Bangor Academy
and Sixth Form College
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Relationships and Sexuality Education (RSE) Policy

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Relationships and Sexuality Education (RSE) Policy

Vision

To provide outstanding Relationships and Sexuality Education (RSE) for all young people at Bangor Academy and Sixth Form College (BASFC).

Introduction

Relationships and Sexuality Education (RSE) is a lifelong process, which helps children and young people acquire knowledge, understanding and skills, and develop attitudes, beliefs and values about relationships, sexual identity, and intimacy. It is a statutory part of the curriculum which is taught in a sensitive and inclusive manner, encourages children and young people to value themselves as individuals and to make responsible and well-informed decisions about their lives. The following areas of the RSE curriculum are covered at Bangor Academy and Sixth Form College:

- Consent, what it means and its importance;
- Developments in contraception;
- Domestic and sexual violence and abuse;
- Healthy, positive sexual expression and relationships;
- LGBTQ+ matters;
- Menstrual wellbeing (Period Dignity);
- Safe use of the internet;
- Social media and its effects on relationships and self-esteem; and
- Teen parenting.

For children and young people, the learning process begins informally, with parents or carers, long before any education in a formal setting takes place at school. Sexuality includes all aspects of the person that relate to their sexuality; it may change, and it can develop throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social, and spiritual dimensions.

RSE is delivered in keeping with the ethos of the school and in furthering the school aim of respecting self and others. The RSE Policy should be read in association with the School's Pastoral, Anti-Bullying, Positive Behaviour, Safeguarding & Child Protection, Drugs, Period Dignity and e-Safety policies.

Ethos

Bangor Academy and Sixth Form College has a respectful, caring, and supportive ethos. We encourage young people to develop:

- respectful relationships with self
- respectful relationship with others
- respectful relationships with the school, local and global community

The RSE Policy aims and objectives supports this ethos by enabling young people to have access to good quality learning experiences and relevant up-to-date and age appropriate information across the learning areas and pastoral team provision. This enables the development of young people's knowledge, coping skills and individual resilience in line with the school ethos, moral and ethical framework.

Aims and Objectives
To outline how our school has strategically planned to deliver outstanding RSE for all young people at BASFC. To ensure that young people have access to good quality learning experiences and relevant, up-to-date and age-appropriate information, that develops their knowledge, coping skills and resilience as they continue on their lifelong journey of personal growth and development.

1. Acknowledge the **strategic importance** of RSE provision within BASFC, as outlined in the School Development Plan.

2. Provide a **clear context** for RSE provision as outlined in the School Development Plan, relevant human rights articles from the Universal Declaration of Human Rights, United Nations Conventions of the Rights of the Child, Department of Education guidance (including Every School a Good School, Together Towards Improvement and Community Relations, Equality and Diversity Policy) and placing RSE in the context of the schools ethos, values and moral and ethical framework.

3. **Communicate** clear lines of leadership and co-ordination to ensure the effective delivery of RSE.

4. Map RSE provision **across learning areas**, pastoral teams, pupil leadership opportunities, individual initiatives and the valuable resource provided by the school nurse.

5. Identify **support mechanisms** for staff involved in the delivery of RSE through training, dissemination of guidance materials and the distribution of relevant, up-to-date and age-appropriate resources.

6. Provide pastoral care which provides support and guidance to all pupils.

7. Set out the **framework for consultation** with parents/carers, pupils, staff, board of governors and outside agencies to facilitate open engagement with a view to continuous reflection and self-improvement.

Legislative Context and Linked Policies

In June 2013 the Department of Education issued Circular 2013/16 *'Relationships and Sexuality Education Policy in School'.* The Circular states that "The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities.' It states that each school is required to have in place its own written policy on how it will address the delivery of RSE and that all staff are familiar with the contents of the policy. A school's RSE policy should be subject to consultation with parents and endorsed by a school's Board of Governors.

The delivery of RSE must prepare pupils to view relationships in a responsible and healthy manner and should be taught in harmony with the ethos of the school and reflect the moral and religious principles held by parents and school management authorities.

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 grounds of their actual or perceived sexual orientation. Schools need to take account of guidance produced by the Equality Commission on eliminating sexual orientation discrimination. This guidance relates to the Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 and is available on the Equality Commission's website http://www.equalityni.org/archive/pdf/SOEducationguide1(1).pdf. This legislation demands that 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 grounds of their actual or perceived sexual orientation

In 2015, the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) disseminated teacher guidance on *'Relationships and Sexuality Education Guidance'* (RSE) (DE Circular 2015/22).

In 2017, the Department of Education issued updated guidance on 'Safeguarding and Child Protection in Schools' (updated August 2020) in which Section 8 highlighted the importance of the preventative curriculum through the delivery of RSE in schools.

Most recently, in 2019 Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) issued the document - '*Relationships and Sexuality Education Guidance, An Update for Post Primary Schools'.* This updated the previous guidance issued in 2015 and outlines a contemporary approach to the delivery of RSE. The document highlights the importance of RSE as it:

- Respects the rights of children and young people;
- Promotes a better understanding of diversity and inclusion;
- Helps young people keep themselves safer in the digital world;
- Helps young people to recognise and challenge inappropriate behaviour and touch;
- Provides reliable, accurate and age-appropriate information;
- Increases young people's awareness of sexual health.

This policy supports the United Nations Convention on the Rights of the Child (UNCRC) which guarantees, in Articles 2, 6, 12, 13, 16, 19 and 34.

Relevance to the United Nations Conventions on the Rights of the Child (UNCRC)
The United Kingdom Government, including Northern Ireland, is a signatory to the 1989 UNCRC and has agreed to uphold the rights of children and young people as set out in the convention. This means that all children and young people in Northern Ireland have a right to a good quality education in accordance with the convention.

UNCRC Articles relevant to RSE:	Article 2 - Non discrimination Article 6 – Children's survival and development Article 12 – Respect the children's views Article 13 – Freedom of Expression Article 16 – Privacy Article 19 – Protection from all forms of violence Article 34 – Protection from sexual abuse and exploitation

The Equality Act (Sexual Orientation) regulations (Northern Ireland) 2006.
Outlined in the regulation 'sexual orientations' means a sexual orientation toward:

- A person of the same sex
- A person of the opposite sex
- Persons of the same sex and of the opposite sex (both direct and indirect)

Discrimination is in terms of victimisation or harassment or being put at a disadvantage. This can include violating dignity, creating an intimidating, hostile, degrading, humiliating or offensive environment.

The legislation includes heterosexual, homosexual and bisexual people. It also covers perceived sexual orientation and through associations. The legislation states that it is unlawful for an educational establishment to discriminate on the grounds of sexual orientation on the admissions process and excluding pupils from goods and services within the school. It also states that homophobic bullying should be dealt with equal importance as with any other bulling incident.

