**Rosstulla School**

**‘Together Towards Tomorrow’**

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**Relationships and Sexuality Education Policy**

**Key stage 2, 3 & 4**

**Agreed by Governing Body, September 2020**

**Chairperson’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Rationale

In the Northern Ireland Curriculum, Relationships and Sexuality Education (RSE) is a statutory component of Personal Development and Mutual Understanding (PDMU). The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure. Relationships and Sexuality Education (RSE) is clearly a part of this general aim. (RSE Guidance for Primary Schools)

INTRODUCTION

School Ethos

To provide a happy, secure and stimulating environment in which each individual is valued and afforded the opportunity to develop to his/her full potential. The ethos of the school is reflected in the school aims.

Values Rosstulla is promoting

· Respect for self and others

· Honesty with self and others

· Self-discipline

· Commitment, trust and bonding within relationships.

RSE is concerned with the special relationships between self and others and the experiences that influence the development of self-respect, self-esteem and our interactions with each other.

Purposes

· To enhance the personal development, self-esteem, self-worth and well-being of the student.

· To educate the student about how to keep their body safe and healthy.

· To educate the student about how to stay safe and be responsible while in the home and whilst out and about in the community.

· To help the student develop healthy and respectful friendships and relationships.

· To promote responsible behaviour and the ability to make informed decisions.

Supporting Communication

‘Many students cannot or are unwilling to talk to their parents about growing up and about sexual matters.’ (CCEA, 2007, p.13). RSE can offer information and provide opportunities to consider feelings and concerns within a secure environment.

Challenging Inappropriate and Unwanted Attention

‘While it is recognised that some students will have experienced sexual abuse, this is not a reason for avoiding education about relationships and sexuality.’ (CCEA, 2007, p.13). Sensitive, effective teaching enables students to challenge inappropriate and unwanted attention from others.

Guidelines

Consultation Process: RSE Policy and Resources

· Co-ordinator to consult with Principal, staff and EA PD Advisor.

· Consult and inform parents.

· Consult and inform Board of Governors.

The Rights and Responsibilities of Parents

· Parents will be encouraged to recognise their responsibility in supporting the aims of the RSE Policy.

· There is no statutory parental right to withdraw a child from RSE- however; Rosstulla will endeavour to take account of any parental concerns expressed.

· Rosstulla will make alternative arrangements for any student whose parent wishes him/her to be excused from particular, or all, RSE classes.

· Parents have the right at any time to contact Mrs. C McCoey with any queries they may have or opportunities to view resources.

Equal Opportunities

The school will seek to ensure that the RSE programme is relevant and accessible to pupils, regardless of age, culture, disability, gender, religion or social class. However, the school is sensitive to the views of the parents and will make suitable arrangements, should a parent wish to withdraw a child from a particular aspect of RSE.

Transgender pupils

Transgender is an umbrella term for people whose gender identity or expression differs in some way from the sex assigned to them at birth The school will work collaboratively with parents, other services and most important the young person him/herself to support him/her in progressing though their school life showing due regard to their needs.

With an understanding that maturity is not always determined by chronological age, it is accepted that some information will not be understood by all children, and may need revisited each year. Whilst in other areas of learning, individual tasks may be set to allow all children to reach their full potential, this is not possible in terms of Relationships and Sexuality Education and the differentiation is through outcome.

Sexual Abuse

Refer to Department of Education’s booklet Pastoral Care in Schools: Child Protection (Circular 1999/10). Teachers who can deliver RSE with ease and comfort may demonstrate to young people that they are adults who can be confided in. However, they must make explicit statutory provision regarding disclosure of abuse.

Confidentiality in the Classroom

Refer to Department of Education’s booklet Pastoral Care in Schools: Child Protection (Circular 1999/10).

· Student’s right to privacy respected at all times- teacher to make it clear in advance of any discussion that no one will be expected to ask or answer any personal questions.

· Teachers should not promise confidentiality.

Confidentiality and Child Protection

Should a student approach a member of staff on matters arising from the RSE programme, or should there be concerns with regard to sexual matters, the matter will be referred to the designated teacher (Mrs Fryers) or her deputies (Mrs. Sloan/Mrs Jamison) for Child Protection. The designated teacher or her deputy will then act in accordance with the guidance, as outlined in the school Child Protection Policy.

Use of visitors and other resources

All resources, whether human or material (books, videos, TV programmes, internet sites etc.) must be vetted before use to ensure that they are consistent with this policy and the school’s ethos:

· Prior to any visit the agency/individual must be made aware of the content of the school’s RSE, Confidentiality and Child Protection policies.

· The activities undertaken will form an integral part of the RSE programme as directed by the teacher.

· The suitability of outside agencies and individuals will be vetted e.g. contact with advisor or schools which have used them in the past.

· School will ensure that invited speakers have a clear understanding of the expected learning outcomes and of the age, ability, maturity and confidence level of the students. A teacher will be present at the lessons/talks.

· Written consent will be sought from parents/ guardians having provided them with relevant information about content of proposed programme.

Implementation

Teaching RSE in Key stage 3&4

RSE will be delivered through the PDMU curriculum. RSE will be delivered to whole class or small groups of students, withdrawn for work in specific areas e.g. based on level of emotional maturity/gender. The use of proper terms for parts of the body and bodily functions will be encouraged throughout the programme. Teaching methods and strategies will allow students to be actively involved in the process of their own learning.  Substitute teachers must not teach RSE.

Teaching RSE in KS2

RSE will be delivered through the Personal Development curriculum. The Personal Development co-ordinator, will work closely with staff responsible for delivering other areas of the curriculum where RSE issues may be addressed e.g. Religious Education, Home Economics, Science and Emotional Intelligence initiative. RSE may be delivered to small groups of students, withdrawn for work in specific areas e.g. based on level of emotional maturity. The use of proper terms for parts of the body and bodily functions will be encouraged throughout the programme. Teaching methods and strategies will allow students to be actively involved in the process of their own learning. Substitute teachers must not teach RSE

Monitoring and evaluating

· Staff, parents and Board of Governors will be involved in the monitoring and evaluating process.

· The aims and delivery of the programme will be monitored, evaluated and redrafted accordingly.

· Feedback from teachers and students will be sought.

· Evidence of students’ learning- e.g. samples of work.

Staff training

Appropriate training from CASS, other outside agencies and INSET as and when necessary, both for individuals and whole staff. The designated co-ordinator will support staff.

Reference

CCEA (2007) Personal Development at Key Stage 3- A Guide for Teachers and Co-ordinators, Belfast, CCEA

  C McCoey & Mr McCullough (June 2019)

Amended by F.Jamison (Sept. 2020)