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# RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Policy Created: October 2008  
Date Reviewed: November 2018  
January 2022  
Review: Biennially

This policy should be reviewed biennially in consultation with Vice-Principals (Pastoral and Teaching & Learning), Subject Coordinator 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](http://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

Values that the school wishes to promote are as follows:

- a respect for self;
- a respect of the rights of children and young people;
- non-exploitation within a relationship;
- a development of critical self-awareness of themselves and others;
- an exploration of the rights, duties and responsibilities involved in relationships and a knowledge of various laws that apply in this area;
- an acknowledgement and understanding of diversity regarding religion, culture, family structure and sexual orientation;
- the deferment of sexual activity until young people are physically and emotionally mature enough to understand inherent responsibilities and make safe choices, with abstinence included as a positive option;
- an appreciation of the values of stable family life, permanent loving relationships and the responsibilities of parenthood;
- a recognition of the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person.

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## 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;

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- liaising with the Subject Coordinator for LLW who has responsibility for updating the RSE policy and delivery of the RSE programme;
- to overview the content of the RSE Policy.

### Role of Subject Coordinator for Learning for Life and Work

The Subject Coordinator 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) and the school nurse in KS4/5 (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](#).



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## 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 Safeguarding and Child Protection in Schools, 2020). 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 child protection teacher/member of the safeguarding team;
- the designated child protection teacher/member of the safeguarding team must inform/consult with Social Services and/or the PSNI;
- no staff member should take on the role of investigator – this is the responsibility of Social Services and the PSNI;
- staff members should explain their responsibilities to refer cases of alleged abuse to the appropriate authorities, but they also must ensure that the matter will only be disclosed to the people who need to know about it;
- staff members should give the pupil time to talk without interrupting or probing, recording exactly what the pupil says, whilst not promising confidentiality.

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/carers 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 biennially 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



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## Links to other policies

- Anti-Bullying Policy – specific reference should be made to homophobic bullying, transgender bullying, cyber bullying, sexual harassment and bullying for other reasons relating to sex, gender, or relationships.
- Child Protection Policy – how the school will support pupils who are thought to be ‘at risk’, and how the school will assess the ‘at risk’ pupils.
- Drugs Policy.
- e-Safety, ICT Acceptable Use and Digital Media Policy.
- Intimate Care Policy.
- Pastoral Care Policy.
- Positive Behaviour Policy.
- Outside Agencies.



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# RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) 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, Home Economics, 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.



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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 LSC (Learning Support Coordinator) 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](http://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, 2<sup>nd</sup> 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.

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## APPENDIX 2

## PROVISION IN THE PERSONAL DEVELOPMENT STRAND OF LLW

## Progression at KS3

Year Group	Autumn Term	Spring Term	Summer Term
8	<b>Personal Development</b> Personal Image Gender Issues Friendships Conflict Resolution Puberty Personal Safety Drugs definition Categories	<b>Local &amp; Global Citizenship</b>  Diversity & Inclusion Children's Rights	<b>Employability/Careers</b>  Skills
9	<b>Personal Development</b> Friendships Love Boyfriends/Girlfriends Effect of the media Drugs definition Addiction Types of drugs and Categories Why people take drugs	<b>Local &amp; Global Citizenship</b>  Equality & Social Justice	<b>Employability/Careers</b>  Skills YNINE Entrepreneurship
10	<b>Employability/Careers</b> Skills Types of Jobs Qualifications Researching information Subject choices Decision making Learn to Earn	<b>Personal Development</b> Risk Management Abuse (CSE & FGM) STIs Unplanned Pregnancy Abortion debate Cannabis debate	<b>Local &amp; Global Citizenship</b>  Democracy Non-Governmental Organizations (NGOs)
11	RSE Sex and the Law & Consent Unsafe sex - what can happen. We talk about STIs Unsafe sex - what can happen. Pregnancy and contraception Mental Health Floreo - Resilience SHAHRP Drugs awareness Self Esteem Study skills Financial Capability	Conflict & Resolution  Citizenship module	Study Skills Financial Capabilities





