POLICY SULLIVAN UPPER SCHOOL

September 2026

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Policy Created: October 2008
Date Reviewed: January 2022
January 2026
Review: Every three years

This policy should be reviewed in consultation with Vice-Principals (Pastoral and Teaching & Learning), Head of Department for Learning for Life and Work, Year Heads, School Nurse and other relevant staff.

INTRODUCTION

Relationships and Sexuality Education [RSE] is a fundamental part of the development of all aspects of the individual as they embark upon their transition to adult life.

As emphasised in the DENI 2015 publication on teaching RSE in Post-Primary schools, whilst unique to Sullivan, this policy should *cater for and meet the needs of all pupils* and *ensure clarity and consensus on how RSE will be taught.*

This includes the right of pupils to an education that adequately prepares them for adult life irrespective of gender identification [The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 www.legislation.gov.uk] and is accessible to those pupils who may be vulnerable [Special Educational Needs (SEN) or Looked After Child (LAC)].

Due to the fact that pupils are maturing earlier, come from increasingly diverse family backgrounds, are generally allowed increased independence and the impact of social media, they need to be provided with appropriate, accurate information and have an opportunity to evaluate their attitudes and values. RSE well taught by teachers and other professionals can complement and support other aspects of school life, increase their self-esteem and promote a positive view of sexuality and sexual health. It also enables pupils to challenge inappropriate and unwanted attention from others (Child Safeguarding-Preventative Curriculum/LLW and RSE APPENDIX 4)

THE SCHOOL ETHOS – MORALS AND VALUES

Sullivan Upper School's motto is 'lamh foisdineach an uachtar' which translates from Irish as 'the gentle hand foremost'. This motto embodies the aims of the school to:

- protect and nurture all pupils.
- be inclusive and welcoming.
- support and encourage pupils to realise their full potential.
- recognise the virtue of gentleness in dealing with others.

Based on these aims the school's ethos and values are:

- to provide the best possible education for all pupils, regardless of race, gender, background or religious denomination.
- to provide a rich, varied and relevant education for all pupils with access to a curriculum which is as broad and balanced as possible.
- to empower all pupils to realise their potential and to prepare them effectively for the challenges and responsibilities of adult life.

- to present a strongly academic character and to place a high value on academic excellence and achievement.
- to promote mutual respect and good relations between all people - pupils, staff, parents, governors and alumni.
- to operate within the context of strong, supportive pastoral care and a clear framework of expected behaviour. Self-discipline is promoted, expected and encouraged.
- to recognise and reward achievements across the full range of academic and non-academic pursuits.
- to promote, support and encourage extracurricular activities as an essential part of the educational experience.
- to encourage a professional and well-motivated staff to work effectively and successfully through good leadership and teamwork.

AIMS

The aims of RSE are to:

- offer all pupils a planned programme of education about human development, relationships, sexuality and family life which is developmental and appropriate to the age and needs of the pupil;
- encourage pupils to respect and value themselves and others and to behave responsibly;
- encourage pupils to develop a positive attitude towards all body functions and to recognise, prepare for and manage growth, development and change;
- encourage better communication about relationships and sexual matters between young people and their parents/carers, family and friends;
- encourage pupils 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/FGM female genital mutilation);
- knowledge and understanding of the law as it relates to sexual behaviour;
- make young people aware that they determine their own future sexual health and trust them to use information in a responsible manner;
- appreciate the responsibilities of parenthood and to value human life.

OBJECTIVES

The RSE curriculum should enable pupils to:

- understand the development of relationships within families, in friendships and wider context;
- understand the biological aspects of reproduction, reproductive health and sexually transmitted infections;
- develop a positive sense of self-awareness and self-esteem;
- know about factors that influence decision-making and consider long and short term consequences to the individual and others;
- develop skills for coping with peer pressure, cyberbullying, conflict and threats to personal safety – including CSE, FGM and forced marriage;
- acquire and use appropriate vocabulary to discuss feelings, sexuality, growth and development;
- consider the advantages and disadvantages of various methods of contraception and what is meant by ‘safe sex’;

- be able to discuss and debate sensitive and controversial issues such as consent, HIV/AIDS, abortion, gender identity and technological developments which involve consideration of attitudes, values, beliefs and morality;
- know how to access reputable outside agencies which offer support and advice eg Thinkitthrough, CEOP, Cara-friend, Childline, etc list of contact details given in APPENDIX 5 Resources);
- on occasion take part in smaller focused groups if further/specialist support is required.