ESAGS – Every school a good school
The Department of Education publication 'Every School a Good School' (ESAGS) highlights a number of indicators of effective school performance linked to RSE.

Child Centred Provision
ESAGS indicators a commitment exists, through being a healthy school, to supporting healthy children, who are better able to learn and develop.

Link to RSE provision – promotion of positive relationships with self, others and the school, local and global community. Raising self-confidence and individual aspirations putting young people in a better place to learn and develop emotional health.

High Quality
ESAGS indicators teachers enjoy positive relationships with their pupils.
Indicator link to RSE provision – pupils who find it difficult to build and maintain relationships or are unable to negotiate and reinforce boundaries and can find themselves involved in unnecessary conflict, increasing barriers to learning. This has the potential to impact negatively on a young person's attainment outcomes.

A School Connected to its Local Community
ESAGS indicators school works closely with other relevant statutory and voluntary agencies.
Indicator link to RSE provision – the use of outside agencies can provide schools with a source of relevant, up-to-date and age appropriate material.

Together Towards Improvement (TTI)
The Education and Training Inspectorate (ETI) publication 'Together Towards Improvement (TTI) – a process for self-evaluation' highlights a number of quality indicators linked to RSE.

TTI indicates parents are encouraged to become involved in promoting their child's learning – their views are sought and acted upon.
Link to RSE provision – parents were consulted on the initial review of RSE provision and at all stages of policy development and parental engagement to support learning is encouraged.

TTI indicates the school maintains effective links with statutory agencies e.g. Health & Social Care.
Link to RSE provision – effective links are made with agencies in partnership with Heads of Departments, Heads of Years, school nurse and designated teacher for child protection.

TTI indicates there are opportunities for pupils to contribute to the planning process.
Link to RSE provision – pupils were given opportunities through the completions of questionnaires in form time, discussions in Learning for Life and Work and through the School Council to contribute to their planning process.

TTI indicates learning experiences contribute to the pupil's fulfilment, **personal development** and education
Link to provision – learning experiences particularly in Personal Development (strand of Learning for Life and Work), student leadership, extra-curricular activities and assemblies, contribute to pupil fulfilment and personal development.

TTI indicates pastoral care supports pupils learning.
Link to provision – RSE is a component of the pastoral curriculum and establishing and maintaining positive relationships will remove barriers to learning.

TTI indicates there is a whole school programme in consultation with stakeholders that addresses issues such as RSE.
Link to provision – whole school provision of RSE has been mapped and the RSE co-ordinator is responsible for monitoring and evaluating whole school provision.

TTI indicates pupils demonstrate effective personal and social skills.
Link to provision – RSE provision will develop personal and social skills.

TTI indicates pupils manage their own emotions, regulate their learning and interact effectively with others.

Link to provision – RSE provision, particularly in personal development, provides opportunities for young people to identify their emotions and develop their self-management skills in dealing with these emotions. The focus on respect, being assertive and setting boundaries, enables young people to interact effectively with others.

The RSE policy is linked to the targets of the School Development Plan.

Maximising Academic Potential
- Through developing the transition process at each Key Stage, with a focus on growing independence and the responsibility that can accompany the journey from adolescence to adulthood.
- By focusing on Behaviour for Learning and the process of building and maintaining positive behaviour within relationships with self, others, the school and local and global community as an essential foundation to academic achievement.

Developing Teaching and Learning
- Providing a whole school approach to RSE mapped across learning areas, the pastoral system and external agency support.

Self-Evaluation
- RSE is to support the further development of anti-bullying education and pastoral procedures to deal with bullying incidents.
- Develop consultations with all stakeholders in the review process of RSE.

Leadership and Staff Development
- RSE is woven into current safeguarding policies eg. Child Protection, Behaviour for Learning, E-safety and Anti-bullying.
- Continual professional development and training for staff on RSE.
- Promote pupil leadership initiatives and pupil voice in all stages of the consultation process.

Community
- Greater partnership within the Bangor Learning Area and schools working collectively through the Shared Education partnership having achieved the UNICEF Rights Respecting Schools Award and provide regular and sustained opportunities for joint collaboration within the partnership to improve educational outcomes and reconciliation.

Review of RSE Policy
The RSE policy will be reviewed again in February 2024 to keep up to date with new expectation and current trends. Comments or feedback on the RSE Policy should be forwarded to the RSE co-ordinator.

Disseminations of Board of Governors RSE Policy
The policy will be made available on the school website (within the pastoral care tab) at all times. Parents, pupils, staff, board of governors and outside agencies can access it at any time. Parents and young people can receive a hard copy of the RSE policy at any time by request at reception (along with all school policies).

Summary versions of the policy will also be made available and disseminated to all parents/guardians every year. A pupil vision of the RSE policy will be made available to pupils in their planner. Any outside agency coming into the school to undertake RSE Policy workshops will be given a copy of the policy to ensure all activities taught are in line with the school ethos and moral and ethical framework of the school. The RSE Co-ordinator will be responsible for this.

Values, Moral & Ethical Framework

Within all aspects of the RSE provision the term, 'relationships', holds significant importance. Relationships include those we have with ourselves (emotional health and resilience), those we have with others (family, friends, other significant individuals and engagement in loving relationships) and 'relationships' with our school, local and global community (young citizens and e-safety). The breadth of the term, relationships, cannot be overstated. Through RSE provisions we aim to develop the following **values, moral and ethical** outcomes:

Relationships with self

- Develop emotional health by encouraging **respect** for self through positive thinking strategies, self-awareness, assertiveness and increased self-esteem and self-confidence.
- Develop resilience by promoting **positive attitude** and strategies to deal with setbacks faced throughout life.
- Provide opportunities to discuss emotional change through adolescence and how to manage emotions showing **respect** for self and others.
- Develop **personal boundaries** and strategies to stick to them supporting young people in the development of their own moral compass.

Relationships with others

- Provide opportunities to discuss emotional change through adolescence and how to move from external regulation to internal regulation of emotions showing **respect** for self and others.
- Developing and maintaining **caring** and **respectfu**l friendships.
- Identify **personal boundaries** and ways to enforce this in an **assertive** way.
- Identify the qualities that make a **loving, respectful** and **safe** relationship.
- Identify 'triggers' to conflict and strategies to resolve conflict in a **respectful** and **assertive** way.

Relationships with Community

- Promote **maturity** through pupil opportunities for school leadership.
- Provide an inclusive and effective framework to ensure pupil voice is represented in all decisions relating to school life promoting **connectedness** to the school community.
- Encourage pupils to develop **social responsibility** through participating in volunteer opportunities inside school and with the local community.
- Provide learning opportunities to create safer on-line relationships. Reinforcing **empathy** in on-line relationships and developing **boundaries** within the on-line environment.

