HOLY TRINITY COLLEGE

Relationships & Sexuality Education (RSE) Policy

College Mission Statement

"Holy Trinity College is a Catholic Maintained school committed to high quality educational   opportunities for each pupil to develop his/her unique talents to the full in a secure, caring environment"

Promoting: Inspiration, Innovation, Excellence

(Revised Policy: December 2017)

Rationale:

Holy Trinity College firmly believes that RSE is an educational entitlement for all pupils and that it is an integral part of the Personal Development Programme. This programme provides our young people with the skills to help them resist peer and media pressure and make informed decisions based on their own internal self-respect and self-esteem. Our programme provides the pupils with the opportunities to gain knowledge and understanding of human relationships, development and sexuality through processes which enable them to form values and establish behaviours within a moral, spiritual and social framework. Pupils are encouraged to explore the various friendships in their lives and to learn how to develop friendships that are based on responsibility and mutual respect. Such knowledge and skills enables them to build the foundations for developing more personal relationships later in life. Pupils learn about themselves as unique human beings, about their spiritual, social, emotional and physical growth and about the various changes that occur as they progress towards adolescence and adulthood. The RSE programme provides pupils with the information and skills to critically evaluate the wide range of information, opinions, attitudes and values offered today. Pupils are encouraged to make responsible choices about themselves and others and the way they lead their lives. Teenagers today are exposed to a profusion of information through magazines, newspapers, music, television, videos and most recently the internet. The RSE programme aims to give pupils the best information available, provided in a caring and balanced way, and in a safe environment. The RSE programme helps pupils to recognise potentially exploitative and dangerous situations and to equip them with the skills and knowledge to take preventative action.

Aims of Relationship and Sexuality Education:

Northern Ireland has one of the highest rates of teenage pregnancy and STIs. We believe that much of the media's treatment of sexuality and relationships, in music, TV soaps, films, magazines and computer games, is contrary to and often in direct conflict with Catholic Church Teaching. This policy is intended to provide a framework through which young people can develop the skills, attitudes and values necessary to deal with the challenges which they will meet.

The aims of RSE are:
➢ Promoting pupils' personal growth and development and in supporting them to achieve their full academic and creative potential.
➢ Enhance the personal development, self-esteem and well-being of the pupils enabling them to make informed decisions.
➢ Promote positive attitudes towards respect for self and others, with an understanding and appreciation of diversity and inclusion.
➢ Help pupils to develop healthy and respectful friendships and relationships.
➢ Foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework.
➢ Help pupils to keep themselves safe in a digital world.
➢ Promote responsible behaviour, and recognise and challenge inappropriate behaviour.
➢ Help pupils to value family life and marriage.
➢ Appreciate the responsibilities of parenthood.
➢ Promote an appreciation of the value of human life and the wonder of birth.

Objectives of Relationship and Sexuality Education:

In line with the College ethos and CCEA guidelines, the RSE Curriculum works to enable pupils to:
- ➢ Acquire and develop knowledge and understanding of self
- ➢ Develop a positive sense of self-awareness, self-esteem and self-worth
- ➢ Develop within pupils, an appreciation of the dignity, uniqueness and well-being of others
- ➢ Provide opportunities for pupils to explore the moral and ethical issues surrounding sexuality
- ➢ Develop an awareness of differing family structures
- ➢ Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- ➢ Develop personal skills which will help to establish and sustain healthy personal relationships
- ➢ Develop coping strategies to protect themselves and others from various forms of exploitation and abuse
- ➢ Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development
- ➢ Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections and diseases
- ➢ Understand sexual development, and identify and explore aspects of sexuality including stereotyping, gender issues and cultural influences on sexuality
- ➢ Develop skills to deal with peer pressure and influence others positively
- ➢ Enable pupils to understand the influence that messages from their peers and the media can have on their own values
- ➢ Prepare pupils to cope with the social, physical and emotional challenges of growing up as a means to prepare them for adult life.