MANAGEMENT AND COORDINATION OF RSE

Role of the Vice-Principal (Pastoral)

The Vice-Principal (Pastoral) has overall responsibility for the pastoral care of pupils within the school and their role includes:

- regularly updating staff on the policy;
- liaising with the Head of Department for Learning for Life & Work who has responsibility for updating the RSE policy and delivery of the RSE programme.
- to overview the content of the RSE Policy.

Role of Head of Department for Learning for Life and Work

The Head of Department for Learning for Life and work is the member of staff responsible for LLW in the school. Their role includes:

- devising and coordinating the programme of study and ensuring it is being taught effectively;
- liaising with all staff on relationships and sexuality matters, for curriculum purposes;
- organizing staff training as appropriate;
- liaising with outside agencies as appropriate;
- updating the RSE Policy.

The Context of the RSE Programme

1. The majority of the RSE programme is delivered by teachers timetabled for KS3 LLW classes (2 periods per week). Some elements are delivered by form tutors (1 period per week).

2. RSE will be carried out by teachers in a clear, empathetic manner and should be tailored to mixed gender classes in terms of content, methodology and resources used.

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

4. A range of teaching strategies should be used to encourage active learning, mind showers, discussion, circle debate, standpoint taking, video clips, role play, continuums etc eg Insync.

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

6. Proper terminology should be used in the delivery of RSE as it will reduce embarrassment and provide pupils with a language through which they can seek clarification and ask questions. Teachers delivering aspects of the RSE programme should make this clear at the onset of the lesson. This does not totally excuse the use of the vernacular but homophobic or misogynistic language is not allowed.

7. Sensitive issues such as abortion, gender identity, FGM, sexting etc may arise from the programme of study and teachers should not avoid appropriate, well-balanced debate as discussion of such issues in the media is so common, pupils will already be aware of them. Further guidance on how to approach these topics is given in APPENDIX 1.

8. As detailed in APPENDIX 2 there are appropriate elements of RSE built into the LLW Programme.

9. In those subjects which have a programme of study which specifically includes RSE related topics, these will be introduced and handled in ways consistent with this policy. See summary in APPENDIX 3.

CONFIDENTIALITY

At the outset of these lessons Ground Rules need to be established such that if particular types of personal disclosures are made then there is no guarantee of confidentiality and teachers may well have a duty to pass the information on. However, it is still possible for pupils to make contributions to class discussions by framing them in the third person or posing a hypothetical problem.

- A teacher approached by a pupil concerning a minor sexual matter may encourage the pupil to seek advice from his/her parents and/or from qualified health professionals.
- If a teacher believes a pupil to be at risk (moral/physical danger or in breach of the law), they should immediately inform the Designated Teacher for Child Protection who will decide, given the circumstances, the next steps. (in accordance with the most recent circular regarding Safeguarding and Child Protection in Schools). No undertakings with respect to confidentiality should be given, but teacher support and keeping a non-interrogative written log of any conversation, should take place.

The following is a summary of these procedures:

- The staff member should immediately inform the Designated Teacher for Child Protection (or Deputy Designated Teacher if he/she is unavailable)
- **The staff member will not investigate** - this is a matter for Social Services - but will discuss these concerns with the Designated Teacher or with the Deputy Designated Teacher if he/she is not available.
- The Designated Teacher will consult with the Principal or other relevant staff **always taking care to avoid due delay**.
- If required advice may be sought from the Education Authority Designated Officer for Child Protection.
- The Designated Teacher may also seek clarification from the child or young person, their parent/carer.
- If a child protection referral is not required the school may consider other options including monitoring, signposting or referring to other support agencies eg Family Support Hub with parental consent and, where appropriate, with the child/young person's consent.

- If a child protection referral is required, the Designated Teacher will seek consent from the parent/carer and/or the child {if they are competent to give this} unless this would place the child at risk of significant harm.
- The Designated Teacher will phone the Gateway team and/or the PSNI and will submit a completed UNOCINI referral form.
- If the concern relates to a student over the age of 18 the Designated Teacher may discuss the concerns with the Trust Adult Safeguarding Team or the Team with responsibility for Vulnerable Adults. This team will assess the level of risk.