Sexual Maturation

Sexual maturation is a biological certainty, young people move through the stages from puberty to adolescent and finally adulthood. We aim to provide relevant up-to-date and age appropriate information to promote a positive relationship with self, through a better understanding of the physical, emotional, social and cognitive changes being experienced at key transition milestones.

We will also encourage young people to consider their increasing independence and the changing nature of personal boundaries from externally enforced to internally decided. We will challenge the social change which is resulting in many young people being exposed to over mature, and inappropriate information, received from sources such as the media, peers and the internet.

Marriage and Loving Relationships

At all times we recognise the diverse range of cultures, religions and family compositions. All pupils are individuals with a unique set of life experiences who have a right to be treated equally, with respect and in an inclusive manner.

We support and value the institution of marriage and it will be presented as a positive, permanent, loving, respectful and safe relationship. The advantages of loving, respectful and safe relationships will also be reinforced. At all times loving, respectful and safe relationships will be promoted.

The physical and emotional risks associate with short term, or abusive relationships will be explored. From national research young people in the age grouping 16-24 are reporting high levels of relationship abuse. The skills of individual assertiveness and self-confidence will be modelled to provide young people with assertive skills to demand respect in all relationships. (This is essential to counterbalance the negative images associated with abusive relationships often portrayed in the media and the devastating effects pornography is having on normalised sexual behaviours in young people's relationships). Sources of external support will also be signposted if a young person is concerned about their own personal relationship.

Sexual Health Information
Organised and overseen by School Nurse

- Year 8 will participate in single gender '**Growing Up/Puberty talk**, taken by the school nurse, to include changes in physical appearance and emotional behaviours during puberty. There will be a focus on specific gender related issues related to growing up/puberty. Identity (LGBTQ+) is explained.
- Year 8 will be taught emotional resilience and helpful thinking habits, values and friendships. They will be taught about "sexting", grooming and predators in a unit about e-safety.
- Year 9 pupils will receive further information on growing up/puberty. There will be information on developing healthy relationships and advice about "consent". This is called **Love, Sex & Relationships.**
- Year 9 pupils will complete '**Bend don't Break'** programme to strengthen emotional resilience during a very turbulent, emotional time in adolescence.
- Year 10 will take a workshop with **Common Youth** which helps them to understand the complexities of a sexual relationship. Consent is covered again + contraception .
- Year 11 pupils will participate in a workshop held in school but delivered by **Love from Life** (an outside agency). This will complement the learning in classrooms about qualities for positive relationships, relationship abuse, dangers of online relationships (including sexting, grooming and child exploitations). The school nurse will also provide factual, up-to-date and age appropriate information about conception, contraception and sexually transmitted infections. Northern Ireland Council for Curriculum and Education Authority guidance indicates that 'one in every three teenage girls and 16% of teenage boys having experienced sexual violence in intimate partner relationships'. This reinforces the need for timely education on loving, respectful and safe relationships.
- Year 12 are invited to attend a **Sexual Health Workshop** where they meet relevant agencies who can teach them about sexual illnesses, contraception, foetal alcohol syndrome and the importance of consent in a relationship. Coercive control and same sex relationships are also prevalent areas we explore at this workshop.
- Year 13 pupils will receive further factual, up-to-date and age-appropriate information about positive relationship, conception, contraception, sexually transmitted infections, relationship abuse and the dangers of online relationships in workshops delivered by the school nurse.
  16+ Health Fair
  A Health Fair is organised annually, inviting different agencies to share information about the topics which Year 13 had requested. Topics: STIs, contraception, domestic abuse, sexual violence and abuse-(how to recognise it, stay safe and report it), consent and how to ask for it, staying safe on the internet. Relationships in the digital age, porn (real or not), positive and negative coping skills for mental health issues, gambling- recognising the negative impact and how to get help.
  Agencies included: **Aware, Common Youth, Daisy and ASCERT, Diabetes UK, Eating Disorders NI, Extern, Kilcooley Women's Centre, Cara Friend, YMCA, Nexus NI, Inspire Wellbeing, UHUB**
- The school nurse will liaise with outside agencies such as **Common Youth** to provide a number of 'drop in' sessions after school for young people 16 or over.
- The school nurse and HOD of LLW attend the **Sexual Health Conference** (Belfast Trust) annually to gather information about current thinking and information.

Young Parents
The roles and responsibilities of parenting will be outlined along with the physical, emotional, social, financial, cognitive and spiritual challenges faced by young people when they become young parents.

Child Protection
In line with our school Child Protection policy, RSE provisions will aim to raise young people's awareness of potential relationships where the young person is at risk of being exploited e.g. bullying online, sexting, abuse, dependency, power imbalances, non-consensual sexual activity, rape, party houses and

child trafficking (young people actively being encouraged to participate in sexual activities for financial rewards or drugs). For further information please see the schools full Child Protection Policy (please see Dealing with Sensitive Issues and Responding to Pupils Questions further in the policy).

Management and Co-ordination of RSE

The RSE co-ordinator for whole school planning and delivery is Mrs J Irvine. The RSE review team who work to support whole school planning and delivery includes: STL and Mrs Tinman

- Principal
- Vice Principal (Pastoral)
- Vice Principal (Curriculum)
- Assistant Principal for RSE/Preventative Curriculum
- Head of Learning for Life and Work
- Head of Year's
- School Nurse (Medical and Safeguarding)
- Board of Governor's

The Head of Departments responsible for RSE delivery within contributory curriculum departments are: Learning for Life & Work, Home Economics, Science, Religious Studies, Drama, Information Communication Technology and Health & Social Care (GCSE & A Level)

Mrs K Tinman is the school nurse and is responsible for providing RSE support to both curriculum and pastoral teams.

All staff members are responsible for being aware of the RSE policy and for delivering any learning experience in-line with the policy vision, aims, objectives, ethos, values, moral and ethical framework. Any member of staff can ask for clarification or guidance about any RSE issue from the RSE co-ordinator.

When planning curriculum provisions through timetabling, consideration will be given to ensure that staff delivering RSE are confident and competent, as RSE delivery requires skilful professionalism. The statutory
delivery of RSE will be through the Personal Development strand of Learning for Life and Work at Key Stage 3 and Key Stage 4, and through other contributing departments at Key Stage 3 and 4.

Links across the curriculum and to the wider life of the school

RSE has been mapped across the main contributory subjects and pastoral provision; this ensures a whole school approach to delivery. (See Appendix 2) Heads of Department and Heads of Year are responsible for the selections of factual, relevant and age-appropriate resources to be used in schemes of work or within pastoral learning experiences (including form time and assemblies). Materials will reflect the school vision, aims, objectives, values, moral and ethical framework. If any member of staff wishes to clarify the suitability of resources, guidance should be sought with the RSE co-ordinator.

