



SCHOOL

POLICY

Policy Name:	RSE policy
Review date:	January 2025
Date to be reviewed:	
Agreed by the BOG on:	January 2022
Policies which are linked to this policy:	Anti Bullying Policy Pastoral Care Policy Safeguarding and Child Protection Policy Transgender Pupil policy Positive Behaviour

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Priory wears its Integrated ethos and practice with pride, Integration is prioritised by school leadership and is led by the Principal, BOGs and a drive team, under the leadership of the newly appointed Integration Co-ordinator. The four core principles of integrated education - **equality, faith and values, parental involvement** and **social responsibility** are central in all we do. Integration and Inclusion remains high on the agenda of the college and we will endeavour to make sure that every child is welcomed and taught in a safe and nurturing Priory College.

College Mission Statement

Priory Integrated College welcomes children from all traditions, cultures and abilities. Together, we aim to empower every child to reach their full potential, in a nurturing, caring environment which upholds respect and excellence for all.

Priory Integrated College

Relationships and Sexuality Education Policy

Background

Priory Integrated College is a co-educational and all-ability. It serves a wide catchment area from Greater Belfast, North Down and Newtownards. As an Integrated College, we were founded to support the need for pupils from Catholic and Protestant backgrounds to be educated together, to enable community cohesion and a peaceful parity of esteem between pupils and families of either religion. In addition, the school welcomes pupils from no faith and from other faith backgrounds. This is equally important as it supports our ethos of diversity and inclusion and reflects the wider landscape in society, which is not homogenous. As such, we are aware that within Priory Integrated College, we will have differing views and attitudes towards aspects of sexuality. As with all things, we will create a platform for perennial issues to be explored and various opinions to be expressed without judgement. Pupils will be encouraged to explore the values of others and to respect the beliefs and views of them, even when they do not share those views. We aim to provide information for pupils to navigate their relationships in an informed way in order for them to evaluate risk and stay safe.

Rationale

The Education (Northern Ireland Order 2006 requires that 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.

This policy takes account of The Equality Act (Sexual Orientation) regulations (Northern Ireland) 2006 by recognising that no pupil should be discriminated against as a result of their sexual orientation. It aims to ensure that no pupil will be made to feel isolated or different because of their sexuality or perceived gender, and that all are valued in our school community.

Priory Integrated College upholds the following rights of the child in relation to its RSE Policy:
UNRC Article 2: Every child has a right be protected against discrimination
UNRC Article 12: Every child has the right to express their views, feelings and wishes in all matter affecting them
UNRC Article 14: Every child has the right to freedom of thought, belief and religion
UNRC Article 16: Every child has the right to privacy unless the law says otherwise
UNRC Article 17: Every child has the right to access information from the media
Aims of Relationships and Sexuality Education

To provide pupils with accurate information about relationships, sex and sexuality.

To provide pupils with appropriate sources of information for personal research and support on topics of relationships, sex and sexuality so they can explore and find support confidently throughout their future lives.

To provide a context where pupils can ask questions, discuss and explore their own attitudes to relationships, sex and sexuality, and also consider the attitudes they encounter in their family lives, community and society.

Through RSE, we aim to deliver an inclusive relationships and sexuality education which is relevant, accessible and age appropriate to all of our pupils.

Teaching of Relationships and Sexuality Education

All form tutors in tutorial, teachers of science, RE and PD (through LLW) will contribute to the teaching of the RSE programme. Staff involved in extracurricular groups and pupil support

services will offer opportunities for pupils to find identity specific information and support, eg. Equality Alliance, School Chaplain, Extern and Family works.

RSE teaching takes place in mixed gender groups and specific sessions in single gender groups while taking account of those pupils are transgender.

Pupils of all genders will have the opportunity to discuss and learn about all aspects of RSE. Learning and teaching will be planned to encourage participation and questioning. Pupils will be signposted to follow up on an individual basis to member of the pastoral team that they can talk to and trust.

