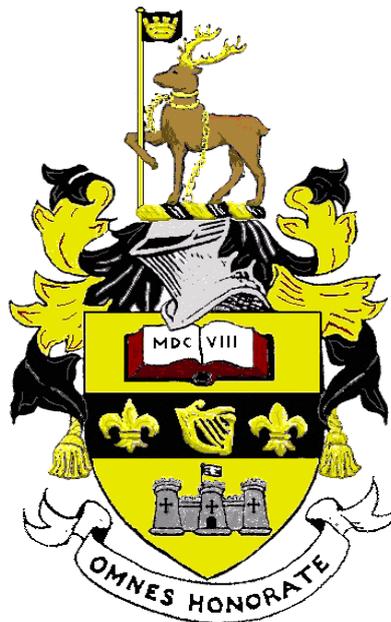


PORTORA ROYAL SCHOOL

ENNISKILLEN

PASTORAL CARE

Relationships and Sexuality Policy



Date Approved by Board of Governors: **XXXXXXX**

Date of Next Review: **XXXXXX**

Signed: _____ (Chair of Board of Governors)

_____ (Principal)

_____ (VP Pastoral Care)

Introduction

The Portora Royal School Relationships and Sexuality Education Policy is drawn up within the context of our Mission Statement and ethos:

THE MISSION STATEMENT

Portora Royal School seeks to facilitate the intellectual growth and maturity of young men and women as well as their personal, social and physical development. We believe that these aspirations are best achieved through a range of experiences requiring intellectual challenge, problem-solving, relationship building, the exercise of independent thought and the engagement of each with others towards common goals. All activities in school should be aimed at encouraging all students to be the best that they can be as evidenced in intellectual accomplishments, personal demeanour and values with which they may access further opportunities at the end of their school careers.

Ethos

The motto of Portora Royal School places Respect at the heart of all relationships. This ethical imperative drives Portora Royal School's Relationships and Sexuality Policy by which we seek to encourage our students to respect themselves and others and move with confidence from childhood through adolescence into adulthood. By supporting them through their physical, emotional and moral development we hope to ensure they can develop the skills and understanding they need to live confident, healthy and independent lives. We believe that our policy will play an important role, alongside other aspects of the curriculum and school life, in helping pupils deal with difficult moral and social questions, helping them better to understand and respect the range of human diversity.

The Policy is set within the context of:

- Portora Royal School's Pastoral Care and Child Protection Policies and School Development Plan
- DENI Circulars 2013/16 and 2015/22
- CCEA Relationships and Sexuality Education (RSE): Post Primary Revised Guidance 2015
- The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006
- UNCRC
- *Every School a Good School, Together Towards Improvement and Community Relations, Equality and Diversity in Education Policy*
- CCEA Personal Development NI Curriculum 2007
- Equality Commission's Eliminating Sexual Orientation Discrimination in N Ireland March 2009
- Sexual Offences (Northern Ireland) Order 2008 – revised February 2009

Defining Relationships and Sexuality Education

“Relationships and Sexuality Education is about more than simply educating young people about biological sexual reproduction. Although it is often referred to as ‘sex education’, this terminology is misleading. Relationships and Sexuality Education is a lifelong process encompassing:

- the acquisition of knowledge, understanding and skills; and**
- the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.**

For pupils, the learning process has begun informally, with their parents or carers, long before any formal education takes place at school. Sexuality includes all aspects of the human person that relate to being male or female: it changes and develops throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.

Effective Relationships and Sexuality Education is essential if young people are to make responsible and well-informed decisions about their lives.

Relationships and Sexuality Education in post-primary schools should build on the learning experiences from the primary curriculum, and provide young people with:

- the opportunity to develop the skills to build healthy and respectful relationships, stay safe, and develop their own moral thinking and value system; and**
- up-to-date, accurate and accessible information about reproduction, sex and sexual health matters.”**

Relationships and Sexuality Education Guidance CCEA 2015

“Our sexuality is a central and significant part of who we are and how we see ourselves in relation to other people. It is part of our overall health and contributes to our physical, mental, emotional and spiritual well-being”.

Personal Development NI Curriculum CCEA 2007

Rationale

Portora Royal School offers a broad and balanced curriculum which promotes the intellectual, moral and spiritual development of our pupils; and fosters their personal and social development. We also acknowledge that all pupils have a right to an educational provision that prepares them for the experiences, opportunities and responsibilities of adult life.