Strategies to gather and disseminate information

A number of strategies will be used to gather and disseminate the most current and relevant information, research and resources to inform planning, they include:

- Continual Professional Development and inset training days will include the dissemination of the most current and relevant information, research and resources to staff
- Leaflets and information from outside agencies will be gathered by Heads of Department, Heads of Year and the school nurse. Copies of these leaflets will be made available to the RSE co-

ordinator as a central resource. They will be available on the school website within the Pastoral Care tab.
- Pupils will receive leaflets and information in classroom learning through pastoral experience or from the medical room at appropriate times in their learning.

Supporting young people with Special Educational Needs (SEN)
In order to remove barriers to learning, careful planning and the adaption of specific RSE resources within all contributory curriculum departments with support from the Special Educational Needs co-ordinator (SENCO) and Deputy SENCO, we will help ensure that RSE resources are accessible by all pupils.

It is widely recognised that pupils with SEN are more vulnerable to all forms of abuse and exploitation. Teachers will try to ensure that they develop the knowledge, understanding and skills of pupils to enable them to:
• identify inappropriate and exploitative behaviour;
• help develop their own prevention strategies to stay safe;
• recognise and build healthy relationships; and
• know who they can talk to.

The RSE curriculum overview and resources being placed on the school website will allow parents/carers to reinforce learning at home.

Meeting the needs of Boys and Young Men
Boys and young men often feel that within society RSE is not meeting their needs and that there is a gender bias toward female issues. Because of this void of information, boys and young men often turn to their peers or television, magazines or pornography to search for answers. This material can distort and negatively influence boys' attitudes of what it means to be a man and their views towards women. These often negative sources of information often fail to address the emotional aspects of relationships, leaving some boys and young men with an unbalanced knowledge and understanding of what is a healthy sexual relationship. In the consultation process we actively encouraged the contribution of boys and young men showing them that that their views and opinions matter. It will also boost their self-esteem, make them feel valued, and ultimately lead to their greater engagement and participation in Relationships and Sexuality Education classes. We actively seek to engage positive male role models to participate in the delivery of RSE. We have a number of male members of staff on the RSE Review Team to ensure a gender balance.

Dealing with Sensitive Issues
Sensitive issues are part and parcel of life. Young people are aware of them, and want to talk about and understand them, particularly those sensitive issues which are also topical. Such issues can often divide society and arouse strong feelings as they tend to deal with fundamental questions of values and beliefs. Issues such as abortion, same-sex marriage, sexual orientation, gender identity, sexual abuse and family lifestyle all have the potential to be sensitive, depending on the personal experiences, opinions, and values of each individual within the classroom. BASFC ensure that pupils receive information that is balanced, non-judgmental and respectful of the diversity of values that are reflected in society.

Within Learning for Life and Work a class contract is established before learning begins. The class contract establishes a collectively agreed set of expectations within Learning for Life and Work to provide a framework to allow sensitive issues to be discussed in a safe environment. Aspects of the class contract include:

- Talking in the third person at all times
- Respecting difference of opinions in relation to sensitive issues

Learning can involve thinking about issues that may be considered sensitive/controversial. Young people see issues on the media and listen to discussions about the issues among their peers. They often seek a safe and managed environment to explore these issues. Teacher's professionalism and understanding of individual pupils with each class will ultimately impact on the context in which sensitive issues are discussed. At all times information given by teachers will be factual, relevant and age appropriate in-line with the school ethos, values, ethical and moral framework.

Teachers should not, unless they feel completely comfortable, disclose personal experiences. These experiences should be pre-planned and linked to learning intentions of the lesson. On many occasions pupils do enjoy learning about personal experience stories, these stores should however not blur teacher's professionalism as outlined in the Code of Conduct. The 'third' person stories are considered a suitable option to keep sensitive discussion safe.

There is no statutory parental right to withdraw a pupil from RSE lessons. However, the School, will take account of any parental concerns expressed and will try, as far as possible, to make alternative provision for any pupil whose parent wishes them to be excused from specific, or all, RSE classes. If a parent or pupil wishes to be excluded from the study of a particular sensitive issue or topic, they can discuss this with the Vice Principal (Pastoral). Decisions will be made on an individual basis.

Responding to Pupils Questions

The British National Survey of Sexual Attitudes and Lifestyles (Nastal) found that young people who receive comprehensive RSE were less likely to describe first time sex as unwanted. Research has indicated that young people would prefer to receive information on RSE from school, parents and health professionals. Friends and the internet are their less preferred options. This reinforces the need for effective RSE provision.

Effective personal development is not about imposing decisions on young people; it is about creating opportunities for them to consider options and begin to make their own informed choices, making them ultimately responsible for their own self-management. The role of the parent/guardian as the principal educator in relation to RSE will always be reinforced.

If a pupil asks a question seeking information that a teacher feels is not age appropriate, the teacher can ask the pupil to discuss the issue with their parents if they wish to get further information. If a pupil asks a question that causes the teacher to be concerned in relation to child protection, the teacher should follow the procedures outlined in the Child Protection Policy and at the first available opportunity (the same day) liaise with the designated teacher for child protection as outline in the Child Protection Policy.

Approaches to Learning and Teaching

Within Learning for Life and Work, teachers will establish a class contract at the beginning of each academic year supporting the establishment of a safe learning environment. In order to increase knowledge and develop skills, teaching methodologies will present factual, relevant and up-to-date information and then use active learning strategies to develop the skills to manage various scenarios. Life skills research indicates that discussions are more effective if accompanied with active explanations of skills in real life scenarios to develop self-confidence and assertive behaviour. Pupils will actively

participate in a range of different methodologies, such as scenarios, role plays and debates will ensure that they gain deeper knowledge, understanding, thinking skills and personal capabilities, attitudes and dispositions.

The resources used are consistent with the aims and objectives of the RSE policy. CCEA and other sources provide support materials to assist in the development of resources (see Appendix 1). Teachers must be cautious about the resources they use to deliver RSE. They must satisfy themselves that the resources they plan to use:

- Reflect the ethos of the School;
- Are 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.

Sources of support will also be signposted to young people if they have further questions or concerns. Learning for Life and Work is not a group counselling activity and individual issues will not be discussed. Young people will be encouraged to seek support from their Form Tutor, Head of Year or Parent/Guardian.

Monitoring and Evaluating

In order to monitor RSE provision the RSE co-ordinator will review the policy every two years. Heads of Department, Heads of Year, the School Nurse, and Vice Principals (Pastoral and Curriculum) and other relevant staff will be responsible for monitoring and evaluating curriculum, pastoral experiences and individual support services, ensuring the RSE co-ordinator is provided with the overview. The aim of the evaluation process will ensure that:

- The RSE policy continues to comply with guidelines and legislation;
- Classroom practice continues to reflect the policy and the needs of the pupils;
- Teaching resources are reviewed and updated;
- The views, thoughts and feelings are respected and will be used to influence the real needs of pupils rather than their perceived needs.

