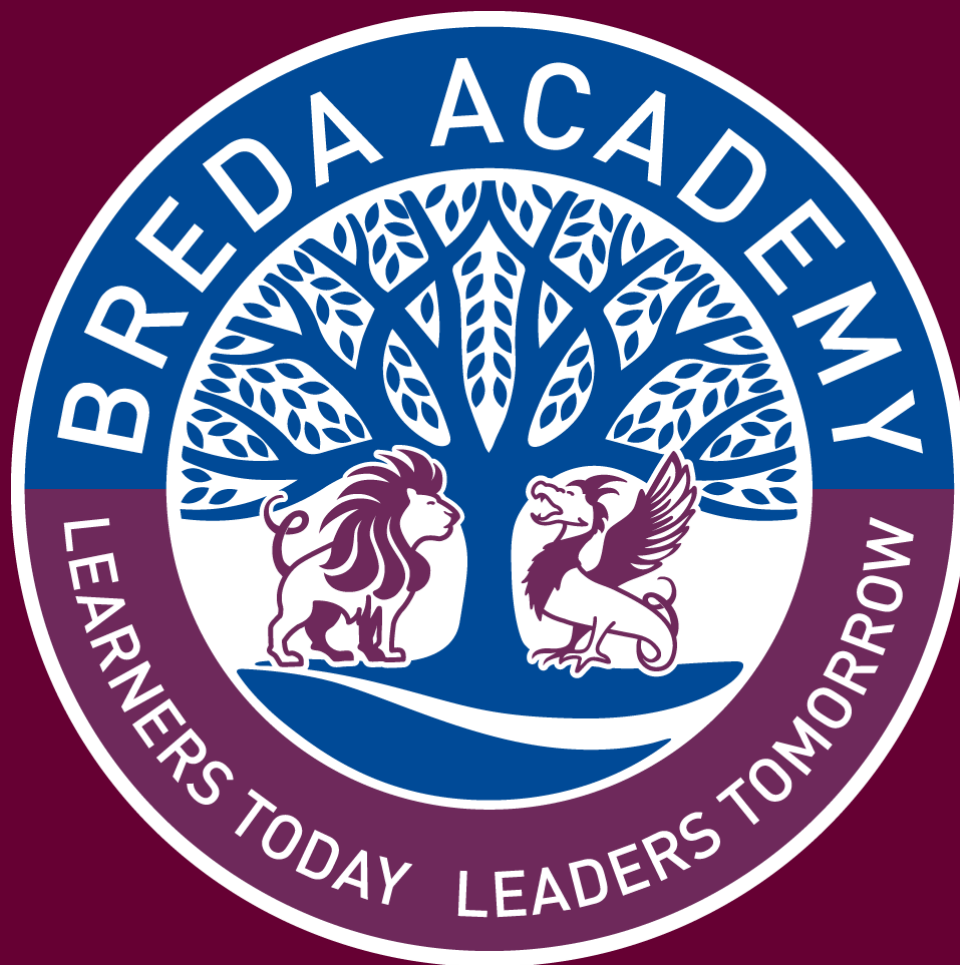


Relationships and Sexuality Education



BREDA ACADEMY



Breda Academy

RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

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 students 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.

OUR MISSION STATEMENT

Breda Academy aims to be a safe, caring community of life-long learners where positive relationships based on courtesy, commitment and co-operation, enable young people to develop their skills, resilience and confidence for success in life and society.

A STATEMENT OF THE ETHOS OF OUR SCHOOL

We actively promote and encourage a positive teaching and learning environment where everyone is always expected to work hard and behave in a responsible manner by displaying consideration and respect for others.

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

- **Be Safe**
- **Be Polite** and
- **Be Ready** for learning

and feel and actively be part of our school community #we are community #proud to be Breda.

SCHOOL DEVELOPMENT PLAN

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

1. Improving Learning
2. Strengthening Leadership
3. Promoting Wellbeing
4. Embedding a Positive Culture of Behaviour for Learning
5. Securing Progress.

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;
- promote an appreciation of the value of human life.;
- appreciate the responsibilities of parenthood; and
- encourage students to develop an understanding of risk and safety and to recognise abuse and to explore strategies they might employ to keep themselves safe (child sexual exploitation CSE/female genital mutilation FGM).

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 students 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 always will reflect the diversity and complexity of the lives and experiences of **all** young people in our school and in the wider community.

We also recognise that on occasions 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.

The school will actively promote an awareness of the value of stable family life, permanent loving relationships and the responsibilities of parenthood. At all times loving, respectful and safe relationships will be promoted, and students encouraged to respect and value themselves and others and to behave

responsibly. Through the programme, Breda Academy endeavours to explore the rights, duties and responsibilities involved in relationships and a knowledge of various laws that apply in this area.

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 school's 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, student 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, students, 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 Safeguarding 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 (policy) and 2015/22 (RSE guidance). To determine current provision across the curriculum, a Personal Development Curriculum Audit was completed across departments.