It is very important that any pupil who feels that they cannot talk to or does not wish to talk to their parents or carers has access to other sources of support. The school should also make parents or carers aware of how they address pupil disclosures.

PARENTS/CARERS

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/careers may discuss any concerns with the Vice-Principal (Pastoral). In certain circumstances alternative arrangements may be made for pupils whose parents/carers wish them to be excused from particular/all RSE classes.

BOARD OF GOVERNORS

The RSE policy and programme of study will be kept under review by the Board of Governors.

EVALUATION

Within the remit of the school ethos, account should be taken of pupils' needs and issues not adequately addressed could be identified by using pupil questionnaires, small pupil groups and the school council.

Links to other policies

- Anti-Bullying Policy
- Child Protection Policy
- Drugs Policy.
- e-Safety, ICT Acceptable Use and Digital Media Policy.
- Intimate Care Policy.
- Pastoral Care Policy.
- Positive Behaviour Policy.
- Mobile Phone Policy.

APPENDIX 1

TEACHING SENSITIVE ISSUES

As outlined in *Relationships and Sexuality Education Guidance. An update for Post-Primary Schools, NI Curriculum 2015*, sensitive issues can include those about which different individuals/groups disagree and hold strong opinions on. Issues such as abortion, sexual orientation, gender identity and cultural practices have the potential to be sensitive, depending on the personal experiences, opinions and values of each individual within the classroom and the ethos of the school.

Teachers should refer back to the section on values and key messages and time should be made available for teachers of different subjects such as Religious Studies, Science, Food & Nutrition, LLW and PE to consider these issues and agree on the approaches they will use with the pupils. These approaches should be consistent and compatible with the ethos of the school. Too often young people learn about these issues from peers or the Internet and frequently inaccurate information is assimilated. Such issues need to be presented in such a way which is free from bias and sensationalism and sensitively pitched to the pupils' needs and situations. Pupils need to be provided with a balanced, non-judgmental view which respects a range of religious beliefs and the possible (unknown) experiences of some pupils.

Contraceptive Advice to Young People Under 16 years
As stated in *Relationships and Sexuality Education Guidance. An update for Post-Primary Schools, NI Curriculum 2015,* as part of the curriculum, teachers can provide general information to all pupils about the types of contraception and the risk to health. They can provide all pupils with information about where and from whom, they can obtain confidential advice, treatment and support. Personal medical advice must not be given to individual pupils. Teachers must advise pupils to seek advice from parents/carers, the school health team and medical practitioners.

Sex and the Law
Pupils should be taught that the legal age of consent in Northern Ireland is 16 years for both heterosexual and non-heterosexual sex. Also the importance of consent should be made clear to pupils and that non-consensual sex includes touching a person sexually, even through clothing and, like sexting, can carry a custodial prison sentence**.**

HIV/AIDS and Sexually Transmitted Infections [STIs]
The publicity in public health campaigns and media ensure most post-primary schools have some knowledge of HIV/AIDS. However, pupils need to know that it is present in all communities and could still affect them.

They should be provided with current information about the most common STIs, the difference between HIV and AIDS, modes of transmission, prevention, treatments and risky behaviour.

Young people with Special Educational Needs (SEN)
It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Teachers must try to ensure that they develop the knowledge, understanding and skills of pupils to enable them to:

- identify inappropriate and exploitative behaviour;
- help develop their own prevention strategies to stay safe;
- recognise and build healthy relationships; and
- know who they can talk to.

To ensure the content of the lessons is accessible to SEN pupils, teachers should engage in careful planning and adapting of resources and teaching activities to ensure that there are no barriers to participation or learning for pupils with SEN compared to their peers. IEPs should be discussed with the SENCO (Special educational Needs Co-Ordinator) and parents or carers of young people with SEN should be informed about the content of the programme and the date when classes will cover certain teaching activities/themes. This communication will allow for parents or carers to reinforce learning at home.

Occasionally, knowing the needs of the pupil, it may be necessary to deliver these lessons in smaller groups, perhaps involving outside agencies.

Gender Identity and Sexual Orientation
The issue of gender identity and sexual orientation should be handled in a sensitive, non-confrontational and reassuring way [The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 www.legislation.gov.uk]. It is included in the KS4 LLW programme of study but could be raised by pupils as early as Yr8, when gender stereotyping is explored. Research has shown that many LGBTQ pupils feel excluded in RSE classes and claim that negative stereotypes and prejudicial attitudes often go unchallenged. Pupils who are questioning their sexual orientation are particularly vulnerable to cyberbullying, as they often turn to social media for support if they are not receiving it at school. Simple measures and inclusions can do much to raise the self-esteem of young people who feel different.