Responding to Sensitive Needs:

At Holy Trinity College we recognise that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following procedures will be adopted:
- ➢ **Pregnancy** – We aim to support any young woman who may become pregnant whilst enrolled at our school. Following consultation and agreement with the young mother to be, a referral may be made to the EA's SAM (School Age Mothers) Project
  In the event of a young woman informing the school that she is pregnant we will consider if child protection is an issue. Advice will initially be sought from the school's Designated Teacher for Child Protection, Mrs Quinn and if it is deemed necessary the school will follow its child protection guidelines;

- ➢ **'Risky' Children** – This term has been applied to children who display behaviour that may be harmful to other children. Whilst these children have a right to education the school has an obligation to ensure the well being of the entire school population. In order to do so, a Risk Assessment will be carried out;

- ➢ **Sexual Identity, Sexual Orientation and Transgender** – We are aware that as young people are growing up, they can experience sexual identity and orientation confusion. This may be temporary for some, while for others it may become clear with time that their orientation is homosexual.

It is vitally important that all curricular delivery advocates abstinence as the acceptable option for all young people. Bullying on the grounds of sexual orientation is unacceptable as it is in any other situation where someone is mistreated or bullied because of their differences from those who are perceived to be the majority. All issues relating to bullying on the grounds of sexual orientation will be dealt with appropriately in line with the general Anti-Bullying Policy. Advice and support will also be sought from Sail (Family Gender Support Group) or CARA-Friend;

➢ **Child Protection** – If, for any reason, a young person is deemed to be at risk, then he/she will be informed that confidentiality must be breached, and the reasons for the breach. The young person will also be reassured that he/she will be supported throughout the process;

➢ **Role of Parents** – The school will never attempt to assume the cloak of parental responsibility. Rather, we view parents as having prime decision-making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to sensitive issues;

➢ **Recording and Referrals** – Clear and concise records will be kept pertaining to all issues outlined above.

Parents' Right of Withdrawal:

Throughout the year various Agencies will be invited into the College to help deliver part of the PD Programme eg. Love 4 Life, Women's Aid etc… Parents will have the right to withdraw pupils for all or part of these seminars but will not be permitted to withdraw pupils from RSE, which continues to form part of NI Curriculum Science, English or Religious Studies. All external agencies must adhere to the values and ethos particular to our school.

Relationships and Sexuality Education – September 2017

An evaluation of Holy Trinity College provision and practice against Quality Indicators have been summarised from the following
- *DENI RSE Guidance;*
- *CCEA RSE Guidance: An update for Post Primary Schools;*
- *RSE – Best Practice as identified by the Education and Training Inspectorate (ETI)*

Indicators	Evidence in Holy Trinity College Context
A school should provide a safe, welcoming and inclusive environment – fostering respect for differences, challenging prejudicial attitudes and promoting equality of opportunity for all pupils.	• From the beginning of the school day, a safe environment is provided for all pupils as they get off the school bus beyond the gate, met by a member of SLT, and with SLT on duty from 8.00am to ensure their safety. Duty Teams are in place from 8.30am onwards, break, lunchtime and leaving school at home-time. Robust supervision in place at lunch-time – monitored and evaluated annually. • Catholic ethos of our school/Mission statement • Aims of the College 'To foster a sense of cheerful co-operation and provide a caring environment which promotes high achievement and self-esteem amongst both staff and pupils.' • The Core Values and Beliefs of the College include - Respect for self and for the value, worth and dignity of each individual in the school community; Treating all members of our school community with care, concern and compassion especially