Policy Consultation – June 2017

Board of Governors
Teaching staff
School Council
Parents

Ratification of Policy by Board of Governors

October 2017

Review of Policy

June 2019

Policy updated and ratified by Board of Governors

23rd June 2020

LEARNING OBJECTIVES

The RSE Curriculum at Breda Academy endeavours to enable our students 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 specific 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 students 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 newcomer students, school aged mothers, students 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 students and with other school-based staff and dedicated to improving learning.

Link to RSE provision

- students 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 students to contribute to the planning process.

Link to RSE provision

- students 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 student's 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 student fulfilment and personal development.

TTI indicates pastoral care supports students 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 students demonstrate effective personal and social skills.

Link to provision

- RSE provision will develop personal and social skills.

TTI indicates students 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.

CONFIDENTIALITY AND CHILD PROTECTION

Staff cannot give any guarantee of confidentiality to students. At the outset of these lessons, Ground Rules need to be established such that if certain types of disclosures are made then there is no guarantee of confidentiality and staff may well have a duty to pass them on. 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 and report the concerns to a member of the Safeguarding Team immediately.

WITHDRAWAL FROM CLASS

Our 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 for example sex education is delivered as part of RSE. 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.

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. It should be noted that there is no right to withdraw students from Relationships Education as the contents of these subjects are important for all children to be taught.

Parents/carers will be given on-line access to this policy and if this is not possible, can request a hard copy if needed for consultation.

TEACHING RSE

The majority of the RSE Programme will be delivered by teachers timetabled for KS3 LLW and Personal Development (2 periods per week) and in OCN Personal Development and Wider Key Skills at KS4.

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 other's 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.

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 students' ages, needs and situations. If a student(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 student 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.

Adherence to schemes of work by all staff will ensure uniformity and appropriate content.

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 their opinion on a certain issue 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 and OCN Personal Development, a class contract with Ground Rules 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 always include talking in the third person and respecting difference of opinions in relation to sensitive issues

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

Students often seek a safe and managed environment to explore these issues. Teacher's professionalism and understanding of individual students 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 student 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.

STUDENTS AT RISK

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

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

USE OF VISITORS FROM EXTERNAL AGENCIES

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. Outside agencies are used occasionally either to enrich the RSE curriculum or to support a specific group of students, ensuring that they are vetted, and their contribution is in harmony with the school's aims.

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;
- students are informed of the purpose of the visit;
- agreement with the agency regarding practical arrangements e.g. room allocation etc; and
- the students evaluate the work;
- that the Chair and Board of Governors have been consulted.

All resources, whether human or material (books, DVD, Internet) must be vetted prior to use, to ensure that they are consistent with this Policy and the Breda Academy School ethos (Appendix 1).

Visitors must adhere to the “Visitors in Breda Academy” Policy.

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 e.g. 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 students 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. Students with Special Educational Needs have the same needs as all other students, however the content and delivery of the RSE Programme may be different. Consequently, the RSE Programme will be tailored to address the students’ needs in terms of content, methodology and resources employed. Equally, newcomer students may require resources to be adapted due their language ability and accessibility.

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 students 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. Parents/carers will be given on-line access to this policy and if this is not possible, can request a hard copy if needed for consultation. Parents or carers with learning difficulties will receive help from the SENCO and appointments to meet with the key staff concerned may be arranged. Newcomer parents with specific issues can also be accommodated through a meeting with key staff and an interpreter.

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 biennially. Students, 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 students;
- teaching resources are regularly reviewed and updated; and
- the views, thoughts and feelings of students are respected and will be employed to influence the real needs of students rather than their perceived needs.

MANAGEMENT AND COORDINATION

The RSE co-ordinator for whole school planning and delivery is Ms Charis Anderson.

The RSE review team who work to support whole school planning and delivery includes Head of Key Stage 3 Mrs Lyndsey Parry, Head of Key Stage 4 Mr Derrick McCann, Vice-Principal (Pastoral) and Designated Teacher for Child Protection Mrs Gillian Scott.

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

- | | |
|--|--------------|
| • Learning for Life and Work | Ms Anderson |
| • Home Economics | Mrs Beattie |
| • Science | Mr Faloon |
| • Religious Studies | Mrs Towell |
| • Information Communication Technology | Mr Armstrong |
| • 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 Lynas |
| • Year 10 | Mrs Boyle |
| • 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 Pastoral VP for RSE co-ordination within the pastoral systems is:-

- Mrs Scott

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 Safeguarding and VP for Teaching and Learning. 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.
- Students 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
- Transgender bullying
- 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

Bereavement and Loss Policy and Procedures Policy

- Dealing with bereavement in family and wider community

Supporting Transgender Young People Policy

- Self-awareness and discovering sexuality
- Dealing with attitudes of others and homophobia

Smoking Policy

- Effects of smoking/vaping on health

Pastoral Care Policy

Intimate Care Policy

APPENDIX 1 RESOURCES

As websites can change, each resource should be viewed by the teacher before delivery to check that the current content is in line with the ethos of the school.