Teachers should counteract prejudice and support the development of self-esteem and a sense of responsibility in every pupil. Homophobic bullying and language should never be tolerated, but be addressed as a whole school issue

Child Sexual Exploitation and Sexual Abuse
For teachers there are two dimensions, namely:

- teaching for protection, through the promotion of self-esteem, being informed about procedures such as FGM and making at risk pupils aware of personal strategies and outside agencies who can offer support Useful reference material for the delivery of this difficult area is found in the new GCSE textbook (CCEA GCSE Learning for Life and Work, 2nd Edition, McAleer, McAllister and McDonnell p112-114);
- recognising signs of abuse, physical, emotional and social.

Some young girls may be victims of cultural practices, including child/forced marriages and female genital mutilation, which are illegal. However, schools should handle such issues very sensitively to ensure that certain ethnic groups are not viewed negatively because of this.

Cardiopulmonary Resuscitation
The teaching of cardiopulmonary resuscitation (CPR) and awareness on automated external defibrillators (AED) are now compulsory elements of Learning for Life and Work for pupils at Key Stage 3 [Education (Minimum Content) Order (Northern Ireland) 2007]. Year 9 pupils receive this training in pastoral lessons, delivered by teachers trained in the delivery of the content, and supported by an external agency in a practical workshop. Follow up lessons are delivered in Year 10. Additional provision is made available to interested Year 13 pupils.

Period Dignity/Menstrual Wellbeing

With the publication of Department of Education guidance on The Period Products (Free Provision) Act (Northern Ireland) 2022, free period products are now available in female toilets and accessible toilets. Reusable products are provided by the School Nurse when available. A group of student volunteers, supervised by the school nurse, will regularly check and replenish stocks in the toilets where free period products will be available. The full statement on the arrangements for the provision of free period products is available on the school website.

Pupils receive lessons, adapted from CCEA curriculum resources during pastoral lessons on menstrual wellbeing.

The RSE (NI)(Amendment) Regulations 2023

The above regulations were produced to ensure that pupils at key stages 3 and 4 have the opportunity to "Receive age-appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion". To ensure the effective delivery of these aspects of RSE, the CCEA RSE resources are adapted to produce resources which are age-appropriate for pupils. (https://www.education-ni.gov.uk/publications/circular-202401-guidance-amendments-relationship-and-sexuality-education)

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APPENDIX 2

PROVISION ACROSS THE WHOLE SCHOOL

There are a number of areas which are covered as a whole school focus which relate to RSE. These include, but are not limited to:

- Antibullying week
- World Mental Health Day
- International Men's Day
- Holocaust Memorial Day
- Safer Internet Day
- International Women's Day
- National Careers Week
- Neurodiversity Awareness
- World Cultural Diversity Day

PROVISION IN THE PERSONAL DEVELOPMENT STRAND OF LLW

Progression at KS3 in curricular Learning for Life & Work– Resources taken from CCEA RSE HUB, CCEA INSYNC and QUB

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
8	**Personal Development** Personal Image Gender Issues Friendships Conflict Resolution Personal Safety	**Local & Global Citizenship** Diversity & Inclusion Children's Rights Identity	**Employability/Careers** Skills
9	**Personal Development** Friendships Love Boyfriends/Girlfriends Effect of the media Drugs definition Addiction Types of drugs and Categories Why people take drugs	**Local & Global Citizenship** Equality & Social Justice	**Employability/Careers** Skills Entrepreneurship
10	**Personal Development** Risk Management Types of Abuse STIs Unplanned Pregnancy Abortion	**Local & Global Citizenship** Democracy & Participation Active Citizenhsip Lawfulness Taking Action in a Democracy	**Employability/Careers** Skills Types of Jobs Qualifications Decision making

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM

Progression at KS3, 4 & 5 in Pastoral Lessons– Resources for KS3 & KS4 taken from CCEA RSE HUB & CCEA INSYNC or Young Enterprise (YENI)