Development and Training

The RSE co-ordinator will be responsible for whole school, staff development and training. Heads of Department, Heads of Year, the school nurse and outside agencies will co-ordinate specific training for teacher within departments and year groups.

Specific Issue Statements

Confidentially and Disclosure

Teachers can provide young people with general information on a range of RSE issues, as well as information about where and from whom they receive confidential advice, treatment and support. When discussing issues individually within the classroom, confidentially cannot be promised or given. While young people value the opportunity to discuss issues affecting the society they live, teachers will not give personal medical advice to any young people, they will advise them to seek advice from parents/carers and/or health professionals.

Pupils must also be made aware that staff have a duty of care and that any disclosure that places the child in potential risk, cannot be kept in confidence. It is good practice to establish this when completing the class contract at the beginning of the topic/unit or at the beginning on 'stand-alone' learning activities. The foundations for the effective delivery of RSE are the building of secure, trusting and respectful relationships between teacher and their pupils.

If a child does disclose an issue that the teacher feels puts the child at risk, it is important that the procedures outlined in the child protection policy are followed beginning with the staff member informing the designated child protection teacher (same day). It is very important that any young person who feels they cannot talk to or does not wish to talk to their parents/carers has access to other sources of support. Young people often see teachers as their next line of support as a responsible adult. Disclosures will be passed immediately to the Designated Child Protection Teacher. A more detailed outline of how school addresses pupil disclosure can be found in the **Child Protection Policy.**

Use of outside agencies

At times outside agencies will be used to support the delivery of RSE. Outside agencies can often provide valuable up-to-date and factual information relating to RSE issues. Where outside agency engagement takes place the agency will receive a copy of the schools RSE Policy and Child Protection Policy to ensure delivery is in line with the school ethos, values, moral and ethical framework. Outside agency staff delivering classroom workshops will always be accompanied by a teacher. Parents should be notified of the event and it purpose and consent given for the pupils to attend.

Outside agency staffs deliver one-to-one support work eg. counselling or empowerment support services will be vetted through Access NI. Before engagement can begin, the outside agency representative should agree to uphold the ethos, values, moral and ethical framework of the school, be made fully aware of issue around confidentiality and disclosure. They will also receive a copy of the Child Protection Policy and the RSE Policy.

Advice may be sourced from agencies such as the Education Authority (Knowing Our identity – leaflet available of EA website https://www.eani.org.uk/publications/safeguarding-and-child-protection/koi-service-knowing-our-identity-gender-identity) and Child and Adolescent Mental Health Service (CAMHS) https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/.

Procedures for Involving and Consulting with Parents/Carers

Parents or Carers Rights and Responsibilities

RSE provision will always reinforce the role of parents/carers as the principal educator in relation to RSE. Parent/Carers have the right to have a say in their child's education and RSE provision will be accessible to all parents/carers on the school website (pastoral care tab). If a parent/carer wishes to provide feedback/comments on RSE provision they should be directed to the RSE co-ordinator.

The RSE co-ordinator, Head of Learning for Life and Work and other contributing Heads of Department will encourage partnership with young people's parents/carers, in relation to RSE provision. It is the responsibility of the parents/carer to be aware of the mapped RSE provision, read communication letters about specific RSE workshops and engage with their child to set the factual, relevant and age appropriate information, within the moral and ethical framework of each individual and unique family unit.

Engaging with parents

The role of the teacher in relation to RSE is to be complimentary to that of parents or carers to ensure a partnership approach with parents.

- An overview of whole school RSE provisions is available for parents/carers to read on the school website under the pastoral care tab, so they can engage with their child at key points.
- Parents/carers will be provided with a letter explaining specific 'workshops' such as 'Growing Up, Love for Life) or Sexual Health Workshop. This can often provide a conversation starter to encourage further discussion at home.
- Leaflets given to pupils will be available on the school website for parents/carers to discuss with other children.
- Awareness raising workshop in Year 8 will be held to support parents/carers in their role as primary educators e;g. e-safety, growing up and sexual health.
- Resources and Personal Development schemes of work linked to RSE will be available upon request for parents/carers to view.
- Parents/carers will be consulted every two years when the RSE policy is reviewed. Any parental feedback in relation to RSE provision should be directed to the RSE co-ordinator to ensure a consistent approach.

Withdrawal from RSE

RSE is a statutory component of the Northern Ireland Curriculum and is primarily delivered through the Personal Development strand of Learning for Life and Work; however, parents or guardians have the right to have their child educated in accordance with their wishes. There is no legislative provision permitting parents/carers to withdraw their children from RSE lessons. Schools can grant these requests on an individual basis. If a parent does decide to withdraw their child for specific lessons of RSE provision, the RSE co-ordinator should discuss the potentially detrimental effect this may have.

The RSE co-ordinator should discuss with the parent/guardian, the social and emotional effects of being excluded, as well as the likelihood that the pupil will hear their peer's version as opposed to the safer and reliable version from the teacher. Following the discussion, the school will uphold the wishes of the parent/carer.

The RSE policy is linked to other school policies, they include:

Child Protection Policy
- Dealing with sensitive/controversial issues
- Confidentiality
- Disclosures
- Relationship abuse
- Child exploitation
- Online dangers
- Bullying

Period Dignity Policy

Behaviour for Learning Policy
- Respect within relationships
- Setting personal boundaries
- Growing independence and the shift from externally imposed boundaries to internally decided boundaries
- Identifying consequences for behaviours

Anti-bullying policy
- In-equality within relationships
- Identifying bullying behaviours
- Strategies to prevent and manage bullying incidents
- Developing self-confidence and assertiveness
- Homophobic bullying
- Transgender bullying
- Cyber bullying
- Sexual harassment

E-safety policy
- Online relationships
- Stay safe online
- Reporting abuse
- Child exploitations
- Grooming
- Sexting

Drugs Education Policy
- The effects of drugs abuse on relationships with self
- The effects of drugs abuse on relationships with others
- The effects of drugs abuse on relationships with school
- The effects of drug abuse on academic attainment
- The effect of drugs on career pathways
- The potential for drug abuse to increase risk for the young person in relation to relationship abuse and child exploitations.

Outside agencies and vetting arrangements
- Procedures to ensure all outside agencies are accompanied by a member of staff or have been vetted by Access NI.
- All outside agencies will be given a copy of Child Protection Policy and RSE Policy and delivery will be in-line with school ethos, values, moral and ethical framework.

