

ASSUMPTION GRAMMAR SCHOOL

**POLICY FOR RELATIONSHIPS &
SEXUALITY EDUCATION**

(RSE)

November 2009

1 INTRODUCTION

“Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding, and developing one’s belief, attitudes and values, about sexual identity”. RSE seeks to provide young people with formal opportunities to acquire knowledge and understanding of human sexuality and how to develop the skills and values they need to initiate and sustain healthy, mature, Christian relationships.

Relationships and intimacy 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.

In keeping with the aims and Mission Statement of Assumption Grammar School, RSE is delivered as a discrete subject which aims **“To nurture a sense of self-worth, dignity and confidence in each individual”** thus preparing our pupils to function as independent adults in society. At Assumption Grammar School we recognize and fully respect that parents have the primary duty and right to be the first and principal educators of their children. We see ourselves as supporting and helping parents to fulfil this responsibility. The attitude, beliefs and behaviour of pupils in all their relationships are primarily formed and greatly influenced by their experiences within the family and the relationship they have with their parents/guardians. RSE in school is intended to supplement and complement what goes on at home. We are fully aware that an RSE programme in school, no matter how well written, resourced and taught, is greatly diminished in its effectiveness, if it does not have parental input and support at all stages.

(i) **CONTEXT: -**

- (i) Northern Ireland has one of the highest rates of teenage pregnancy in Europe, and the incidence of Sexually Transmitted Infections (STI’S) continues to rise. There is also an increasing concern over the continuing rise of HIV infection in Northern Ireland.
- (ii) It is against this backdrop that the Department of Education had commissioned CCEA to produce guidance for Relationships and Sexuality Education (2002) and have stated that every school should have a policy setting out how the school will address RSE within the curriculum.

- (iii) We carried out an audit of the existing RSE programmes and policies within the school in order to find out if our current provision conforms to the Department of Education's Circular 2001/15 and the Guidance for Post-Primary Schools issued by CCEA in August 2001 (Appendix 1). We also wanted to assess the relevance of existing programmes in terms of meeting the needs of our pupils and the wider community.
- (iv) As RSE is a discrete subject in our school we found that it was supported by excellent work in a number of other departments in the school: RE, Science, HE and PE. In addition pupils had the opportunity to discuss a wide variety of issues during PSHE lessons. However, we believe our pupils and staff will benefit from a more co-ordinated and structured approach. This co-ordinated approach is laid down in this policy.
- (v) The DENI Circular 2001 states that, "RSE is included on a statutory basis within the NI Curriculum through the Science programme of study and the Health Education cross-curricular theme." The Circular acknowledges that important contributions in RSE come from: PE, English, HE, PSHE and RE.

(ii) GENERAL AIMS: -

Assumption Grammar School for Girls is committed to the education of the whole person. As a Christian Community, we care for the faith and personal development of each student. We, like all Catholic schools, try to develop girls who are responsible and capable of making informed decisions, inspired by Christian values. Education at Assumption Grammar School prepares young people to open themselves up to life as it is and to create in themselves a positive attitude to life as it should be.

All young people have a right to an education which adequately prepares them for adult life and a good Relationships and Sexuality Education plays an integral part. Many young people are maturing earlier and parents tend to allow young people increased independence during their years at post-primary school and greater freedom to participate in a wider range of social activities. This stage of development may also be marked by the first significant experience of sexual attraction.

Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially

concerns the ability to form relationships with others generally, the capacity to be affectionate, give and receive love and reproduce.

Relationships and Sexuality Education is a lifelong process where there is a need to acquire information and develop attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with parents/carers, and continues throughout their school and adult life:

(iii) Description of Policy Formation and Consultation Process:-

The RSE Co-ordinator drafted the RSE policy, using the School's existing 2002 policy, the revised DENI circular 2001/15 along with the CCEA guidelines. She also made use of exemplar policies provided by the SEELB Advisors and the booklet 'Love Rejoices in the Truth (Relationships and Sexuality Education) published by ACCORD. ACCORD is co-author along with CCEA of 'Love Matters' RSE programme for Post- Primary Schools. Members of the RSE Team, the Senior Leadership and Governors were consulted and invited to respond to the draft policy. Amendments were made according to the recommendations coming from the consultation process.

2 SPECIFIC AIMS

RSE in Assumption Grammar School is taught within the moral, social and spiritual framework that reflects the beliefs and ethos of a Catholic school. In line with our school ethos the following is a list of the aims in RSE which we wish to endorse through our programme:

The Relationships and Sexuality Education Programme aims to:-

- Help young people to appreciate their uniqueness and dignity as sons and daughters of God.
- Help young people understand and develop friendships and relationships.
- Promote a Christian vision of sexuality i.e. a vision that promotes unselfish love, respect and commitment.
- Enhance the personal development, self-esteem and well being of the child.
- Promote responsible behaviour and the ability to make informed decisions.
- Help the young person come to value family life and marriage.
- Explain the responsibilities of parenthood.