YEAR GROUP	AREAS COVERED DURING THE SCHOOL YEAR	
8	CEIAG Study Skills (YENI) Hopeful Minds	Staying Safe Online Drugs & Alcohol Period Dignity & Menstrual wellbeing
9	CEIAG Smashed Online (CCEA) Selfies, Social Media & Self Esteem	Period Dignity & Menstrual wellbeing Bereavement Community Lifesavers (CPR)
10	Gambling & Gaming Awareness Cyberbullying Subject Choices for GCSE	Learn to Earn (YENI) Drugs & Alcohol Community Lifesavers (CPR)
11	CEAIG Study Skills (YENI) Floreo (Resilience)	Sexting & Online Abuse Sexual & Reproductive Health Period Dignity & Menstrual Wellbeing
12	Consent Domestic Abuse Contraception Internet Safety Teen Parenting STIs LGBTQ+ matters - (Homophobic/B-iphobic/Transphobic Bullying	AS & A2 Subject Choices Ready to Vote You're Hired (YENI) CEAIG
13	GO-MAD Presentation Interview Skills Odd-Balls Talk (Men's Health) Night Out Safety: Smart Choices Night Out: Stay Safe in Clubs & Bars Cool FM Road Safe Roadshow	Revision Strategies Team Building Leadership Skills Development Volunteer Now ASCERT: Drug Awareness Education
14	Odd-Balls Talk (Men's Health) Interview Skills Revision Strategies	PSNI: Road Education (RTAs) Samaritans – John Whitcroft Managing Stress – Chest, Heart & Stroke

APPENDIX 3

PROVISION IN THE CURRICULUM
For all pupils
Detailed Schemes of Work available from individual departments.

YEAR GROUP	SUBJECT	LESSON CONTENT
8	Science (12 periods)	Puberty Human reproductive systems Fertilisation Menstruation Pregnancy Birth
8	English	"Goodnight Mr Tom" – Child abuse, physical & neglect Starting Sullivan - coping with change. Cloud Busting – Bullying
8	Drama	"The Tempest" (William Shakespeare) - Power and Control in Relationships; Romantic Love and Courtship; Gender Roles and Expectations; Consent and Exploitation; Forgiveness and Reconciliation.
8	Food & Nutrition (4 periods)	Family mealtimes Physical/Emotional needs and family relationships
9	English Drama	"Midsummer Night's Dream" – parental relationship & love "The Bone Sparrow" – religious persecution & refugee experience, relationships, mental health.
9	Geography (1 period)	Role of contraception in population control
10	Biology (7 periods)	Genetics: inheritance and fertilisation.
10	Religious Studies (3 periods)	Appreciation of Sexuality/premarital relationships
10	English	"Merchant of Venice" – Friendship & love, discrimination/anti-semitism Poetry - relationships.

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YEAR GROUP	SUBJECT	LESSON CONTENT
10	Drama	"Lord of the Flies" (William Golding) - Power and Dominance in Groups; Bullying and Aggression; Gender Roles (Implicit) "Romeo and Juliet" (William Shakespeare) - Romantic Love and Sexual Desire; Family Control and Consent; Communication in Relationships.
10	Geography	International Development – the role of women in development, particularly the importance of girls in school and paid employment.
11	English	"Of Mice & Men" – migration, racial discrimination, friendship, treatment of women Language and Media - fashion/education relationships Poetry - identity, family relationships, sexuality.
11 & 12	Drama (CCEA)	"Blood Brothers" (Willy Russell) - Friendship and Loyalty; Love and Infidelity; Socioeconomic Pressures on Relationships. Devising work is an integral part of Drama education and is approached flexibly to meet the needs of each group. The choice of stimulus, themes, and performance material depends on the dynamics of the group and the requirements of the relevant specification. At GCSE and A Level, performance texts for practical components are selected on a group-by-group basis to ensure suitability and challenge. All texts and extracts used for assessment are subject to approval through the official checking process set out by the examination board, guaranteeing that material is appropriate for the age and stage of learners. They often contain many themes associated with RSE.
11& 12	Geography (CCEA)	Population Change: impact of contraception on population change (the Demographic Transition Model). Sustainable Development Goals: Gender Equality and Decent Work/Economic Growth - importance of the role of women in development.
11 & 12	Learning for Life & Work (GCSE)	Personal Development Module: Personal Health & wellbeing, Emotions & Reactions to Life experiences, Relationships & Sexuality, Personal Safety & wellbeing, Responsible parenting, Making informed financial decisions Citizenship Module: Diversity & Inclusion, Rights & Responsibilities, Social Equality & Human Rights, Democratic Institutions, Democracy & Active Participation Employability Module: Rights & Responsibilities of employers & employees, Social responsibility of Businesses
11 & 12	Religious Studies (GCSE)	Christian Morality Appreciation of sexuality, pre-marital sex, chastity and the Christian attitude to sexuality, same sex marriage, divorce.