	those in particular need; Inclusiveness and Equality of Opportunity; and A strong sense of community. • Nurture Provision in the College to develop pupil social and emotional needs • Newcomer Provision • Safeguarding policy • In Religious Education, Year 10 and Year 12 Ethics course discusses prejudice and social attitudes etc. • All-inclusive school • Welcome and Induction booklets • Multi-lingual Signage • Built into our policies and challenge through Positive Behaviour For Learning – behaviour points for Racist/homophobic comments • Equality of opportunity - pupils have full access to curriculum pathways • Stay Safe in School Meeting (SSS) facilitates Senior Pastoral Leaders discussing any incidents of bullying etc and the School's response. • Taught Pastoral Care Programme: focus on friendship, respect. • Learning For Love Programme – I Zone lessons – All programmes begin with Respect self and others • Respect / acceptance of others is key in the Citizenship part of the programme. • School focus on 'Stay Safe in School' • Fortnightly meetings with Senior Pastoral Team 'Stay Safe in School' (SSS) to monitor recorded incidents of bullying / intimidation / use of inappropriate language and the school's response to the incidents. • MAST Meetings
Helps young people keep themselves safer in the digital world to include cyberbullying, use of chatrooms, online grooming, access to inappropriate images, sexting. To play also a preventative role against sexual exploitation, domestic abuse and sex abuse, and increase awareness of exploitative and dangerous situations. To recognise and challenge inappropriate behaviour and touch. Help pupils to make informed choices and decisions Build pupil resilience and be aware of strategies they can use to protect themselves.	• PSNI Internet Safety information sessions to all year groups • Chat, Share Think to Year 13 / 14 • 'One punch' Year 13 / 14 • Year 11 Women's Aid Programme • Year Group Assemblies on internet safety • Healthy relationships – Year 13 PD Programme • Gender identity / sexual orientation – Year 14 PD Programme • Year 13 / 14 PD Programmes – making responsible choices regarding body image – anorexia and managing stress • ASCERT Risk Taking Behaviours address Year 14 - 12th January 2018 • Year 12 Lifeskills Programme. • Focus in November on Internet Safety / Cyber-bullying in Assembly and Taught Pastoral Programme. • E Safety Focus of the Week. Whole School E Focus competitions. • Online Bullying included in College policies. • Love for life explore the online bullying element eg in Icebergs and Babies 'Sexting.' • I Worth Programme • Northern Trust to train Senior Leadership Team in the promotion of resilience. • Introduction of Restorative Practices in PBFL initiative between Pupil and teacher and pupils and pupil. • Restorative Practices Training with Martina Jordan.
Provide reliable, accurate and age-appropriate information that reflect the school's values and ethos.	• A host of information / Pamphlets are available via the school's website / Facebook and displayed on corridors. • Taught Pastoral Programme delivers age appropriate information on many elements of RSE.
Increase young people's awareness of sexual health. RSE is an important vehicle for increasing awareness of issues such as contraception and fertility Improving the sexual health and well-being of young people and	• Contraception / fertility addressed in Year 12 Religious Studies classes • MQU attending a Sexual Health course in January 2018 and to gather resources for school – in particular, arrange for speaker to address Years 13 & 14 • In the past, the school nurse would have addressed sexual health, STI's etc with Year 14 female students

Reducing unplanned teenage pregnancy and rates of sexually transmitted infections	• Love for Life Team – Examples from all 3 programmes delivering on these areas – eg: Dating and Mating; 'Risky Business' ; and Icebergs and babies on 'Oh Baby.'
Supports parents so they can keep their children safe outside of school hours. Schools should employ strategies such as: ▪ Providing up-to-date parent or carer friendly information leaflets, which would encourage them to discuss any issues which may arise in the classroom with their children ▪ Hold awareness-raising workshops and share resources to educate parents or carers on e.g. how to ensure that their children are using social media safely and responsibly.	• Good communication exists at Holy Trinity College in terms of parents and providing information for their children • Internet Safety address organised in 2016 for parents to attend • Facebook page / website updated with suitable information on internet safety for parents.
Use outside agencies Use the skills and expertise of education and health professionals from outside agencies or from individuals in the wider community to handle topics which might include sexual orientation, aspects of sexual health, suicide and self-harm.	• Senior Pastoral Leaders have attended or due to attend ASSIST training. • Life-line cards • Referral to Pastoral Support Officer • Stay Safe Contract
Promote a positive view of sexual orientation and gender identity to raise the self-esteem of young people who may feel different. All pupils regardless of their sexual orientation have the right to learn in a safe and secure environment and to be treated with respect and dignity.	• Pupils know they can talk to a range of staff to discuss whatever issues they are having – Pastoral Support Officer, Head Of Year, Head Of Key Stage, Form Teacher • There are also 2 school counsellors supporting pupils. • Jo McParland, Training of Senior Leadership Team and Safe-Guarding Team in LGBTQ and Inclusive Schools Programme.
Ensure in the school context that we have sufficient resources, information and RSE education for boys. Where there is a void of information, boys and young men often turn to their peers, TV, magazines and pornography to search for answers. Our RSE provision should be relevant for boys as well as girls to address their concerns, boost self-esteem and make them feel valued.	• Our Senior Pastoral Leaders are confident that the taught Pastoral Programme is inclusive. • Love for life fully integrates both genders into the seminar, role-plays and resources.
Ensure there is adequate and differentiated resources for pupils with SEN so they, who may be more vulnerable, will develop the knowledge and skills to recognise and build healthy relationships, identify inappropriate behaviour and know who to talk to.	• There are a variety of resources, and teaching and learning strategies incorporated into the Pastoral Programme eg Matching Cards, multi-media etc. Teachers can choose the resources that best suit the ability range they are teaching. • Nurture Provision in the College
That teachers are resourced to deliver RSE. The resources should reflect the	• The taught pastoral programme has been reinvented after a process of evaluation by pupils and staff. The resources in each Year Group are tailored well to address