- Promote an appreciation of the value and uniqueness of human life and the wonder of birth.
- Promote an appreciation of the value of money and the importance of saving, budgeting and finance.
- Promote respect for self and others.
- Promote honesty with self and others.
- Promote compassion, forgiveness, mercy and care when people do not conform to their way of life.
- Promote an appreciation that friendships and relationships should be based on self and mutual respect, non exploitation, honesty, trust and commitment.
- Highlight that within relationships there should be recognition that rights, duties and responsibilities are involved.
- Ensure respect for all people will be protected.

(i) DEFINITIONS: -

The nature of RSE as part of the school curriculum necessitates a defining of its unique terminology and an understanding of said terms within Christian teaching:

- (i) **Sexuality**: People are sexual beings. Every human being is either male or female. Sexuality is about much more than its biological aspects, it concerns the innermost being of the human person. We believe sexuality is a gift from God. It is the drive within every person to give and receive love and affection. Our sexuality shapes and permeates all our relationships.
- (ii) **Morality**: is essentially linked with behaviour and what we actually do. It is also directly connected with experience and faith. Morality is the basis for choosing between good and bad; our morality affects the kind of person we become.
- (iii) **Ethics**: refers to a systematic structure such as the "Christian Tradition," which provides a particular lifestyle with corresponding and inherent values.
- (iv) **Values**: the attitudes, beliefs, virtues and principles which spring from within the person and inform his/her behaviour e.g. respect for self, honesty with self and others.

- (v) **Personal:** Morality is about each of us taking responsibility for the choice we make. We endeavour to ensure our pupils make moral decisions with an “informed conscience.”

3 OBJECTIVES OF RSE

The RSE curriculum as part of the statutory minimum entitlement for personal development should ensure that pupils are given worthwhile experiences which enable them to explore:

- Self esteem, self confidence, and to develop as individuals
- Their own and others feelings and emotions
- Strategies to promote personal safety and health and resist various forms of abuse
- Relationships with friends and families, valuing them as a source of love and mutual support
- The similarities and differences between people
- Dignity, uniqueness, wellbeing and sense of responsibility for themselves and others
- Differing family structures and patterns
- Strategies to make decisions, solve problems and implement actions
- Growth and change and understand that their developing sexuality is an important aspect of self identity
- The development of personal and inter-personal skills including communication and social interaction, in order to help establish and sustain healthy relationships
- The use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- The impact of internal and external influences, such as peer pressure and conflict management, on lifestyle and decision making
- Sexual development and identity including aspects of sexuality such as gender roles, stereotyping and cultural influences
- The physical, social and emotional changes which occur during puberty
- How babies are conceived, grow and are born.

4 MORALS AND VALUES

RSE is not intended to be value free. It should be tailored to the age, maturity and understanding of pupils. The programme therefore aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of Christian values and an awareness of the law on sexual behaviour. Pupils should be encouraged to appreciate the value of family, marriage and permanent loving relationships, and the responsibilities of parenthood. They should be helped to consider the importance of self restraint, dignity, respect for themselves and others, loyalty and fidelity. They should be enabled to recognize the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters.

Teachers responsible for delivering the programme should however acknowledge that many children come from backgrounds that do not reflect such values and experiences. "Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth."(DfEE Circular No 5/1994 Education Act 1993: Sex Education in Schools/para 8).

The following key messages will be promoted throughout the school:

- That information of a sexual nature is not permission to act on it.
- The deferment of sexual activity until marriage.
- An appreciation of the value of family life, marriage, permanent loving relationships, and the responsibilities of parenthood.
- Recognition of the positive benefits of seeking sexual fulfilment within a permanent committed relationship with one person.
- Recognition that sexual abstinence outside of marriage and fidelity within it is a positive and desirable option which is an achievable reality to which young people can aspire.
- Compassion, forgiveness, mercy and care which are important when people do not conform to their way of life.
- An appreciation that friendships and relationships should be based on self and mutual respect, non exploitation, honesty, trust and commitment.
- Within relationships there should be recognition that rights, duties and responsibilities are involved.

5 IMPLEMENTATION:

a) Monitoring and Evaluation:

- (i) The RSE co-ordinator, in partnership with all teachers involved in delivering the RSE programme, will be involved, on an ongoing basis, in monitoring and evaluation of the effectiveness and relevance of the programme. This will be based on feedback from the pupils, teachers and parents.
- (ii) To design an effective programme it is important to start with an audit of all Personal Development provision in the school curriculum. A template for conducting such an audit is included in Appendix 4.
- (iii) The aims of the RSE programme, as listed in this policy, will be at the forefront of any monitoring and evaluation in order to ensure the aims are being achieved.
- (iv) This will be carried out at the end of the unit of study for each of the year groups. CCEA provide template questionnaires in their guidance material Appendix 2 (Love Matters – End of Unit Evaluation).
- (v) Evidence of pupils learning might include:
 - Pupils RSE journals
 - Evaluation sheets at the end of unit of study (a sample of Year 8 in the Appendices – No. 2)
 - Reviewing a selection of pupils' work.

b) The Role of the RSE Co-ordinator:

The RSE Co-ordinator is the member of staff appointed to be responsible for co-ordinating all issues related to the RSE policy, the Department of Education specifications, and the programme designed for the pupils of Assumption Grammar School. It is also vital that said person is sympathetic to the ethos, aims and direction of RSE and has an understanding of issues pertaining to the female.