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Year Group	Autumn Term	Spring Term	Summer Term
12	<b>RSE</b> Consequences STI (HIV/AIDS) Teenage pregnancy Contraception Sexuality Attributes auction Sex and the Law Consent CSE FGM Mental Health  Coping with exam stress Setting Targets Study Skills Effect of Media	Democracy Voting           NGOs	Study Skills Financial Capability Progress File

Year Group	Areas covered during the school year	
13	AS Subjects & Targets Motivation Game Driving & PSNI	Careers Self-Evaluation Setting targets Election Prefects House Public Speaking Competition Family works rep talk Stress & Exams Drugs/Addiction Jackie Burke Quiz/Rebus Competition
14	QUB Visit Careers Service Budgeting 1 & 2 UUU Finance Welfare Exam results & Targets Electoral Office	Blood Transfusion Self-Evaluation/Targets/Exam Timetable Samaritans Action Credit Grub on a grant NIHE Nexus Quiz/Rebus Competition



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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)	1. Puberty 2. Human reproductive systems 3. Fertilisation 4. Menstruation 5. Pregnancy 6. Birth 7. Heredity
8	English Drama	"Goodnight Mr Tom" – Child abuse, physical & neglect Starting Sullivan - coping with change. Cloud Busting - Bullying
8	Home Economics (4 periods)	Family mealtimes Physical/Emotional needs and family relations
9	English Drama	"Midsummer Night's Dream" – parental relationship & love Roll of Thunder - Racial Conflict - Relationships
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 Poetry - relationships.
10	Drama	Romeo and Juliet - relationships, suicide, growing up, friendships, family conflict
11	English	"To Kill a Mockingbird" - Friendship, growing up, parenting, alleged rape, different cultures Language and Media - fashion/education relationships Poetry - identity, family relationships, sexuality.
11 & 12 (CCEA text)	Drama	"Blood Brothers", marriage, extra marital affairs, violence, gun violence. Various themes in a variety of texts – age-appropriate, friendship, relationships, sexuality, identity, difference, race, violence, conflict, pre-marital sex.
11 & 12 (GCSE)	Religious Studies	Christian Morality Appreciation of sexuality, pre-marital sex, chastity and the Christian attitude to sexuality
12	Biology	Reproduction, STIs, inheritance
12	English	Personal/creative writing - Fear/success/relationships "Macbeth" - marriage/loyalty/fear & conflict "Inspector Calls" - Family relationships



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YEAR GROUP	SUBJECT	LESSON CONTENT
13	English	Prose - individual conscience, ethics, morals, spirituality. Poetry - relationships, mental health Drama - consent, marriage, alcoholism, mental health
14	English	Drama - family relationships, power Poetry - spirituality, sexual relationships, consent Prose - society, gender roles, individual freedom, conscience.

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APPENDIX 4

## LLW/RSE CONTRIBUTION TO CHILD SAFEGUARDING

### Child Safeguarding 2021 Preventative Curriculum/LLW and RSE

Area	Current documented provision
Staff delivering Curriculum Section Tutors	All section tutors provided with programme of study and teaching resources at the start of the year.  Some elements include PD but not usually RSE – as this is delivered by a group of staff who have more experience and/or training.  Training by SHAHRP for Yr9 & Yr11.
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 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	Miss Amy Morgan  Self-nominating teachers.  All received internal/external training/guidance how to approach challenging content <b>RSE</b> topics.  Discrete provision to deliver RSE topics to all KS3 & KS4 pupils.
School Nurse (Michelle McAvoy)	Inputs into the RSE Policy and course content.  Yr8 Puberty Talks.  Delivers RSE module in Yr11 on: <ul style="list-style-type: none"> <li>• Sex and the Law</li> <li>• Unsafe sex - what can happen. STI's</li> <li>• Unsafe sex - what can happen. Pregnancy and contraception</li> <li>• DVD Wrappy the Condom. This ties everything together</li> </ul>
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 eg YENI, Love for Life, SHAHRP Or individual speakers Content checked by HoD To ensure age appropriate and compatible with ethos of school  Visitor's passes Workshop always delivered in presence of a teacher(s) – those who normally take the class