ethos of the school, be age-appropriate, inclusive and sensitive to the pupils' needs and experiences, and are factually accurate, up-to-date and make clear distinctions between fact and opinion.	contemporary issues. It is a coherent, contemporary, pupil-led programme and is well supported by appropriate external agencies and well-chosen agencies. The programme develops knowledge, values and skills.
RSE builds secure, trusting, respectful relationships between teachers and their pupils. Pupils should be reassured that their teacher cares about their well-being and be aware that there are adults who they can talk to and confide in. (Child Protection/Safe-guarding policy.)	• There is a warm ethos of trust in the College. The Pastoral Management team of Form-Teachers, Heads of Year, Heads of Key Stage, Vice-Principals and Principal supported by the Counsellors and Pastoral Support Officer, allows for a hierarchy of support for all pupils. • Increased time with Form-Teachers with AM and PM Registration to facilitate good and trusting relationships. • Pastoral Team links with EWO, Social Services, PSNI, Education Psychology, Behaviour Support, PPDS, IDS, School Chaplain, Partner Primary Schools supports best care and provision. • Year 8 Mentoring and Helping Hands Programme allows for young adults to be confidants and lend support to younger pupils. • The Safe Guarding Team, recently expanded, provide further support and sign-posting to pupils. • Training of staff on Child Protection • Excellent communication with parents and guardians to ensure the well-being of pupils at school and at home.
Robust procedures for the monitoring and evaluation of the provision of RSE in school and ability to make changes to the provision as a result of the feedback.	• Periods dedicated on the timetable to Pastoral Care Development (PCD) and Stay Safe in School (SSS) for Senior Pastoral Team facilitates the monitoring and evaluation of all our policies and practices against Department and ETI best-practice. • In the Pastoral Policy, clearly defined roles for monitoring and evaluation of policy and programmes and to consider these evaluations when preparing the lessons / programme for the next acadmeic year. (Taught Pastoral Care Programme.)

RSE and PD Programme:

All Key Stages follow the same structure and themes in the taught Pastoral Programme.
From September to the end of January we have a focus on Self-Awareness, Relationships and Personal Health.

Notes: Personal Development
Week beginning Sept 11th&18th - New beginnings and aspirations for the new year
Week beginning Sept 25th & Oct 2nd - What influences us – Our Faith and Values
Week beginning Oct 9th&16th - Managing my Work (10th October World Mental Health
Week beginning Oct 23rd   - Friendships
Week beginning Nov 6th and 13th - Anti-Bullying Week (13th-17th November)
Week beginning Nov 20th and 27th - Internet Safety/Cyber-bullying
Week beginning Dec 11th and 18th   - Keeping our bodies healthy
Week beginning Jan 8th and 15th   - Healthy Minds – Positive Mental Health
Week beginning Jan 22nd and 29th   - Managing Stress

The programme was redeveloped after a process of evaluation and is tailored well to address contemporary issues. This coherent and programme is responsive to the needs of the pupils,

develops knowledge, values and skills and is supported by well-chosen speakers from external agencies for example,

1st October: 6 week programme - Women's Aid

23rd October: Year 12 Love for Life

7th November: Year 11 Period 1 & Year 12 Period 2: PSNI(Bullying)