Appendix 1

A summary of the United Nations Convention on The Rights Of The Child
file:///N:/SLT/RSE%20Policy/uncrc19%20-%20articles.pdf

UNCRC –Child Friendly 'What is the URCRC?'
file:///N:/SLT/RSE%20Policy/uncrc_child-friendly_2022.pdf

DENI Circular 2013/16 https://www.education-ni.gov.uk/sites/default/files/publications/education/2013%2016%20-%20Amended.pdf

DENI Circular 2015/22 - Relationship and Sexuality Education https://www.education-ni.gov.uk/publications/circular-201522-relationshipand-sexuality-education

Safeguarding and Child Protection in Schools Guidance (August 2020)
https://www.educationni.gov.uk/sites/default/files/publications/education/Safeguarding-and-ChildProtection-in-Schools-A-Guide-for-Schools.pdf

CCEA Relationships and Sexuality Education Guidance (October 2019)
https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-guidance-post-primary

https://ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse/about-relationships-and-sexuality

https://www.eani.org.uk/publications/safeguarding-and-child-protection/koi-service-knowing-our-identity-gender-identity

https://belfasttrust.hscni.net/service/knowing-our-identity/

https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/

RSE Hub
https://www.rsehub.org.uk/

RSE Hub – Top tips
http://www.rsehub.org.uk/educators/top-tips

http://www.deni.gov.uk/index/support-and-development-2/pupils-emotional-health-and-wellbeing/imatter-english-language-diaries.htm

ETI report (September 2014) 'An evaluation of preventative education and the statutory curriculum to inform the Independent Inquiry into Child Sexual Exploitation':
https://www.etini.gov.uk/publications/evaluation-preventative-education-and-statutory-curriculum-inform-independent-inquiry

Appendix 2: Relationships and Sexuality Education (RSE)
Overview

Key Stage 3

	Social Media and its Effects on Relationships and Self Esteem	Internet Safety	Healthy, Positive Sexual Expression and Relationships	Domestic and Sexual Violence	Teen Parenting	Developments in Contraception/Sexual Health	LGBTQ+ Matters	Consent	Menstrual Wellbeing
Year 8	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well-Being** - Year 8 – Puberty talk before Christmas 1 to 1 support as required **LLW** - Self- esteem is covered in term 2 in LLW Personal Development. Social Media can be included - Unit 3 – What factors makes a good friendship? Unit 4 – Keeping safe online	**ICT** – E-Safety assemblies in February – Internet Safety Day **ICT** - Internet safety module during ICT rotation **R.E** – Assemblies Term 1 **Student Well-Being** - Supported as required on a 1 to 1 level. **LLW** - Self- esteem is covered in term 2 in LLW Personal Development. - Unit 4 – Keeping safe online	**Student Well-Being** - Year 8- Puberty Talks. **English** - Naturally occurring when we are reading class novels or topical newspaper articles. **Home Economics** - 'Home and family' (Feb-March). Look at different types of family units, roles, and responsibilities within family. What a healthy family unit looks like. **History** - Who should be King? **Science** - Might be discussed during our topic on Sexual reproduction **LLW** –Puberty and healthy relationships -Unit 2 – Coping with Change (& puberty) Importance of resilience Emotions, feeling & unhelpful thinking habits		**Science** – Unit 5		**Student Well-Being** - On going 1 to 1 support for pupils, Family and staff. **English** - Naturally occurring	**Student Well-Being** - All puberty, sex and relationship events given by school nurse go over consent.	**Student Well-Being -** Puberty talks in Year 8 and overview at Year 9 event. 1 to 1 support as required. Period Dignity **Science** – Sexual Reproduction
Year 9	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well-Being**–– Love, Sex and Relationships – summer term 1 to 1 support as required LLW - Bend Don't Break – Resilience	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well-Being** - Supported as required on a 1 to 1 level. **R.E** – Assemblies Term 1 **Student Welling Being** - Supported as required on a 1 to 1 level.	**Student Well-Being** - Love Sex and Relationships **English** - Naturally occurring when we are reading class novels or topical newspaper articles. **History** - Henry VIII and his marriages				**Student Well-Being** - On going 1 to 1 support for pupils, Family and staff. Love, Sex, Relationships Talk (Kerry) LGBT **English** - Naturally occurring	**Student Well-Being** - All puberty, sex and relationship events given by school nurse go over consent.	**Student Well-Being** - Puberty talks in Year 8 and overview at Year 9 event. 1 to 1 support as required. Period Dignity **History** –Mary 1
Year 10	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 Year 10 - Self Esteem Term 1 **Student Well-Being** - 1 to 1 support as required Inspire (Pilot – Risky choices, drugs, alcohol, consent) **History** – Censorship during WW1	**ICT** – E-Safety assemblies in February – Internet Safety Day **ICT** - Internet safety module in IT class during Jan/Feb **R.E** – Assemblies Term 1 **Student Well-Being** - Supported as required on a 1 to 1 level.	**Student Well-Being** - with Common Youth Sex, STI's and Contraception. **English** - Naturally occurring when we are reading class novels or topical newspaper articles. **Home Economics** - 'Parenting skills' (Sept-Oct) - skills and qualities that make good parents, how life changes when you have a baby etc.		**English** - Naturally occurring. Year 10 – class novels "Abomination" and "Goodnight Mister Tom" and both deal with teen pregnancy and pregnancy out of wedlock.		**Student Well-Being** - On going 1 to 1 support for pupils, Family and staff. Love, Sex, Relationships Talk – Consent, contraceptives, STI's, LGBT (Kerry & Common Youth) **English** - Naturally occurring	**Student Well-Being** - All puberty, sex and relationship events given by school nurse go over consent. Love, Sex, Relationships Talk – Consent, contraceptives, STI's, LGBT (Kerry & Common Youth) Inspire (Pilot – Risky choices, drugs, alcohol, consent)	Period Dignity