Relationships and Sexuality Education is an integral part of that provision, one aspect of a lifelong process that encompasses the acquisition of knowledge, understanding and skills; and the development of attitudes, beliefs and values about personal and social relationships and gender issues.

This Policy acknowledges that Relationships and Sexuality Education is now a statutory component of both Personal Development and Home Economics within the Northern Ireland Curriculum.

This Policy also acknowledges the social context which informs the delivery of Relationships and Sexuality Education:

- earlier maturation of young people
- increased independence of young people
- greater freedom of young people
- legislation change to the age of consent
- decreasing age of first sexual activity
- Northern Ireland having one of the highest teenage pregnancy rates in Europe
- continuing rise in incidents of sexually transmitted diseases and HIV infection
- increased exposure to mixed media messages re gender and sexuality issues

Values

Relationships and Sexuality Education 'must not be value free'.

DENI Circular 2001/15

This Policy promotes the values of Portora Royal School. The RSE programme aims to present facts in an objective, balanced and sensitive manner, set within a clear moral framework with appreciation of current Northern Ireland legislation. It is a progressive programme that is tailored to the age, maturity and understanding of our pupils.

Pupils are encouraged to view their relationships in a responsible and healthy manner and explore their rights and responsibilities involved within those relationships.

The RSE programme encourages pupils to appreciate that friendships and relationships are based on self and mutual respect, empathy, honesty, loyalty, trust and commitment; and promotes the development of acceptance, tolerance, care, forgiveness and compassion within all relationships.

Pupils are also encouraged to appreciate the value of family stability, marriage, permanent loving relationships and the responsibilities of parenthood; and to develop the skills involved in creating and sustaining stable relationships and the personal and social benefits they bring. As they mature, pupils are enabled to understand the moral, psychological and health risks to themselves and other people of certain types of sexual behaviour and to develop appropriate decision making skills in relation to relationships and acceptance of responsibility.

The following guidelines are offered within the moral framework of Portora Royal School's values and ethos:

- the deferment of sexual activity until young people are physically and emotionally mature enough to understand the inherent responsibilities and the consequences of their actions
- an appreciation of the value of permanence and love in relationships, marriage, stability in family life and the responsibility of parenthood

- a recognition of the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person
- abstinence as a positive option

Aims

The RSE programme seeks to:

- enhance each pupil's personal development, self esteem and wellbeing
- promote positive attitudes towards sexuality, personal health and relationships within a moral, social and spiritual framework
- encourage healthy friendships and relationships based on acceptance, tolerance, sensitivity, honesty, trust and mutual respect
- develop pupils' knowledge and understanding of themselves and others as individuals
- develop positive attitudes of self respect, self confidence and self discipline
- promote relationships based on responsible behaviour and informed decision making
- develop positive and informed attitudes towards committed relationships, family life and the responsibilities of parenthood
- promote an appreciation of the value of human life
- prepare pupils for adult life
- value and support school staff involved in the planning and delivery of RSE
- identify and understand risk taking behaviours

Objectives

The RSE programme gives to pupils valuable experiences that will enable them to:

- understand human physiology in relation to puberty, fertility, sexual intercourse and reproduction
- understand contraception, abortion and sexually transmitted diseases
- understand sexual development and identity including gender issues, stereotyping and cultural influences including the media
- appreciate differing family structures and patterns
- explore their own and others' feelings and emotions
- acquire and develop appropriate vocabulary to discuss sexual feelings
- develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- explore the nature and development of relationships within families and friendships
- develop personal and interpersonal skills which will help to establish and sustain healthy relationships
- develop personal skills to cope and protect oneself from peer pressure and threats to personal safety
- develop an awareness of morals and values
- develop skills to protect oneself from/deal with sexual abuse
- develop a critical understanding of external influences on decision making re lifestyle choices
- develop an awareness of the rights and responsibilities involved in relationships
- acquire knowledge of the services and support available from relevant agencies
- understand family issues re parenting, childcare and lifelong responsibility

Relationships and Sexuality Education in the Curriculum

The RSE Programme is delivered primarily through the Personal Development strand of the Revised Curriculum at Key Stages 3 and 4. Opportunities for RSE also arise across the curriculum. In subjects such as English, Science, Home Economics, Physical Education and Religious Education relationships and sexuality issues are explored from a variety of perspectives.

Teaching methodologies are in accordance with the collaborative and active thrust of the Revised Curriculum. Aspects of the RSE Programme are delivered through the Tutorial Programme and at occasional assemblies.

Aspects of the RSE programme are delivered by a range of external agencies. These programmes supplement and complement internal provision.

