources to staff
- Leaflets and information from outside agencies will be gathered by Heads of Department, Heads of Year and the school matron. Copies of these leaflets will be made available to the RSE co-ordinator as a central resource.
- Pupils will receive leaflets and information in classroom learning through pastoral experience or from the matron at appropriate times in their learning.

LINKS TO OTHER SCHOOL POLICIES

The RSE policy is linked to other school policies including:

Child Protection Policy

- Dealing with sensitive/controversial issues
- Confidentiality
- Disclosures
- Types of abuse
- Child exploitation

Positive Behaviour Policy

- Respect within relationships
- Setting personal boundaries
- Growing independence
- Identifying consequences for behaviours

Anti-bullying policy

- In-equality within relationships
- Identifying bullying behaviours
- Strategies to prevent and manage bullying incidents
- Developing self-confidence and assertiveness
- Homophobic and transgender bullying
- Cyber bullying
- Sexual harassment
- Bullying relating to sex, gender, or relationships

Internet Safety policy

- Online relationships
- Stay safe online
- Reporting abuse
- Child exploitations
- Grooming
- Sexting

Drugs Education Policy

- The effects of drugs abuse on relationships with self
- The effects of drugs abuse on relationships with others
- The effects of drugs abuse on relationships with school
- The effects of drug abuse on academic attainment and career pathways