



Relationships and Sex Education Policy

Last Review Date: January 2024

Next Review Date: January 2025

Defining Relationship and Sex Education

The **DFE** guidance defines RSE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

In this policy document all references to gender are taken to be inclusive and the term “parent” is taken to include “guardian”.

“The Centre is a co-educational, academically non-selective Alternative provision”

Our Centre’s Philosophy

1. The Centre encourages its pupils to consider and assess different viewpoints in relation to issues of morality. The experience gained through the working out of this policy and through respecting the needs of minority groups and individuals enriches the whole life of the Centre.
2. The Centre gives its pupils the opportunity to explore the humanities, sciences, arts, business studies and technical subjects. In addition, it provides guidance, moral and physical education in order to meet its founding objectives of supporting pupils in achieving their full academic potential and preparing them for participation in civic society and working life.
3. As part of our code of conduct and the following excerpts illustrate how the ethos of the Centre operates on a daily basis:
 - *Discipline is founded on the principles of respect for people, environment, property and safety. All rules follow from these basic principles which are intended to create and maintain a happy and stable community.*
 - *The best way in which the Centre can operate with the maximum happiness and fulfilment for everybody is if the maximum courtesy and respect is shown for other people. Pupils at the Centre are expected to respect the dignity of other pupils, teachers and other staff in the Centre and have the right to expect that their own dignity will be respected.*

Our Definition of Relationships and Sex Education

RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

Relationships and Sex Education within Social Personal and Health Education

- The *Draft Guidelines for RSE* (NCCA, June 1995, 1.2) state that Social Personal and Health Education is “spiral, developmental in nature and age appropriate in content and methodology”. The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, PSHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one’s relationship with others. PSHE deals with many issues such as self-esteem, assertiveness, communication, and decision-making skills – all of which can contribute to the effectiveness of the RSE programme.

The aims of our Relationships and Sex Education programme

1. Relationships and sexuality education which is located in the overall framework of Social, Personal and Health Education, has as its specific aims:
 - To help pupils understand and develop friendships and relationships.
 - To promote an understanding of sexuality
 - To promote a positive attitude to one’s own sexuality and in one’s relationship with others.
 - To promote knowledge of and respect for reproduction
 - To enable pupils to develop attitudes and values toward their sexuality in a moral, spiritual and social framework in keeping with the policy of the Centre.
 - To provide opportunities for pupils to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

It is acknowledged that in a course of limited duration these aims are aspirational.

Guidelines for the management and organisation of Relationships and Sex Education in our Centre

1. Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Head of the Provision.
2. **Informing and Involving Parents:**

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the Centre as very important.

Relevant sections of this RSE policy will be included in the Centre's *Information for Parents* booklet.

The views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available to any parent on request to the Centre's Office.

3. Offering Advice:

The Centre's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however sources of professional information and advice will be identified when appropriate. Teachers may provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the pupil.

4. Explicit Questions:

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the PSHE coordinator or the Head of the Provision. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the Centre and the RSE policy.

5. Confidentiality:

It is the Centre's policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Head of the Provision. The Head of Provision will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

The following is also Centre policy:

- teachers must not promise absolute confidentiality.
- pupils must be made aware that any incident may be conveyed to the Head of the Provision and possibly to parents if the Head of the Provision decides that it is in the best interests of the pupil to notify parents.
- teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential – the pupil can then decide whether to proceed or not.

The Child Protection Guidelines for Post Primary schools state in 4.1.1. and 4.2.1.

- 4.1.1. *If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The support of the school should continue to be made available to the child.*
- 4.2.1 *If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation, he/she should report the matter to the relevant health board immediately.*

6. The division between biological and non-biological aspects of sex education:

The Centre's policy is that the Science Department deals primarily with the biological aspects of reproduction.

7. Withdrawing pupils from the RSE programme:

- Relevant sections of this policy are made available to parents in the Centre publication entitled *Information for Parents* together with details about the parent's right to withdraw their child from sensitive aspects of RSE – parents will always be provided with a full copy of this policy following a request to do so.
- Issues such as over population and birth control are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute as part of the RSE Programme.
- Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so, sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. (See also appendix 1)

8. Using visiting speakers and others

- It is Centre policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE.
- The PSHE Co-ordinator will provide the visitor, well in advance of the visit, with a copy of this RSE policy. After gaining approval from the Head of Provision for the visit the organiser makes the visitor aware of the ethos of the Centre and the manner of delivery of the RSE programme. Issues to consider are:

- the degree of explicitness of the content and presentation.
- will the visitor be accompanied by teaching staff?
- will the staff take an active role in the visitor's activities?
- how will the visitor be prepared for the visit?
- how will the visit be built upon and followed up?
- Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.
- In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them – it also facilitates planning.
- The Office should be informed of the date and name of the visitor.
- Where applicable, refreshments should be arranged with the catering staff.
- The visitor should be welcomed at the main door.
- At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main door after refreshments.
- A written acknowledgement of their contribution should be sent to the visitor and could appear in the Centre Newsletter.

9. Homosexuality

Teachers, tutors and TA's do not promote any one lifestyle as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality should be appropriate to the age of the pupils.

10. Lesbian, gay, bisexual and transgender (LGBTQ+)

Within the PSHE framework, tutors should help students to develop skills to enable them to understand difference and respect themselves and others. This will lead to a greater understanding of the nature of sexuality, removing the likelihood of prejudice and bullying. The sexual, social, emotional and mental health needs of LGBTQ young people will be addressed through designated staff at the Centre or other externally sourced professionals. TBAC is committed to promote the well-being of young people who identify as LGBTQ, and to educate the wider community on issues around gender identity.

11. Contraception

This topic will be dealt with in an age appropriate, open manner, looking at all sides of the issues in a non-directive way.

12. Special Needs

Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

Ongoing support, development and review

Training:

1. All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to health education. Furthermore, many teachers have training in related areas such as counselling. Some teachers have expert training in the specific areas of health, relationships and sexuality education and will be encouraged to train other teachers.
2. The Centre will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the Centre to continue with as little disturbance as possible.

Resources:

The Centre will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Head of Provision, within the normal budgetary framework and as general Centre resources allow.

Monitoring, evaluating and reviewing the RSE programme:

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the RSE Programme are:

- pupil feedback.
- staff review and feedback.
- parental feedback.

Appendix 1

What we do if a request for withdrawal from the RSE programme is made by a parent:

- a) we discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE Co-ordinator, the Head of the Provision may become involved if necessary)
- b) we consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the RSE programme.
- c) we attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education,
- d) we point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- e) we also point out that pupils may receive inaccurate information from their peers.
- f) we offer the parents access to appropriate information and resources.