YEAR GROUP	SUBJECT	LESSON CONTENT
		Bioethics – Surrogacy, embryo experimentation, human infertility.
12	Biology	Reproduction, STIs, inheritance
12	English	Personal/creative writing - Fear/success/relationships "Macbeth" - marriage/loyalty/fear & conflict "Inspector Calls" - Family relationships, social justice and responsibility, romance, consent
13 & 14	Drama	"Antigone" (Sophocles) - Family Loyalty vs. State Law; Gender Expectations; Romantic Commitment
13	English	Prose - individual conscience, ethics, morals, spirituality. Poetry - relationships, mental health Drama - consent, marriage, alcoholism, mental health
13	Geography	Population Change: impact of contraception on population change (the Demographic Transition Model). Population Policies: pro-natal and anti-natal policies. The One Child Policy – economic and social impacts. Sustainable Development Goals: Gender Equality and Decent Work/Economic Growth - importance of the role of women in development.
14	Drama	"Yerma" (Federico García Lorca)- Marriage and Sexual Expectations; Gender Roles and Fertility; Emotional Intimacy and Communication. Devising work is an integral part of Drama education and is approached flexibly to meet the needs of each group. The choice of stimulus, themes, and performance material depends on the dynamics of the group and the requirements of the relevant specification. At GCSE and A Level, performance texts for practical components are selected on a group-by-group basis to ensure suitability and challenge. All texts and extracts used for assessment are subject to approval through the official checking process set out by the examination board, guaranteeing that material is appropriate for the age and stage of learners. They often contain many themes associated with RSE.
14	English	Drama - family relationships, power Poetry - spirituality, sexual relationships, consent Prose - society, gender roles, individual freedom, conscience.
14	Religious Studies (CCEA)	Unit 2 - Relationships, Sexuality, Pre-marital sex, marriage, divorce Unit 6 – Islam: Family life, marriage, divorce, religious/cultural issues around gender e.g.: marriage, arranged marriage, FGM

YEAR GROUP	SUBJECT	LESSON CONTENT
13	Health & Social Care (CCEA)	Unit 1 – Promoting Quality Care – includes individual rights & choices, anti-discriminatory practice, gender, disability, mental health & sexuality. Unit 2 - Communication in Health, Social Care & Early Years settings – includes mental health Unit 3 – Health & Wellbeing – includes mental health, mental illness, psychological wellbeing, effects of ill-health, support provided by voluntary organisations e.g. Childline, Simon Community & others
14	Health & Social Care (CCEA)	Unit 2 – Body Systems and Physiological Disorders – includes impact of smoking, drugs & alcohol, informed consent, fitness to participate, effects of disorder and illness on the individual Unit 3 – Providing Services – includes disability, mental illness, emotional and social needs Unit 4 – Public Health & Health Promotion – includes public health promotion, public safety campaigns, social change, fear arousal

APPENDIX 4

LLW/RSE CONTRIBUTION TO CHILD SAFEGUARDING

AREA	CURRENT DOCUMENTED PROVISION
Staff delivering Curriculum Section Tutors	All Form Tutors provided with programme of study and teaching resources at the start of the year.
Yr14 Peer Educators	Assist section tutors in Yr8 & Yr9 to deliver the pastoral programme and help at parent events Pupils apply to AYM to be considered and then must attend a Child Safeguarding talk with CLM/CBK to ensure they are clear about their role and are made aware of the dangers of unacceptable interactions between them and junior pupils. Section tutors are present with them.
Staff delivering curriculum Designated LLW teachers	Ms Amy Morgan KS3, KS4 & KS5 Form Tutors Training & guidance on how to approach challenging content with RSE is regularly reviewed Discrete provision to deliver RSE topics to all KS3 & KS4 pupils. Resources adapted from CCEA RSE Hub
School Nurse (Michelle McAvoy)	Inputs into the RSE Policy and course content.
School Counsellor	Their role is flagged up as someone pupils can talk to about problems/worries in school in each Year Group.
Visitors to the school	From established organisations (Including but not limited to: Young Enterprise Northern Ireland (YENI), Common Youth, NEXUS, EXTERN, PSNI, Cara-friend, Cancer Focus, Avonmore, Love for Life.) Content checked by Teacher in Charge of workshop to ensure age appropriate and compatible with ethos of school Visitor's passes provided by reception. Workshops always delivered in presence of a teacher(s) – those who normally take the class or self-nominating teachers.
Confidentiality/class contract	Any LLW teacher delivering RSE topics will establish ground rules for the class and explain their role and that of the teacher designated in charge of Child safeguarding. At start of Scheme of Work.