- (i) Her role includes:-
 - Ensuring that the programme is taught effectively and is appropriate to the age and maturity of the pupils.
 - Liaising with the Principal, Board of Governors, all staff, parents, health and educational visitors on RSE matters.
 - Attending in-service training and disseminating appropriate information to other staff members.

- Organising training for staff as and when appropriate.
- Liaising with outside agencies for curriculum purposes.

(ii) Staff Training:-

This will be organised by the RSE co-ordinator, in consultation with the Pastoral Vice-Principal and the Senior Leadership team. Where it is deemed necessary SEELB RSE Advisors, the ACCORD Education Officer or the Diocesan Advisers can be used.

(iii) The RSE Programme:-

The RSE programme aims to be a positive experience for all participants. It is developmental, accessible and appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age, teachers need to be sympathetic to the personal and emotional circumstances of each individual pupil. They need to be aware of, and take into account the variety of existing pupil knowledge, differing attitudes and beliefs and the capacity to understand issues. This will be particularly important in relation to children with special educational needs where physical development may outstrip emotional maturity.

(iv) Methodological Approach:-

An RSE programme is about more than imparting factual information. It also aims to develop personal and social skills, and clarify attitudes and values within a moral framework. RSE seeks to promote behaviour which will allow pupils to take increasing responsibility for themselves as they grow and develop. Teaching methods which involve pupils actively in the process of their own learning is most beneficial. (CCEA Guidance for Primary/Post-Primary schools).

c) Specific Issues for Consideration:-

Equal Opportunities:-

All pupils, male and female; have a right to an education which adequately prepares them for adult life, regardless of their age, gender, culture, sexual orientation, disability status, religion or social class. (Section 75)

“Children/young people with special educational needs have the same rights and needs as all pupils but the content and delivery of the

RSE programme will be differenttailored to pupils' needs in terms of content, methodology and resources used." (Guidance for Primary/Post-Primary Schools, CCEA pages16/19)

The Status of the Family

The school supports the institutions of marriage and the family, while being sensitive to those who are from a one parent family. Marriage will be presented as the ideal to which most aspire, being achieved for many through hard work and commitment.

The Centrality of Abstinence

In line with the School ethos and Christian morals, sexual abstinence should be promoted until young people are physically and emotionally mature enough to understand the consequences and their inherent responsibilities. Sexual abstinence before marriage, and fidelity within it, will be presented as a positive and desirable option and achievable reality.

The Sacredness of Life

In line with the ethos of the school, the value and sacredness of life will be actively promoted. This will influence teaching on abortion and casual sex.

Sexual Orientation

Heterosexual relationships will be presented as the main context for sexual intimacy, reflecting the Catholic/Christian ethos of the school. All pupils have the right to learn in a safe environment, to be treated with respect and dignity and not be treated any less favourably, or isolated in any way on the grounds of their actual perceived sexual orientation. Antagonism/bullying or other forms of abuse against pupils who reveal that they are homosexual will not be tolerated by the school. Respect for all people regardless of sexual orientation will be promoted in line with the school ethos – no pupils should be isolated on the grounds of their sexual orientation. Pupils should have the right to hold different views/lifestyles in a peaceful manner.

Confidentiality and Child Protection

Staff cannot give a guarantee of confidentiality to pupils around issues relating to child protection. If details are revealed that would

lead staff to suspect that sexual abuse is involved, the teacher must follow the child protection procedures outlined in that policy.

Withdrawal from class

The school is willing to discuss with concerned parents, their expressed desire for their daughter to be excluded from aspects of the RSE programme, however they have no statutory right to do so, and this is at the discretion of the school.

6 RESOURCES: -

The Use of Resources

All resources (books, DVD's, videos, TV programmes, internet sites, CD ROMs etc) are vetted before use to ensure they are consistent with the school's policy and ethos.

The Use Of Outside Agencies

When Education and/or Health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individuals undertake will complement the ongoing programmes within the school. Care will be taken to ascertain that they have read and are willing to comply with the school policy, and that they know what has been taught in preparation for their visit and what will be done as follow-up. A guideline for use of such agencies is included in the Appendix 3.

The teacher responsible for RSE will always be present when an individual or a representative from an agency is taking a class.

Answering Pupils' Questions

If pupils raise issues that are offensive to some of the pupils, Staff should not answer in class. If the teacher feels that the question was a genuine one, she may suggest that the pupil ask their parents. If the question asked raises child protection issues, this should be referred to the designated teacher for child protection.

Terminology

All staff teaching RSE related issues should use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang should

be avoided. Parents should have an opportunity to view the programme and become familiar with the language used within it.

Monitoring and Evaluation

As is the practice with other school policies, this policy will be reviewed and updated periodically. Pupils and teachers will be asked to complete an evaluation questionnaire relating to the school's RSE programme. Examples of questionnaires for pupils, parents and staff are available for our use in CCEA 'Guidance for Primary/Post Primary Schools - Relationships and Sexuality Education,' Appendix 5. The ongoing process of monitoring and evaluation will be linked to assessment for learning within the revised curriculum, and developed as an integral part of the programme appearing at the end of each unit of study in 'Love Matters'. An exemplar is included in the Appendix 2.

Information gained will then be correlated by the co-ordinator and used to adapt the programme for the future.