Key Stage 4

	Social Media and its Effects on Relationships and Self Esteem	Internet Safety	Healthy, Positive Sexual Expression and Relationships	Domestic and Sexual Violence	Teen Parenting	Developments in Contraception/Sexual Health	LGBTQ+ Matters	Consent	Menstrual Wellbeing
Year 11	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well-Being** - 1 to 1 support as required **English** -social media is covered in relation to teaching the topic "Writing for Purpose and Audience". Pupils write an essay reflecting on the positives and negatives of social media on young people. **History** – Propaganda **Modern Languages** –- Context 1 GCSE topic **LLW**- Term 1 Personal Development Module – Personal safety and well-being	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well Being** - Supported as required on a 1 to 1 level. **English -** Covered in Year 11 for the exam task above in relation to dealing with the effects and impact of social media. **Modern Languages -** Context 1 GCSE topic **LLW** - Term 1 Personal Development Module - Personal safety and well-being	**Student Well-Being** - Year 11 and 12 follow up events 16 plus follow up events. - Love for Life **English** - Naturally occurring when we are reading class novels or topical newspaper articles. **Home Economics** - GCSE Child Development - 'Family and parental responsibilities' (Sept-Oct). **History** –Treatment of minorities Nazi Germany **R.E** –OCN under the theme of prejudice, Term 3 **Modern Languages** - Context 1 GCSE topic **Health and Social Care** - Relationships - Term 2 **Preparation for Adult Life** - Unit 11: Healthy relationships **Science** - Within sexual reproduction teaching in year 11/12 but only for double and single award science students **LLW**- Personal Development Module - Term 2 – Relationships and sexuality & Emotions and reactions to life experiences	**Health and Social Care** –Unhealthy relationships - term 2 **English** - Class novels - Abomination/ Stonecold/ Blood Brothers **Student Well-Being** - Year 11 and 12 Health Fair events. !6 plus Health Fair Events **LLW** – Year 11 - Term 2 Personal Development Module – Rights and responsibilities: local and global issues.	**Student Well-Being** - 1 to 1 support as required for school aged Mums and advice to those requiring Family Planning advice. **English** - Class novels - Abomination/ Stonecold/ Blood Brothers - Class novels and naturally occurring opportunities in the media/ news **Preparation for Adult Life** - Unit 10: Roles and Responsibilities of Parents **Drama** - There is a teen pregnancy in our GCSE Drama set text Blood Brothers: that we explore with Yr 11 in Term 1 and review with Year 12 before Mock/ their final exam. **Science** –Might be discussed in sexual reproduction teaching **LLW** - Term 2 Personal Development Module – Responsible parenting	**Student Well-Being** - On going on as 1 to 1 support and Year group events. Can attend sessions as requested by teaching staff in Science and Child Care. **Home Economics** - GCSE Child Development 'Reproduction' (Nov-Dec) - pupils taught about conception and methods of contraception. **History** – Nazi Germany - forced sterilization **Drama** - This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **Science** - Contraception - Single and Double award science **LLW** –Term 2 Personal Development Module – Personal safety and well-being	**Student Well-Being** - On going 1 to 1 support for pupils, Family and staff. **English -** Naturally occurring **History** –Nazi treatment of minorities **R.E** –OCN under the theme of prejudice, Term 3 **Drama** - This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **LLW** –Term 2 Personal Development Module – relationships and sexuality	**Student Well-Being** - All puberty, sex and relationship events given by school nurse go over consent. **Drama** –This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **LLW** –Term 2 Personal Development Module – personal safety and well-being	Period Dignity **Home Economics -** GCSE Child Development 'Reproduction' (Nov-Dec) - pupils taught about menstruation. **Drama** – This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **Science -** Taught as part of sexual reproduction / Double and Single Award
Year 12	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well-Being -** 1 to 1 support as required **History –** Propaganda / Censorship / Communist state **Modern Languages** - Context 1 GCSE topic **Preparation for Adult Life -** Unit 12: Maintaining Personal Health and Well-Being **Drama** - One of the Year 12 Performance groups are currently exploring this idea in their devised Drama piece.	**ICT –** E-Safety assemblies in February – Internet Safety Day **R.E –** Assemblies Term 1 **Student Well-Being -** Supported as required on a 1 to 1 level. **Art -** Term 1 taking and storing images **Modern Languages** - Context 1 GCSE topic **Drama** - One of the Year 12 Performance groups are currently exploring this idea in their devised Drama piece.	**Student Well-Being -** Year 11 and 12 follow up events 16 plus follow up events. **English -** Naturally occurring when we are reading class novels or topical newspaper articles. **History** – Equal rights / civil liberties **R.E** - GCSE Ethics Term 1 **Drama -** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **Science -** Within sexual reproduction teaching in year 11/12 but only for double and single award science students	**Student Well-Being -** Year 11 and 12 Health Fair events. 16 plus Health Fair Events	**Student Well-Being** - 1 to 1 support as required for school aged Mums and advice to those requiring Family Planning advice.	**Student Well-Being -** On going on as 1 to 1 support and Year group events. Can attend sessions as requested by teaching staff in Science and Child Care. **English -** "Blood Brothers" a play studied in Year 12 with English Lit classes covers religious objection to contraception. **Drama** - This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **Science** - Contraception - Single and Double award science	**Student Well-Being -** On going 1 to 1 support for pupils, Family and staff. **English** - Naturally occurring **R.E -** GCSE Ethics Term 1 **Drama -** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	**Student Well-Being -** All puberty, sex and relationship events given by school nurse go over consent. **Drama** –This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	Period Dignity **Drama –** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands. **Science -** Taught as part of sexual reproduction / Double and Single Award