The programme of Relationships and Sexuality Education is kept under review.

Portora Royal School acknowledges that the implementation of RSE cannot be considered in isolation and encourages parents to support the School programme.

External Agencies

All activities presented by external agencies complement the internal curricular programmes in RSE. Care is taken to ensure that external agencies comply with the Portora Royal School Policy and that there is collaboration between internal and external staff regarding the content and also follow-up and progression. At least ONE teacher is always present when an external agency is delivering an aspect of the RSE programme.

- All agencies are issued with Portora Royal School's RSE Policy and are asked to adhere to it in terms of ethos, morals and values
- All resources used by external agencies are vetted before use to ensure that they are consistent with the School Policy
- All agencies are asked to complete and present an evaluation report of their programmes
- The RSE Coordinator monitors the effectiveness of the external agency
- All agencies are informed of School's Child Protection procedures regarding pupil confidentiality and disclosure

Responsibilities

In Portora Royal School the responsibility for Relationships and Sexuality Education is appropriately shared with contributions from teachers, male and female, parents and external agencies. Each of the partners has a distinctive contribution to make and the effectiveness of the RSE programme depends on regular communication and collaboration.

• The Principal

It is the responsibility of the Principal to ensure the development and implementation of an RSE Policy and a planned, coherent and progressive programme that meets the needs of all pupils. The Principal consults with Governors, staff, parents, pupils and relevant professionals to ensure the implementation of the programme.

• Vice Principal Pastoral

Ruth Maxwell is responsible for coordinating all issues related to the RSE Policy and programme development. She is responsible for its monitoring and evaluation. She is also the Designated Teacher for Child Protection.

• LLW Coordinator

Philip Beddard is the LLW Coordinator and his role in Relationships and Sexuality Education involves:

- planning and coordination of curricular provision
- liaison with external agencies re curriculum provision
- liaison with Principal, Designated Teacher for Child Protection/Vice Principal Pastoral on RSE matters

- attendance at in-service training and dissemination of appropriate information to relevant staff
 - organisation of training for staff as appropriate
 - liaison with HLA/Subject Leaders regarding RSE as part of Personal Development (Key Stage 3 and Key Stage 4)
 - liaison with HKS
 - liaison with School Council (Pupil voice)
- **Senior Tutor, Heads of Key Stage and Head of Year 8**
Damian Dempster, Stephen Gaston, Raymond Clarke and Sally Rees are responsible for
- Planning and coordinating pastoral provision
 - liaison with external agencies re pastoral provision
 - liaison with Principal, Designated Teacher for Child Protection/Vice Principal Pastoral on RSE matters
 - attendance at in-service training and dissemination of appropriate information to relevant staff
 - organisation of training for staff as appropriate
 - liaison with tutors regarding RSE
- **Staff** (teaching and non-teaching)
 All members of staff should be familiar with RSE Policy and procedures regarding pupil confidentiality and disclosure.

Monitoring and Evaluation

The Vice Principal Pastoral, R Maxwell, in conjunction with the Learning for Life and Work coordinator, P Beddard, Senior Tutor D Dempster, Heads of Key Stage S Gaston, JJR Clarke, Head of Year 8 S Rees and, and all teachers involved in the delivery of the RSE programme, is responsible for evaluating the provision of RSE within Portora Royal School, including appropriate consultation with governors, teachers, pupils and parents.

The aim of the evaluation process is to ensure that:

- the RSE Policy continues to comply with legislation and guidelines
- classroom practice continues to reflect the Policy and the needs of pupils
- teaching resources are regularly reviewed and updated
- external agency input is evaluated regularly
- the views of pupils are respected
- external agencies are informed of Portora Royal School's procedures re pupil disclosures

Child Protection

No member of staff can give a guarantee of confidentiality to pupils concerning Child Protection issues. If details are disclosed, during either internal or external delivery of RSE, that reveal that sexual abuse is involved, the teacher/facilitator must follow Child Protection procedures as outlined in the Child Protection Policy.

Confidentiality in the Classroom

A pupil's right to privacy will be respected at all times and no pupil will be expected to ask or answer any personal questions in an RSE classroom.

Personal medical advice will not be given by a teacher to any pupil. There will be an acknowledgement that only doctors and health professionals should give medical advice to pupils.

Homosexuality

"All pupils have the right to learn in a safe environment; to be treated with respect and dignity; and not to be treated any less favourably on the grounds of their actual or perceived sexual orientation"
 Equality Commission