Assessment of RSE

The nature of RSE is strongly orientated towards Personal Development which does not necessarily lend itself to summative assessment. RSE is not easily measurable as it is qualitative rather than quantitative. When required, RSE will be assessed and reported on in Years 8 - 12 by the Teacher who delivers the module at that level.

This policy has been agreed and formally adopted by the Board of Governors of Assumption Grammar School.

Signed: _____
(For the Board of Governors)

Date: _____

Signed: _____
(Principal)

Date: _____

Subject:**RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)****Circular Number:**

2001/15

Date of Issue:

24 August 2001

Audience:

- Principals and Boards of Governors of all grant-aided schools (primary, preparatory, secondary, grammar, special);
- Education and Library Boards;
- Council for Catholic Maintained Schools; and
- Teachers' Unions.

Summary of Contents:

This Circular provides guidance to schools on the provision of Relationships and Sexuality Education. It should be read in conjunction with guidance material published by CCEA.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

Department of Education
Curriculum and Assessment Branch
Rathgael House
Balloo Road
BANGOR
BT19 7PR

Governor Awareness:
Essential**Status of Contents:**
Curricular Guidance for
schools**Related Documents:**
CCEA Guidance Material**Superseded Documents:**
Circular 1987/45**Expiry Date:**
Not applicable**DENI Website:**
<http://www.deni.gov.uk>Tel: 028 9127 9279
Fax: 028 9127 9100E-mail: deni@nics.gov.uk

INTRODUCTION

1. This Circular forms part of a resource pack which is being distributed to all schools. It updates previous guidance in relation to the teaching of Relationships and Sexuality Education (RSE). In addition to the Circular the pack includes comprehensive teacher guidance material produced by the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA).

A LEGAL FRAMEWORK FOR RSE

2. The Education Reform (Northern Ireland) Order 1989 requires all grant-aided schools to offer a curriculum which:

- a. promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and
- b. prepares such pupils for the opportunities, responsibilities and experiences of adult life.

3. RSE is included on a statutory basis within the Northern Ireland Curriculum through the science programme of study and the health education cross-curricular theme. Health Education is taught mainly through the medium of science, with important contributions coming from physical education, English, home economics, personal and social education and religious education. Guidance on the content of a personal and social education programme for schools is contained in a CCEA publication which was issued to schools in August 1999. Many schools have found it helpful to explain to parents, before a programme of RSE is instigated, how they intend to approach this sensitive subject and what aspects will be covered in the course of the programme. Schools should therefore take account of any parental concerns expressed to them. They should, as far as possible, make alternative arrangements for any pupil whose parent wishes him/her to be excused from particular, or all, sex education classes.

4. The legal age of consent for girls is 17.

WHY RSE IS REQUIRED IN THE CURRICULUM

5. The age at which sexual intercourse first takes place has been decreasing over the past few decades. Some people believe that sex education lessons are responsible for early sexual activity. Research, however, has indicated that those young people for whom the school classroom is the main source of information about sexual matters are no more likely to have had intercourse before the age of 16 than those citing other main sources, ie, parents, boyfriends or girlfriends, friends.

6. A strategy for HIV and AIDS issued by the then Department of Health and Social Services in 1993 recognised the need for increased efforts in public education, alongside education programmes in schools.

7. A survey of the health behaviour of school children in Northern Ireland undertaken in 1994 found that among fifth form pupils almost half the boys reported that they had not been given classes explaining menstruation or sexually transmitted diseases (apart from AIDS) and almost 1 in 4 said they had never had a class on puberty. Almost 1 in 8 girls reported that they had not been given classes explaining menstruation or puberty. For girls and boys, personal relationships were less likely to be discussed in class than pregnancy and contraception.

8. The Regional Strategy for Health and Social Well-being 1997-2002 identified 2 targets in relation to sexual health:

- A comprehensive health promotion programme for schools in relation to sexual and reproductive health, which emphasises the importance of personal relationships, self-esteem and decision making skills, will have been developed and implemented.
- By 2002 there should be a further fall in unplanned births to mothers aged under 20, with the effect that the overall number of births to teenage mothers is reduced by 10%.

MINISTERIAL GROUP ON PUBLIC HEALTH

9. The first priority area for action identified by the Ministerial Group on Public Health was children's and young people's health. Departments were asked to draw up action plans with the intention of developing an integrated, comprehensive strategy for improving the health of children and young people. The production of guidance on relationships and sexuality education is an integral and important aspect of Department of Education's Health Action Plan.

A MORAL FRAMEWORK FOR RSE

10. Education is concerned with the personal, social, emotional and vocational preparation and moral development of young people as well as with their academic attainment. The Department recognises that RSE is an issue which will place distinct demands on schools and teachers. It is, however, an important part of children's preparation for adult life. It must not be value-free and it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. A school's RSE programme should aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the Northern Ireland legislation on sexual behaviour. Pupils should be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. As they mature, pupils should come to understand the importance of self-restraint, dignity, respect for themselves and others, including those of a different sexual orientation, and acceptance of responsibility. Each school's moral framework, within which their RSE policy will be developed, should be clear to parents and teachers.

