

CAMBRIDGE HOUSE GRAMMAR SCHOOL

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY AND PROCEDURES

Introduction

The Relationships and Sexuality Education (RSE) Policy is designed to demonstrate the ethos and values of Cambridge House Grammar School and be concordant with the rights of the child as detailed in the Children (NI) Order 1995.

Relationship and Sexuality Education is a life-long process which encompasses the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about personal and social relationships and gender issues.

RSE is a statutory element of the NI Curriculum.

The programme for RSE has been developed within Cambridge House Grammar School in line with best practice to complement and support the role of parents/guardians and their fundamental right and responsibility as primary educators of the family.

Values in RSE

The school aims to develop in all pupils the ability to make informed and mature choices about relationships within their own lives. Cambridge House Grammar School has tailored a programme to support this development and aspects are encouraged through weekly school assemblies, collective worship and the delivery of the Religious Education curriculum. Teaching within Science and seminars, led by external agencies, deal with the physical implications of sexual relationships and the understanding of their own changing bodies. It is acknowledged that the building of a values framework and factual understanding are tightly linked.

Aims of RSE Programme:

The RSE programme has the following aims for the pupils:

1. To enhance their personal development having an enhanced sense of self-awareness, self-worth, self-esteem and wellbeing.
2. To help them develop healthy and respectful friendships and relationships.
3. To promote responsible behaviour and the ability to make informed decisions.
4. To help them appreciate the responsibility of parenthood.
5. To understand the influence of messages from peers and the media on their own values.
6. To prepare them to cope with the physical and emotional challenges of growing up.
7. To give accurate information to correct misunderstandings they have gained from peers.
8. To help prepare them for adult life.

Objectives:

The RSE curriculum should encourage pupils to:

1. Acquire and develop knowledge and understanding of self, emotions and feelings.
2. Develop positive self-awareness, self esteem and self worth.
3. Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
4. Become aware of the variety of ways in which individuals grow and change, and understand that their developing sexuality is an important part of self-identity.
5. Develop personal skills which will help to establish and sustain healthy relationships.
6. Develop some coping strategies to protect self and others from the possibility of various forms of abuse. including child exploitation and domestic violence.

7. Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.
8. Develop a critical understanding of external influences on lifestyles and decision making.
9. Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections.
10. Understand sexual development and identity and explore aspects of sexuality, including stereotyping, gender issues and cultural influences.
11. Develop skills for coping with peer pressure, conflicts and threats to personal safety and strive to exercise a positive influence on others.
12. Be able to competently steer the digital environment and make responsible and informed decisions and protect themselves.

Equality of Opportunity

The provision of RSE is an equal opportunity issue. All pupils will receive adequate preparation for the emotional and physical changes at puberty and beyond. The programme of study will therefore take account of all pupils with special educational needs and may vary in methodology and resources used accordingly.

Organisation of RSE Programme

The remit of RSE is a broad one, covering everything from biological facts and attitudes to morals and values within relationships. Accordingly, it is delivered within the school as:

- I. A cross-curricular theme under the broader umbrella of Personal Development cover, e.g. English and Drama will also provide opportunities for pupils to engage with issues through discussion, writing and role play.
- II. A co-ordinated programme of study developed through the Pastoral System and supported by Science and Religious Education. This more formal approach provides structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework; this includes Key Stage Assemblies and Year Group Collective Worship.

The programme for RSE is co-ordinated by the Heads of Key Stages and the Vice Principal (Pastoral). All teachers involved in the delivery of the programme are provided with the appropriate guidance. Where appropriate, the school enlists the help of qualified professionals to advise on, and assist in, the delivery of the programme. Sensitive issues within the programmes of study are covered with the help of external agencies to allow for more frank and open discussions. All visiting speakers are vetted through the schools visitors' policy before having contact with pupils. School staff maintain a presence during all sessions led by external agencies.

A teacher approached by a pupil concerning sexual matters should, where appropriate, encourage the pupil to seek advice from his/her parents/guardians. If the teacher believes that there is a moral or physical danger, or a breach of the law, the teacher has the duty to inform the pupil of the risks involved and to inform the designated teacher for Child Protection, who may, depending of the particular circumstances, take the matter further by informing the Principal, the pupil's parents/guardians, specialist support services, the Education Authority or the Police.

Monitoring and Evaluation

This is the responsibility of Vice Principal (Pastoral) together with the Heads of Key Stages. It includes:

- co-ordination of the annual programme;
- advising on training and staffing needs (including INSET planning), programme of study development and evaluation;
- liaison with other staff, relevant bodies and parents/guardians, where appropriate.

The RSE programme is monitored and evaluated on a regular basis, through consultation with Key Stage and School Councils, Parents and those staff involved in delivering the programme. The responses are collated and then reviewed by the Senior Team. Appropriate action is taken regarding further development and amendment of the programme within the School Development Plan and accompanying Whole School Action Plan. The policy is reviewed bi-annually by the Board of Governors, or in the light of experience or new legislation/guidance.

Dissemination of Policy

Parents of Year 8 pupils are informed of the philosophy and outline of the school's RSE programme at the annual information afternoon for the parents of new pupils. All Policy documents are available on the school website.

Any parent/guardian who has concerns about the programme or its delivery should, in the first instance, contact the appropriate Head of Key Stage, either by telephone or in writing.

In the case of a complaint against a member of staff, parents/guardians should contact the Principal.

In all cases where a complaint is made, the details of the complaint are recorded. Whenever possible, an attempt is made to seek an immediate resolution to the complaint. In situations where the complaint must be investigated, the outcome of the investigation and any action taken will be reported back as quickly as possible in line with the School's Complaint Policy.

The curriculum is organised in a manner which ensures that CCEA topics are adequately covered. The main subjects delivering the statutory requirements are Home Economics, Food & Nutrition, Nutrition and Food Science, RE and Science as well as the Form Time Programme.

Outline of Personal Development

The provision for Personal Development will be based on the CCEA Statutory Requirements.

Departments are aware of the following; special assemblies are also held to highlight the topics.

Mental Health Day
Anti-Bullying Week

Road Safety Week
No Smoking Day

Review

This policy will be reviewed and updated bi-annually