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Area	Current documented provision
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.
Personal Safety/Physical	<p><b>Delivered by Section Tutors</b></p> <p><b>Yr8</b> e-Safety Respect everyone's Journey Safety and Risk Management</p> <p><b>Yr9</b> SHAHRP e-Safety</p> <p><b>Yr10</b> e-Safety Making decisions</p>
Internet safety/e-Safety	<p>DWS has established content for each year group and resources which appear in the Shared Area/Google Classroom for teacher use.</p> <p>Re-establish PSNI talks to each year group 8-12 on Internet safety.</p> <p>This topic is currently delivered by Section tutors and LLW teachers Thinkuknow/CEOP.</p>
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	<p><b>Delivered by LLW teachers</b></p> <p><b>All Yr10 PD Unit</b> – individual types of abuse addressed Strategies to avoid and seek help also taught and useful numbers in homework diaries reviewed</p> <p><b>Yr11 GCSE</b> class – individual types of abuse &amp; consequences examined Strategies to avoid and seek help also taught</p>
Awareness of Anti-bullying Policy	<p>Explored in Citizenship unit <b>Yr9</b> as part of Equality and Human Rights</p> <p>Also <b>Yr8</b> Pastoral programme.</p>
Yr12 RSE Module	<p>Delivered by self-nominated teachers.</p> <p>Content: <u>Current Yr12 RSE module includes:</u> Confidentiality/ Approach Physical/Biological/Relationships Sexuality – Definition Consequences of Sex Contraception Sexually Transmitted Diseases/Understanding Aids Sex and The Law/The Realities of Sexting/Consent/FGM Media and the Impact of Pornography healthy Relationships/ Negotiating Sex</p>

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Area	Current documented provision
Updating of RSE Policy	It is currently being re-drafted to incorporate new areas eg FGM in line with new LLW Spec  Also add further detail to existing provision for SEN pupils  Range of staff overview re-draft Consult with relevant staff.
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 LLW  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 J Kelly, 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 Move down to Yr10 and revisit in Yr12
FGM	Currently taught as part of Yr11 GCSE Incorporated into RSE modules in Yrs 11 & 12 to ensure taught to whole year groups. Briefly refer to in Yr10 when teaching section on abuse.



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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](http://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](http://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](http://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](http://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](http://www.childnet.com/resources).

[www.ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO\\_Lead\\_position\\_on\\_Self\\_Taken\\_Images.pdf](http://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](http://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](http://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](http://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.



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[www.nspcc.org.uk](http://www.nspcc.org.uk)

The NSPCC have produced a number of resources to support teachers in responding to relationship abuse.

Sexual health issues

[www.thinkitthrough.org.uk](http://www.thinkitthrough.org.uk)

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

[www.nidirect.gov.uk](http://www.nidirect.gov.uk)

This provides useful advice for young people about sexual health and pregnancy.

[www.fpa.org.uk](http://www.fpa.org.uk)

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

[www.qub.ac.uk](http://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 pupils to consider and reflect on all of the options and consequences associated with unintended pregnancy.

[www.crisispregnancy.ie](http://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](http://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](http://www.stonewall.org.uk)

[www.schools-out.org.uk](http://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](http://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](http://www.tes.co.uk)

[www.exceedingexpectations.org.uk](http://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](http://www.endbullying.org.uk)

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





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2022

## RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

[www.rainbow-project.org](http://www.rainbow-project.org) and [www.cara-friend.org.uk](http://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](http://www.nidirect.gov.uk)

This website provides information for young people on sexual identity.

[www.transgenderni.com](http://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](http://www.ccea.org.uk)