11. RSE should be taught in a sensitive manner which is in harmony with the ethos of the school and in conformity with the moral and religious principles held by parents and school management authorities. Teaching should take place, therefore, within a caring moral context, stressing the importance of stable, loving personal relationships, parental responsibilities and family life.

12. Through the study of health education, children should learn about changes which will occur in their bodies as they grow older. In primary schools they should be prepared for the physical and emotional changes at puberty. As they progress through their school career they will become more aware of their own sexuality and they will require information and guidance in coming to terms with physical and emotional changes and how these affect their feelings towards, and relationships with, other people. Most parents see the need for their children to have knowledge of, and information about, sexual matters. Some undertake this responsibility in the home; some prefer to share it with the school and other appropriate agencies; others, however, are unable or reluctant to advise their children adequately. As a result, children's knowledge of sexual matters can be acquired in a distorted manner from their peers or other sources. In a society in which sexual conduct is presented openly in the media, young people need both the guidance of sympathetic and well-informed adults and the

opportunity to learn about, discuss and reflect upon sexual development in a secure and understanding environment such as that provided by the family and the school.

THE SCHOOL'S RSE POLICY

13. The Department considers that every school should have a policy setting out how the school will address relationships and sexuality education within each pupil's curriculum. This policy should show clear linkages with the school's pastoral care policy, and should set out the aims of the teaching programme, describing the topics which will be included, their sequencing and depth of treatment and the teaching methods and materials to be employed. The policy should be the subject of consultation with parents, and should be endorsed by the school's Board of Governors. All teachers, whether or not they are centrally involved in teaching the programme, should be aware of its details and their implications. The implementation of such a programme demands a high degree of co-ordination, co-operation and monitoring and it is recommended that schools should designate a senior member of staff to act as co-ordinator. He/she would be responsible to the school principal for oversight of the programme.

PUPIL NEEDS

14. In translating the aims of the school policy into classroom practice the school should ensure that teaching is at all times appropriate to the maturity and level of understanding of the pupils concerned. As maturity is not always determined by chronological age, teachers have to be alert to the personal and emotional circumstances of the individual pupil. Teachers will have to be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupils' capacity to understand the issues. This will be particularly important in relation to children with special educational needs, where physical development may outstrip emotional maturity. Pupils should also have opportunities to provide feedback about the content of the programme of relationships and sexuality education in the school so that it can be responsive to their needs.

DELIVERING THE RSE PROGRAMME

15. Any co-ordinated, structured and systematic RSE programme will, especially in post-primary schools, involve more than one teacher. For example, the moral and social framework could be established in religious education classes and other aspects of the programme dealt with in subjects such as English, home economics, biology or physical education. Elements of the programme may also be taught through a programme in personal and social education or a specifically designed short course or module. Irrespective of how the programme is taught, it should take account of the individual pupil's emotional, intellectual and physical development and should deal comprehensively with the ethical, social and biological implications of the subject. The programme should be consistent with and complemented by the school's arrangements for health and pastoral care and guidance which should give pupils opportunities to explore further matters of individual concern.

16. Schools may wish to involve outside speakers and qualified professionals, eg clergy, doctors, nurses, health visitors, health education officers, social workers or marriage guidance counsellors, as part of their teaching programme. It is, however, essential that the programme is organised by the school and that the school should be satisfied that contributions from informed outsiders are an integral part of the whole programme and in harmony with its aims. Appropriate steps should be taken by the school to ensure that all visiting speakers are vetted (note Section 3 of the guidance material).

17. The CCEA guidance material suggests approaches and provides examples which will be of use to schools in producing an overall programme of RSE. Schools should ensure that their teaching, however, is consistent with the ethos of the school. The responsibility of both sexes in sexual matters should be stressed. The teaching should put primary emphasis upon what is positive and good in relationships between the sexes, and should also include treatment of those matters about which people have diverse and deeply held views, for example, methods of family planning, including contraception. Teachers should not avoid discussion of sensitive issues such as contraception, abortion, HIV/AIDS and other sexually transmitted diseases, homosexuality and pornography. Discussion of such issues in the media and elsewhere is so common that many pupils will already be aware of them.

18. Young people and their parents should expect that the teaching and guidance which pupils receive on such matters will help them to appreciate the value of the prevailing moral standards of society. They should be helped to understand the skills involved in creating and sustaining loving, stable relationships and the personal and social benefits they bring. They should understand the moral, psychological and health risks to themselves and other people of sexual promiscuity and be aware of those aspects of the law which relate to sexual matters. These issues should be presented either as part of the programme or in response to specific questions raised by pupils, in a broad and balanced way, free from sensationalism and personal bias and sensitively pitched to the level of pupils' needs, experience and capacity to understand. Moreover, schools should not ignore consideration of sexual practices which are at variance with or run counter to the prevailing moral standards; nor can they afford to ignore the possibility that some of their pupils may already have experienced homosexual feelings, and teachers should be sensitive to this in the teaching of the subject.

19. The teaching of sex education in the classroom is primarily a matter for the professional judgement of the principal and staff. A wide range of teaching resources is available to help teachers plan their programmes in the classroom. It is important, however, that teachers should satisfy themselves that any materials which they propose to use are completely compatible with the policies and ethos of their school. In the choice of materials, schools may wish to seek advice from the appropriate advisers of the Education and Library Boards, the health education officers of the Health and Social Services Boards, school health doctors and nurses, the education officers of the various Protestant churches, the Diocesan religious education advisers, or other informed and responsible sources including voluntary organisations concerned with specific health-related issues.