13th&14th November: Anti-Bullying Workshops (BEAM) - Year 9 & 10

15th November: Love for Life Years 9, 11 & 13

21st/22ndNovember: Year 11 & 12 P1:PSNI Internet Safety

27th November: Years 8-10 Online Safety -Nexus

1st December: Year 13 & 14 - Lyric Theatre 'Blackout' 11am & 1.30pm

11th December: Years 13 & 14 – 'Chat, Share, Think' Internet Safety

12th December : Year 8 Health Carousel

  19th December: Year 13 & 14 – Be Body Aware

8th January: Positive Mental Health - Menssana

11th January: KS5: Positive Mental Health

12th January: Yr13&14 Risk-Taking Behaviour   The delivery of RSE is also supported by **Home Economics: Key Concept – Home and Family Life** which:

> ➢ Explores the roles and responsibilities of individuals within a variety of home and family structures
> ➢ Develops awareness of parenting skills
> ➢ Changing needs of family members at different stages of the life-cycles
> ➢ Explores strategies to manage family scenarios.

Smoking Talk Yr13&14 - Be Body Aware

At Key Stage 4 RSE is a central theme of **GCSE Learning for Life & Work** – **Key Concept Personal Development** which:

> ➢ Develops an understanding of how to maximise and sustain their own health and well-being
> ➢ Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life-experiences
> ➢ Recognise, assess and manage risk in a range of real-life contexts
> ➢ Develop their understanding of relationships and sexuality, and the responsibilities of healthy relationships
> ➢ Develop an understanding of the roles and responsibilities of parenting.

Many subjects contribute to the delivery of RSE. RSE shares content with the Programme of Study for **Science, RE, PE, Drama and Child Development**. The broad base for its delivery allows the transfer and reinforcement of learning to occur in a range of contexts.

Equality of Provision:

The RSE Programme in Holy Trinity College is relevant and accessible to all pupils in the school regardless of their race, ethnicity, language, gender, perceived or actual orientation, disability and religion. We make sure pupils with SEN and Newcomers pupils have appropriate, accessible and relevant RSE within a differentiated learning environment.

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Confidentiality:

Relationships and Sexuality Education is delivered in a secure, trusting, respectful environment where pupils feel reassured that their well-being is being promoted and cared for. The right to privacy must be respected at all times - no one should be expected to ask or answer personal questions. Realistic scenarios, case studies, role-play, drama, videos and stories will be used to enable pupils to discuss issues without personal disclosure. Pupils are also encouraged to discuss any concerns with their parents or guardians.

Teachers should not promise confidentiality. Both parents and pupils should be informed that confidentiality cannot be maintained. The school also provides information on sources of support outside the school and how they can be accessed. Teachers play a significant role in identifying potentially 'at risk' pupils and are alert to pupils who are experiencing distress and/or changes in their behaviour.

The Principal or Designated Teacher must be informed of any disclosures which might suggest that a pupil is at risk or that sexual abuse is suspected. Decisions can then be taken in accordance with the procedures detailed in the Department of Education's booklet Pastoral Care in Schools: Child Protection (Circular 1999/10) and the school's Child Protection Policy.

Teachers can provide general educational advice to pupils as part of the curriculum. It is important that the type of advice and the manner in which it is given, is supportive of the role of parents / carers and reflects the ethos of the school. Teachers recognise it is the role of Health Professionals to offer medical advice to pupils.

Approaches to learning and teaching (Prevention Education):

Good relationships are essential when teaching Relationships and Sexuality Education. Learning takes place in a safe, secure, respectful and inclusive environment where pupils are encouraged to express their feelings and opinions and participate confidently and freely without embarrassment or judgement.

Monitoring and Evaluation:
- ➢ Holy Trinity College recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE / PD Programmes. To this end the school will follow the procedures for self-evaluation against the quality indicators summarised from DENI RSE Guidance; CCEA RSE Guidance: An update for Post Primary Schools; and RSE – Best Practice as identified by the Education and Training Inspectorate (ETI).

Signed ……………………………………………(Chairman of Board of Governors)

Signed …………………………………………(Principal)

Date …………………………………….

Board of Governors Meeting held on ……………………………………………………….

Next Review Date: September 2018