Key Stage 5

	Social Media and its Effects on Relationships and Self Esteem	Internet Safety	Healthy, Positive Sexual Expression and Relationships	Domestic and Sexual Violence	Teen Parenting	Developments in Contraception/Sexual Health	LGBTQ+ Matters	Consent	Menstrual Wellbeing
Year 13	**ICT** – E-Safety assemblies in February – Internet Safety Day **ICT-** Social Media assignment throughout the year **R.E** – Assemblies Term 1 **Student Well-Being -** 1 to 1 support as required Enrichment classes as requested by pupils. **History -**Propaganda / Censorship / Ideologies **Drama** - We have considered this topic in past performances (through devised and scripted Drama but the Devised commissions are set each year by CCEA and the Scripted Performance is picked based on each candidate cohort.	**ICT** – E-Safety assemblies in February – Internet Safety Day **ICT --** Social media in Business Unit **R.E –** Assemblies Term 1 **Student Well-Being -** Supported as required on a 1 to 1 level. **Art** - Term 1 Taking and storing images **Drama -** We have considered this topic in past performances (through devised and scripted Drama but the Devised commissions are set each year by CCEA and the Scripted Performance is picked based on each candidate cohort.	**Student Well-Being -** Enrichment classes as requested by pupils. **English -** Naturally occurring when we are reading class novels or topical newspaper articles. **Drama** - This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	**Health and Social Care –** Safeguarding Children term 2. **Student Well-Being -** Enrichment classes as requested by pupils. **Drama** –This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands	**Student Well-Being** - 1 to 1 support as required for school aged Mums and advice to those requiring Family Planning advice. - Enrichment classes as requested by pupils. **Drama** - We have considered this topic in past performances (through devised and scripted Drama but the Devised commissions are set each year by CCEA and the Scripted Performance is picked based on each candidate cohort.	**Student Well-Being** - On going on as 1 to 1 support and Year group events. Can attend sessions as requested by teaching staff in Science and Child Care. - Enrichment classes as requested by pupils. **Drama -** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	**Student Well-Being** - On going 1 to 1 support for pupils, Family and staff. - Enrichment classes as requested by pupils. **English** - Naturally occurring **Geography** - AS2 Development - context of funding being withdrawn from Uganda in light of it's anti-gay Government policies. **Drama -** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	**Student Well-Being** - All puberty, sex and relationship events given by school nurse go over consent. - Enrichment classes as requested by pupils. **Drama** –This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	Period Dignity **Student Well-Being -** Enrichment classes as requested by pupils. **Drama –** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.
Year 14	**ICT** – E-Safety assemblies in February – Internet Safety Day **R.E** – Assemblies Term 1 **Student Well-Being** - 1 to 1 support as required **Drama** - We have considered this topic in past performances (through devised and scripted Drama but the Devised commissions are set each year by CCEA and the Scripted Performance is picked based on each candidate cohort.	**ICT –** E-Safety assemblies in February – Internet Safety Day **Drama -** We have considered this topic in past performances (through devised and scripted Drama but the Devised commissions are set each year by CCEA and the Scripted Performance is picked based on each candidate cohort.	**Student Well-Being** - Enrichment classes as requested by pupils. **English** - Naturally occurring when we are reading class novels or topical newspaper articles. Poetry unit – Larkin **R.E -**Paul's letter to the Corinthians, term 1. The Islamic understanding of family and the roles of men, women, children.	**Health and Social Care –** supporting the family term 2 **Student Well-Being** - Enrichment classes as requested by pupils. **Drama –** Year 13/14 This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands	**Student Well-Being** - 1 to 1 support as required for school aged Mums and advice to those requiring Family Planning advice. - Enrichment classes as requested by pupils. **Drama** - We have considered this topic in past performances (through devised and scripted Drama but the Devised commissions are set each year by CCEA and the Scripted Performance is picked based on each candidate cohort.	**Student Well-Being -** On going on as 1 to 1 support and Year group events. Can attend sessions as requested by teaching staff in Science and Child Care. - Enrichment classes as requested by pupils. **Drama -** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	**Student Well-Being -** On going 1 to 1 support for pupils, Family and staff. - Enrichment classes as requested by pupils. **English** - Naturally occurring **Geography -** AS2 Development - context of funding being withdrawn from Uganda in light of it's anti-gay Government policies. **Drama** - This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	**Student Well-Being** **-** All puberty, sex and relationship events given by school nurse go over consent. - Enrichment classes as requested by pupils. **Drama –**This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.	Period Dignity **Student Well-Being -** Enrichment classes as requested by pupils. **Drama –** This is a theme we have explored in the past: each exam series CCEA sets themes/ commissions for the GCSE Devised Drama/ and Unit 2 at both AS and A2 Performing Arts and we chose/ devise scripts to fulfil those demands.

Period Dignity School Policy

Ethos

To provide an outstanding education for *every* student.

Vision

To provide essential care to support our pupils during their period, in conjunction with the breaking of stigma and taboo around periods. Educating pupils and staff to break the stigma surrounding periods and promoting respect, understanding and open discussions about what people may experience when menstruating.

Aim

To promote period dignity and tackle period poverty, helping learners to reach their potential.

We aim to ensure that pupils will receive:

- Access to period products for menstruating pupils
- Support pupils period wellbeing
- An awareness of how the menstrual cycle can impact pupils physical and emotional wellbeing
- Guidance on menstrual hygiene
- Information sessions to assist in challenging related stigma

Key staff and roles and responsibilities:

- Pastoral Care lead – Mrs J Irvine
- Period dignity key contact – Mrs J Irvine and Mrs K Tinman
- SENCO
- SEN staff
- Safeguarding & Child Protection – Mr N Withers, Mrs J Irvine, Miss C McDowell and Mrs K Tinman
- All staff are encouraged to be supportive and non-judgemental of the needs of any pupil requiring support.
- DHOY to support absences due to period issues and report pastoral care co-ordinator for further support.

The Period Dignity Scheme

Bangor Academy and Sixth Form College use the following measures to ensure that the pupils are supported. Staff have consulted with pupils on the period dignity scheme to ensure that the pupils needs are met. Staff will regularly review the measures put in place through discussions and google forms (surveys). Products that have been purchased have been selected based on the pupil's requests.

- Period products are stored in the Medical Room, PE Office, Pastoral Hub/ SEN Office/ 6th Form Centre.
- Period products are available from the School Nurse and any member of the Pastoral team.
- Replacement underwear, tights, pants, uniform is available from the School Nurse/ medical room.
- Products are available from the School Nurse/Medical Room and Pastoral Hub.

Whole School Approach

Bangor Academy and Sixth Form College supports period dignity and are dedicated to ensure that all pupils are supported.

- Provide pupils with free period products in allocated areas.
- Posters allocated around school, in classrooms and corridors to encourage pupils to access free products as required and seek support from staff and wellbeing ambassadors.
- Review pupil wellbeing through surveys to ensure that the measures school have put in place are adequate and up to date with pupil needs.
- Providing information to pupils on signs, symptoms, menstrual wellbeing, gender equality and period dignity.
- Support those with identity issues in a pupil focused manner.
- Information delivered to pupils is tailored to the needs of each focus group.
- Consideration given to all cultures, religion, and age ranges throughout the school.
- Parents informed via parent mail prior to the delivery of any information sessions

Period Dignity and Menstrual Wellbeing Education and Learning

Period Dignity is a topic that is covered in the Personal Development Curriculum and within the pastoral care programme. The topic will be delivered in several different ways, for example pastoral talks, assemblies, or timetabled classes.

Topics which will be covered include:

→ Facts about periods

→ Period/Menstrual wellness – physical, emotional, and psychological wellbeing, leading up to and during periods

→ Period products – the different types, advantages, and disadvantages, how to dispose of them

→ Period/Menstrual hygiene – essential facts and how to deal with related situations

→ Challenges they may have during a period – pain, anxiety, fear, embarrassment, myths

→ Toxic Shock Syndrome (TSS)

→ Health disorders (i.e. endometriosis) – pupils are monitored for symptoms, and guided to support and access further treatment.

→ Challenging attitudes, stereotypes, myths, and gender equality in relation to periods.

How the policy is linked to other policies:

- •Attendance Policy
- Child Protection policy or Safeguarding policy
- Pastoral Care Programme
- RSE policy
- SEN policy
- Positive Behaviour policy

- Anti-Bullying policy
- Environmental policy
- Policy on using outside agencies and vetting arrangements
- Confidentiality policy

Inclusion and accessibility statement

This policy applies to all pupils in Bangor Academy and Sixth Form College. We at Bangor Academy and Sixth Form College are committed to inclusion and supplying all our school publications in an accessible format.

Should any pupil parent or carer require support in interpreting or understanding this policy school will provide guidance in partnership with the Inclusion and Diversity Service.

If you require this document in an alternative format, such as large print or a coloured background, please contact us on policies@bangoracademy.org.uk