INVOLVING PARENTS

20. It is important that parents should be involved in, and fully informed about, the school's programme on RSE and its approaches to particularly sensitive issues. The teaching offered by the school should always reinforce and strengthen positive family relationships and the role of parents, and the counselling and advice available to individual pupils should complement and support the proper exercise of parental rights and responsibilities. Schools should take account of parents' views on the content of their RSE programme and, in order that parents should know and understand the context in which certain teaching/learning materials are used, schools may find it helpful to give parents opportunities to examine them, to discuss their use with staff, and to discuss them with their children at home.

CONFIDENTIALITY

21. A teacher approached by a pupil for counselling on sexual matters should, where appropriate, encourage the pupil to seek advice from his or her parents and/or from qualified professionals. Where the circumstances lead the teacher to believe that the pupil has embarked on, or is

contemplating, conduct which is likely to place him or her in moral or physical danger, or in breach of the law, the teacher has a duty to inform the pupil of the risks involved. The pupil should be made aware that the teacher can offer no guarantee of confidentiality. Whether the teacher should take the matter further, by informing the designated teacher for child protection or the Principal, and where the Principal should consider involving the pupil's parents, the specialist support services, or the designated child protection officer of the Education and Library Board or CCMS, will depend on the particular circumstances involved and on the professional judgement of the staff concerned.

22. It should be stressed that if, at any time, a teacher becomes aware that a child may have been the victim of sexual abuse, the teacher should follow the detailed guidance on child protection, "Pastoral Care in Schools: Child Protection", which was issued under cover of Circular 1999/10. No undertakings of confidentiality should be given to the child in these circumstances.

23 Any enquiries about the guidance material should be addressed to Mrs Lorna Doherty, CCEA, Clarendon Dock, 29 Clarendon Road, BELFAST BT1 3BG, telephone number: 028 9026 1200.

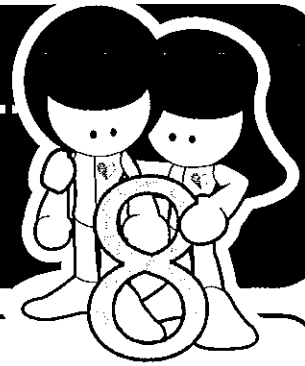
24. Enquiries about the circular should be addressed to Mrs Patricia Thomson, Curriculum and Assessment Branch, at the Department of Education, (for address see front page), telephone number: 028 9127 9496.

ALASTAIR BRADLEY
Curriculum and Assessment Branch

APPENDIX 2

SAMPLES OF 'END OF UNIT' EVALUATIONS YEARS 8 - 12 LOVE MATTERS

End-Of-Module Evaluation



Q.1 Complete the following sentences:

- I am good at _____
- What people like about me is _____
- I like myself because _____

Q.2 Write three things you do to help people at home.

- a. _____
- b. _____
- c. _____

Q.3 The best way of sorting out an argument is to:

- a. _____
- b. _____
- c. _____

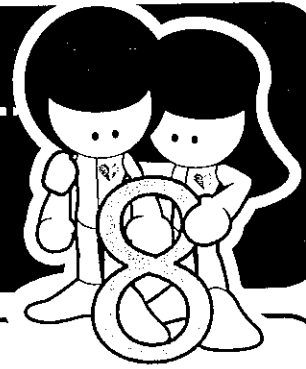
Q.4 The three most important guidelines for personal safety are:

- a. _____
- b. _____
- c. _____

Q.5 Explain three changes that take place in a boy's body during puberty.

- a. _____
- b. _____
- c. _____

End-Of-Module Evaluation



Q.6 Explain three changes that take place in a girl's body during puberty.

- a. _____
- b. _____
- c. _____

Q.7 Give an example of positive peer pressure.

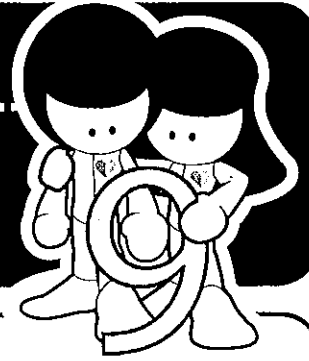
Q.8 Give an example of negative peer pressure.

Complete the following sentences:

- My relationship with my parents would improve if **they:**

- My relationship with my parents would improve if **I:**

End-Of-Module Evaluation



I find it easy to communicate with my: PARENTS _____

FRIENDS _____

TEACHERS _____

How do I feel about expressing my feelings? VERY EASY _____

EASY _____

DIFFICULT _____

Do I find it easy to deal with: YES NO

ANGER? _____

FEAR? _____

PRAISE? _____

Select any 3 of the following to show what is important in a partner:

GOOD LOOKS _____

AMBITION _____

RESPECT FOR OTHERS _____

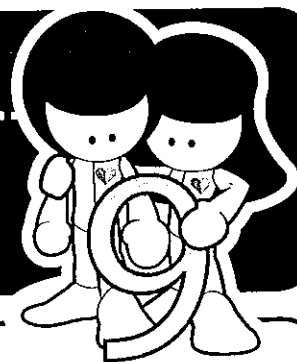
WEALTHY _____

GOOD BODY _____

HONESTY _____

LOYALTY _____

End-Of-Module Evaluation



For each of these statements about the stages of pregnancy, tick either true or false.