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AREA	CURRENT DOCUMENTED PROVISION
Personal Safety/Physical	Year 8: Personal Development: Conflict Resolution, Keeping Safe, Drugs & Alcohol, Staying Safe Online Year 9: Communication & Conflict Resolution, Impact of Drugs & Smoking, Smashed Online, Selfies, Social Media & Self Esteem Yr10: Consent, Establishing Boundaries, Abuse, Consequences of Sexual Relationships, Gambling & gaming, Cyberbullying, Drugs & Alcohol Year 11: Sexting & Online Abuse
Internet safety/e-Safety	HEC & AYM will review the content for e-safety every year and update in line with best practice and contemporary landscape/live issues. HEC will deliver whole school assembly and pastoral lesson content each year to recognise Safer Internet Day (Feb) and it's relevant theme for that year. Re-establish PSNI talks to targeted year groups across 8 – 12 on Internet safety. This content is currently delivered by Form Tutors
Managing Risk	Yr10 PD unit – LLW staff teach how to assess risk and strategies to enable pupils to stand their ground.
Understanding abuse and strategies to avoid abuse	**All Yr10 PD Unit** – individual types of abuse addressed Strategies to avoid and seek help also taught and useful numbers in homework diaries reviewed **Yr11 GCSE LLW** – individual types of abuse & consequences examined Strategies to avoid and seek help also taught
Awareness of Anti-bullying Policy	Explored in Citizenship unit **Yr9** as part of Equality and Human Rights Anti-bullying week
Yr12 RSE Module	Delivered by Form Tutors. Consent Domestic Abuse Contraception Internet Safety Teen Parenting STIs LGBTQ+ matters - (Homophobic/Biphobic/Transphobic Bullying
Updating of RSE Policy	It is currently being re-drafted to incorporate new areas CPR, Period Dignity & Menstrual Wellbeing and Reproductive & Sexual Health Range of staff overview re-draft

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AREA	CURRENT DOCUMENTED PROVISION
	Consult with relevant staff, pupils & parents
Pupil's Voice/School Council	Yr9 – Equality Indicators in our school Encouraged to take concerns/suggestions to their class reps
Understanding Children's Rights	Taught to all year groups 8-12 – through Citizenship Module Equality and Social Justice
Gender Identity Issues/Sexual Orientation	Citizenship units in Yrs 8-10 Yr12 RSE Module LLW GCSE
Vulnerable Groups	SEN provision as part of normal classroom teaching by differentiation Consulting with Mrs S Dalzell, SENCO
Sexual Exploitation (CSE)	Taught in essence as spiral curriculum in Yrs 8-10 as part of PD units. Through scenarios about sexual relationships and strategies to avoid risk Organisations that can give advice are flagged up where appropriate Only named as CSE in Yr11 GCSE
Forced marriage	Currently taught as part of Yr11 GCSE
FGM	Currently taught as part of Yr11 GCSE

APPENDIX 5

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 pupils 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.

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.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 a number of resources to support teachers in responding to relationship abuse.
Sexual health issues

www.nidirect.gov.uk
This provides useful advice for young people about sexual health and pregnancy.

www.fpa.org.uk

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

This factsheet summarises some of the key points of UK law relating to sexual behaviour.

www.qub.ac.uk and https://www.ifiwerejack.com
Queen's University Belfast have produced a resource entitled *If I were Jack* about teenage men and unintended pregnancy. It encourages pupils to consider and reflect on all of the options and consequences associated with unintended pregnancy.

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.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 pupils.

www.nidirect.gov.uk
This website provides information for young people on sexual identity.

Guidance documents

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

- CCEA RSE Hub
- CCEA Wellbeing Hub
- 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