Resources will be chosen from a wide range of sources in order to ensure that information and approaches are relevant, up to date and meet the wide range of needs presented by our pupils. Staff delivery should take account of the school ethos and not be determined by their own particular views. If a staff member wishes to opt out of teaching an aspect of the programme where they feel uncomfortable, another member of staff will take over should the staffing resources allow.

Confidentiality and Disclosures

Confidentiality and disclosures will be informed by the school Child Protection Policy. Any child protection concern should be followed up in the normal manner by filling out a Child Protection Record of Concern and passing it to the school Safeguarding Team.

Outside Agencies and Visiting Speakers

Visiting speakers will be made aware of the Integrated Ethos of the school. A member of staff will always be present. All outside speakers will be appropriately vetted and must follow the current Access NI checks and guidelines. Pupils with SEN

Particular care will be taken with the delivery of RSE for pupils with SEN. Where appropriate, content and resources may be adapted to meet the needs of those pupils so that they are able to understand and access all aspects of RSE.

Links to other policies

Anti Bullying Policy (specifically with reference to homophobic bullying, transgender bullying, cyber bullying or bullying related to gender, sexuality or relationships.)

Pastoral Care Policy Safeguarding and Child Protection Policy Transgender Pupil policy Positive Behaviour Policy Internet safety/ E safety Policy

Policy formation and Consultation

This policy has being drawn up by the Leader of Pastoral Care and Welfare who has consulted with staff, pupils, parents and school governors. It will be disseminated to all stakeholders via the school website and sent to all parents via ParentMail. Any comments or feedback can be emailed to info@priorycollege.holywood.ni.sch.uk and marked FAO Leader of Pastoral Care and Welfare.

Parents will be informed by Parent Mail when an outside agency is visiting and delivering aspects of the RSE programme. The RSE policy will be reviewed annually.

Monitoring and Evaluating

The Leader of Pastoral Care and Welfare will have overall responsibility for monitoring, evaluating and reviewing the RSE policy and its implementation. The pastoral leaders at Key stage 3, Key stage 4 and Leader of Sixth Form as well as the Heads of LLW and RE will also provide input into the policy.

Monitoring, evaluating and review may consider:

Pupil review of materials used Staff review of materials used Staff review of the effectiveness of the policy Review of outside agencies and speakers Monitoring and evaluation will be ongoing and allow staff and pupils the opportunity to voice their views on the effectiveness of the programme.

Topics Covered in Key Stage 3 Physical and emotional changes in puberty, variations in individual physical and emotional development. Hygiene and puberty Exploring sense of self/ Equality/ Differences/ Influences Self respect/ self esteem/ self confidence Stereotypes in gender roles Exploring different types of relationships: family, friends, teachers Exploring friendships and romantic relationships Appropriate and inappropriate relationships/ Balance of power Sexual abuse and Child sexual exploitation, where to get help.

Understanding differences in sexuality Social media and technology influence on relationships Looking at different family types and structures Topics Covered in Key Stage 4 Exploring sense of self/ Equality/ Differences/ Influences Self respect/ self esteem/ self confidence Stereotypes in gender roles and media Exploring friendships and romantic relationships Appropriate and inappropriate relationships/ Balance of power Sexual abuse and Child sexual exploitation, where to get help.

Understanding differences in sexuality and sexual orientation Sexually transmitted infections Factual information and ethical issues surrounding contraception and abortion Making informed decisions Where to seek help and find information/ support services Exploring morals and values and attitudes about sexuality and sexual relationships Social media and technology influence on relationships Looking at impact of family breakdown/ divorce/ adoption/ fostering/ teen pregnancy

Resources:

www.saferinternet.org.uk

Resources on image sharing

www.childline.org.uk

Resources on where to get help if an image is shared

www.thinkuknow.co.uk

Child exploitation and online protection

www.nspcc.org.uk

Exploring healthy relationships

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

Signposting for pupils who are exploring sexuality/ gender issues and resources for homophobic bullying

www.ccea.org.uk. RSE hub