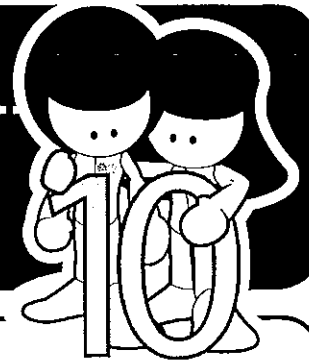
	TRUE	FALSE
The foetus is fully formed at 12 weeks.	_____	_____
At 16 weeks, the baby in the womb weighs about 2lb. or 1 kg.	_____	_____
At 28 weeks the baby has its eyes open.	_____	_____

How can I support the members of my family?

For each of the following activities, tick either Mother, Father, or Either to show who you think should be responsible for each task.

	MOTHER	FATHER	EITHER
Cooking the dinner.	_____	_____	_____
Going to meetings in school.	_____	_____	_____
Looking after the garden.	_____	_____	_____
Disciplining the children.	_____	_____	_____

End-Of-Module Evaluation



It is important to love yourself. Do you agree / disagree? (Give reasons for your answer)

Complete the following sentences:

To be infatuated with someone means

To love someone means

How would you ask someone to go on a date with you?

Tick the appropriate box

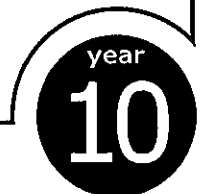
A. Text

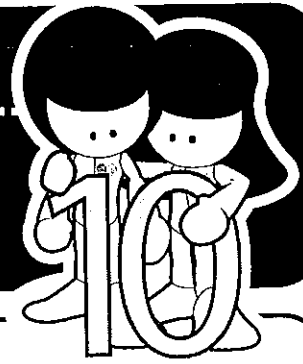
C. Phone

B. Get a friend to ask for you

D. Ask them face to face

Give a reason for your answer





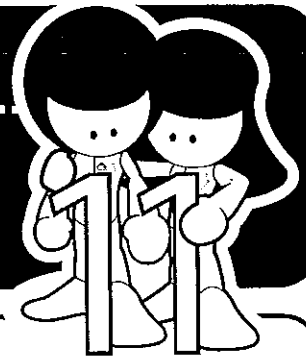
Give three reasons why some young people do not have sex:

1. _____
2. _____
3. _____

What method of contraception is 100% safe?

Your friend is 15 yrs old, she has been going out with a boy (aged 16) for 3 months and they have a good relationship. She discovers she is pregnant and comes to you for advice – what advice would you give to her?

End-Of-Module Evaluation



1 What are the qualities of a 'good friendship'? (Write at least 2 qualities)

2 Why do some young people take risks with their sexual health?
(Give 2 reasons)

3 What is the best way to end a relationship with a boyfriend/girlfriend?
(Explain your answer)

4 What does the media say about sex and relationships? (Give 2 examples)

5 Name two Sexually Transmitted Infections and describe the symptoms of each infection.

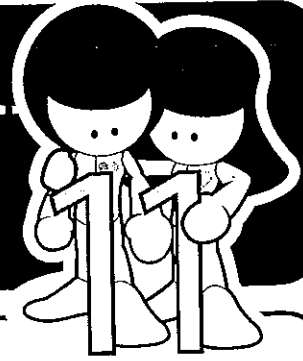
A _____

Main symptoms _____

B _____

Main symptoms _____





6 What is sexual harassment? (Give 2 examples)

7 Write two facts about sexual abuse.

8 Chastity is a positive health choice for young people. Do you agree or disagree? (Explain your answer)

9 List three difficulties with which teenage parents have to cope.

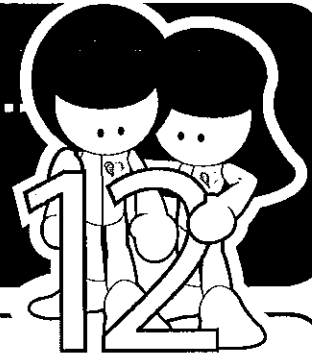
10 Describe some of the problems which homosexual people have to face.



Year 12

End-Of-Module Evaluation

Page 1 of 2



1 What are the 3 most important qualities in a marriage?

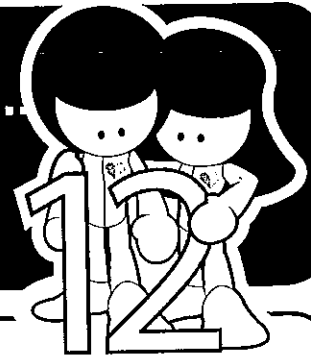
2 What are the characteristics of a bad relationship? (Give at least 3 examples)

3 Explain the term Commitment.

4 Write 5 things people can do to protect themselves from sexual assault.



End-Of-Module Evaluation



5 What things can you do to communicate to someone that you are listening to them? (Give at least 3 examples)

6 Write a set of rules that will help a couple to sort out an argument. (At least 3 rules)

7 Write 4 things you can do to express your affection for a boyfriend/ girlfriend.



APPENDIX 3

GUIDELINES FOR CHOOSING HEALTH AGENCY VISITING SPEAKERS

Appendix

While many agencies and individuals are professionals in their approach, it is useful to ask some or all of the following list of questions which take account of the experiences of schools involved in the European Network of Health Promoting Schools Project (1997) in Northern Ireland. It is reproduced with the kind permission of the Health Promotion Agency for Northern Ireland.