Keeping young people safer in the digital world

www.saferinternet.org.uk

UK Safer Internet Centre have produced a range of resources to help schools teach students about staying safe online. These include resources on teaching about the consequences of 'sexting' and how to prevent the sharing of images. There are also links to other valuable websites which offer similar resources.

www.childline.org.uk

The NSPCC has produced resources to make it easier for children and young people to get help about 'sexting'.

www.thinkuknow.co.uk

Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for 11–13-year olds, 14+ years, parents or carers, and teachers.

www.childnet.com/teachers-and-professionals

Childnet International provides in-depth advice for teachers in their 'hot topics' section, covering issues such as 'sexting', online grooming, cyber bullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for young people up to nineteen years old – this is available at www.childnet.com/resources.

www.ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Taken_Images.pdf

Information on policy and procedures relating to sexting in Northern Ireland is available from the Association of Chief Police Officers of England, Wales and Northern Ireland.

Recognising and challenging inappropriate behaviour

www.thinkuknow.co.uk

CEOP have created a short film entitled Exploited to help young people stay safe from sexual exploitation by being able to recognise the signs. It compares an exploitative friendship or relationship with a healthy relationship and gives young people clear information about reporting abuse and accessing support.

www.safertoknow.info

The Safeguarding Board for Northern Ireland's (SBNI) website contains useful information and resources to raise awareness on child sexual exploitation.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abuse-toolkit.pdf

Expect Respect: A Toolkit for addressing Teenage Relationship Abuse is a teaching resource that challenges the attitudes of teenagers to violence and abuse in relationships

www.nspcc.org.uk

The NSPCC have produced several resources to support teachers in responding to relationship abuse. Sexual health issues

www.thinkitthrough.org.uk

This website provides advice for young people about healthy relationships and has links to other organisations in Northern Ireland.

www.nidirect.gov.uk

This provides useful advice for young people about sexual health and pregnancy. www.fpa.org.uk This factsheet summarises some of the key points of UK law relating to sexual behaviour.

www.qub.ac.uk

Queen's University Belfast have produced a resource entitled If I were Jack about teenage men and unintended pregnancy. It encourages students to consider and reflect on all the options and consequences associated with unintended pregnancy.

www.crisispregnancy.ie

As part of their Crisis Pregnancy Programme the Health Service Executive in Dublin have produced B4U Decide, a free, downloadable teaching resource for Relationships and Sexuality Education.

www.brook.org.uk

As well as classroom activities and lessons, posters and leaflets, Brook also offers training for teachers to develop their knowledge and confidence of teaching issues such as safeguarding, contraception choices, relationships and sex advice, sexuality, sexual health and pregnancy advice.

Sexual orientation, gender identity and homophobic bullying

www.stonewall.org.uk

www.schools-out.org.uk

Schools Out is a UK charity committed to helping make schools safe and inclusive for everyone.

www.the-classroom.org.uk

This website provides detailed advice on many aspects of teaching and learning to make LGBT people visible in education. It includes presentations, detailed lesson plans and a range of inclusive teaching resources celebrating diversity.

www.tes.co.uk

The Education Supplement works in partnership with teachers and schools around the world to become one of the largest, professional digital communities, connecting and supporting more than 13 million educators globally.

www.exceedingexpectations.org.uk

The 'exceeding expectation initiative' is designed to tackle homophobia and address sexuality with young people. This website is divided into three main sections and provides useful background information on what homophobia is, responding to homophobic bullying and the homophobic bullying experiences of young people.

www.endbullying.org.uk

The Northern Ireland Anti-Bullying Forum includes resources on cyber bullying and homophobic bullying.

www.rainbow-project.org and www.cara-friend.org.uk

The Rainbow Project in partnership with Cara-Friend offers free training to schools on homophobic bullying. They also develop educational resources and offer awareness-raising workshops for students.

www.nidirect.gov.uk

This website provides information for young people on sexual identity.

www.transgenderni.com

This website provides advice for schools who want to explore issues around gender and identity and advises on dealing with transgender issues for children at school.

Guidance documents

The following guidance documents produced by CCEA were used in planning this Relationships and Sexuality Education provision:

- Insync – Key Stage 3 Personal Development
- Learning for Life and Work at Key Stage 4
- Active Learning and Teaching Methods for Key Stage 3
- Thinking Skills and Personal Capabilities at Key Stage 3
- Teaching, Learning and Assessment at Key Stage 4
- Guidance on Teaching Controversial Issues at Key Stage 3

All documents are available at www.ccea.org.uk

The policy will be reviewed again before May 2023

A handwritten signature in blue ink, appearing to be 'R. D. King', with a long horizontal stroke extending to the right.

Signature – Principal

A handwritten signature in blue ink, appearing to be 'J. H. Gibson', with a long horizontal stroke extending to the right.

Signature – Chairperson of the Board of Governors

Date: 19th May 2020