- *Does the agency/individual have a specified Child Protection Policy?*

If so, ask to see a copy and, if necessary, question any points that are unclear or are not in accordance with recognised good practice.

- *How will the issue of confidentiality be dealt with?*

The school will wish to ensure that the representative from the agency or other individual is clear that confidentiality cannot be maintained. The principal or designated teacher for child protection must be informed of any disclosures, which might suggest that a pupil is at risk.

- *Are resources such as videos/tapes/role plays appropriate?*

A member of the school staff should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.

- *Has the agency/individual worked with any other schools?*

A simple and effective way of checking the ability of any agency or individual is to contact schools that have used them in the past. If this is done, the person making contact should specifically ask if there are any reasons why the agency or individual should not work with their pupils. Schools contacted in this way should voice any concerns they may have. Officers of the Local Education and Library board, CCMS Diocesan office and members of the area Child Protection Team will also offer guidance on this matter.

- *Does the agency/individual have a clear set of aims and objectives as well as lesson plans?*

Schools should ask to see these and question any items they may think are inappropriate or at odds with the school's RSE programme. They should also enquire about the overall mission statement of the agency.

- *Has the agency/individual read the school's RSE Policy and are they prepared to adhere to it (especially the ethos, morals and values of the school)?*
- *Do parents/guardians know that an agency/individual is being used by the school?*
Contacting parents/carers and explaining the types of activities that are taking place will ensure that parents/carers have the opportunity to raise any objections prior to the event. It has the added effect of letting parents/guardians know what is going on.

- *Will teachers be present?*

Teachers should always be present when a representative from an agency or other individual is taking a session with a class.

- *Will the input by the agency or individual be monitored?*

After the session, the teacher should discuss the positive aspects and any difficulties that arose with the agency representative or individual. Any issues or concerns about the session should also be raised.

- *Will the pupils be asked how the session/class with the agency/individual went?*

The teacher should check that pupils are not uncomfortable or unhappy with the topics being dealt with, and the methodologies used.

- *Can the school terminate the work of the agency or individual if the classes or sessions are deemed inappropriate?*

It should be made clear to agencies or individuals that the school may end any input if the school thinks it appropriate to do so. This should be a reciprocal agreement.

- *Are evaluations carried out by the agency/individual and if so will the school have access to them?*

The school may wish to see what impact the agency or individual has had, especially if there is a financial arrangement. The school may wish to measure the effectiveness of any such programme along with its own evaluations.

Schools have a responsibility for what is taught to their pupils and therefore it is necessary for schools to clearly define the role of the outside agency/individual and outline the expectations of each planned session. An example of a planning form for use with external agencies/individuals used to support the programme can be found in Appendix 2.

APPENDIX 4

TEMPLATE FOR

AUDITING

PERSONAL DEVELOPMENT

PROVISION.

Template for auditing Personal Development provision

Period	Focus for Learning (topic/theme/ skills/knowledge)	Learning Outcomes (Thinking skills and Personal Capabilities)	Learning Experiences	How does this meet the requirements of the Revised Curriculum?	Depth of cover: 1= limited 3= some 5= fully	Supporting evidence

APPENDIX 5

CCEA QUESTIONNAIRES FOR PUPILS,

PARENTS AND STAFF ON

RSE

PROVISION

APPENDIX 5: SAMPLE EVALUATION QUESTIONNAIRES FOR PARENTS, PUPILS AND STAFF

Questionnaire for Pupils

1 Have you received any sex education/RSE at school?

Yes No Can't remember

2 If so, was it . . . please tick ✓ where appropriate.

excellent very good good
 not good bad

3 What did you enjoy most about the sex education/RSE programme?

4 What did you enjoy least about the sex education/RSE programme?

5 Is there anything you would like to know about that was not included in the programme?

Yes No

If so, what?

Questionnaire for Parents

1 Are you aware of the school's programme for personal and social education or health education?

Yes No

2 Have you received/read a copy of the school policy?

Yes No

3 Would you like to know more about the school's programme of Relationships and Sexuality Education?

Yes No

4 Would you be interested in any of the following? Please tick ✓.

- receiving a copy of the school's RSE policy
- attending an information session on the school's RSE programme
- becoming involved in developing a school RSE policy
- having the opportunity to see the resources available or used in school's programme
- borrowing RSE resources to use with your children at home

If you have any concerns about the programme, please indicate below.

Comments (including suggested amendments)

10 Have you received any in-service training about RSE?

never

in the last year

in the last two years

in the last four years

11 In your opinion what aspects of the sex education/RSE programme are not meeting the needs of the pupils?

