



DUNCLUG COLLEGE

Policy

RSE

(RELATIONSHIPS & SEXUALITY EDUCATION)

Version	Date	Revision Author(s)	Summary of Changes
1.0	Nov 2018	Mr Oliver	Curricular Delivery
1.1	May 2021	Pastoral Directors	Update to align with NI curriculum guidance

Ratified: Oct 2021



Relationships and Sexuality Policy (RSE)

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1.1 Consulted Documentation to support the effective construction of policy and delivery of RSE

The construction of the RSE policy had been based on a number of guiding documents to ensure that the most supportive outcomes are evident in the delivery of this topic.

- Department of Education Circular - 2015/22
RELATIONSHIP AND SEXUALITY EDUCATION (RSE) GUIDANCE
- The Inspectorate's final report, "Report of an Evaluation of Relationships and Sexuality Education in Post-Primary Schools", 2011
- Review of policy: Procedures and practices to take account of ETI's evaluation. This review should address: Gaps in practice such as development of RSE policy and auditing where RSE sits within the curriculum; guidance for handling sensitive issues; and reviewing the school's model of delivery (2020/21)
- Procedures to support robust self-evaluation of RSE (2020/21)
- CCEA: Support documentation Relationships & Sexuality Education Guidance (2019)
- CCEA: Relationship and Sexuality Education Guidance: An Update for post- Primary Schools (April 2019)
- UN Convention on the Rights of the Child (UNCRC) Article 2 - Non-discrimination, Article 13 - Freedom of Expression, Article 24 - Sexual exploitation (2009)
- Equality Act 2010 - Meeting the needs of the child to be equal in society without discrimination and the freedom to express themselves in a safe and informed manner.
- Every School a Good School, Together Towards Improvement and Community Relations, Equality and Diversity in Education Policy 2009
- Staff discussions: Pastoral Directors, Pastoral Committee and LLW staff
- School nurse, health professionals and supporting outside agencies
- Pupil & Parent consultation



DUNCLUG COLLEGE ETHOS

“We provide a high quality, child-centred education in a caring environment, built upon good personal relationships and honest partnership. Through achievement and the development of mutual respect, all pupils are challenged and encouraged to become valued citizens”.

1.2 RELATIONSHIPS & SEXUALITY EDUCATION (RSE) POLICY & PROCEDURES

1.21 Introduction

Relationships and Sexuality Education is a life-long process which encompasses the acquisition of knowledge, understanding and skills with the development of attitudes, beliefs and values about personal and social relationships and gender issues.

RSE is a statutory element of the NI curriculum. The programme for RSE has been developed within Dunclug College in line with best practice to complement and support the role of parents and their fundamental right and responsibility as primary educators of the family.

1.22 Values in RSE

The school aims to develop in all pupils the ability to make informed and mature choices about relationships within their own lives. The Learning for Life and Work Department has tailored a programme, through Personal Development to support this and aspects are encouraged through weekly school assemblies, classroom opportunities, external speakers and the delivery of the Religious Education curriculum. Teaching within Science and seminars, led by external agencies, deal with the physical implications of sexual relationships and the understanding of their own changing bodies. It is acknowledged that the building of a values framework and factual understanding are tightly linked.



1.23 Aims of RSE Programme

The RSE programme has the following aims for pupils:

1. To enhance pupil personal development, self-esteem and wellbeing;
2. To help them develop healthy and respectful friendships and relationships;
3. To promote responsible behaviour and the ability to make informed decisions;
4. To help them appreciate the responsibility of parenthood;
5. To help them understand the influence of messages from peers and the media on their own values;
6. To prepare them to cope with the physical and emotional challenges of growing up;
7. To give accurate information and to support misunderstandings; and
8. To help prepare them for adult life.

1.24 Objectives

The RSE curriculum should encourage pupils to:

1. Acquire and develop knowledge and understanding of self, emotions and feelings;
2. Develop positive self-awareness, self-esteem and self-worth;
3. Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts;
4. Become aware of the variety of ways in which individuals grow and change, and understand that their developing sexuality is an important part of self-identity;
5. Develop personal skills which help to establish and sustain healthy relationships;
6. Develop some coping strategies to protect self and others from the possibility of various forms of abuse;
7. Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
8. Develop a critical understanding of external influences on lifestyle and decision making;
9. Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections;
10. Understand sexual development and identity and explore aspects of sexuality, including stereotyping, gender issues and cultural influences; and
11. Develop skills for coping with peer pressure, conflicts and threats to personal safety.



1.3 Equality of Opportunity and Inclusive Learning

All pupils should have the opportunity to avail of RSE. It is important that they receive adequate preparation for the emotional and physical changes at puberty and beyond. The programme of study will therefore take account of all pupils with special educational needs and may vary in methodology and resources used accordingly.

1.4 Management and Co-ordination of RSE Programme

The remit of RSE is broad, covering a range of topics from biological facts and attitudes, to morals and values within a relationship. Accordingly, it is delivered within the school through a three-pronged approach:

- I. As a cross-curricular theme under the broader umbrella of Health Education that all curricular areas cover, other subjects eg English and Performing Arts will also provide opportunities for pupils to engage with issues through discussion, writing and role play;
- II. As a co-ordinated programme of study developed through Personal Development and supported by Science and Religious Education. This more formal approach provides structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework; and
- III. Through the Pastoral Care System via Year Assemblies, Registration Time, Counselling Arrangements, Guidance Provision, LLW & Tutorial Time and the involvement of outside agencies to support the delivery of key areas of RSE.

The programme for RSE is co-ordinated by the Pastoral Directors for Junior and Senior School. Audits are carried out regularly to ensure the Pastoral Directors are aware of topics covered in curricular areas.

All teachers involved in the delivery of the programme have the opportunity to self-nominate along with ensuring that there is gender balance across the school. Teachers are provided with the appropriate guidance and schemes of work and have opportunity to discuss, plan, share and develop relevant resources.

Where appropriate, the school enlists the help of qualified professionals to advise on and assist in the delivery of the programme. Sensitive issues within the programmes of study are covered with the help of external agencies to allow for more frank and open discussions. All visiting speakers are vetted before having contact with pupils and school staff maintain a presence during all sessions led by external agencies.



1.5 Confidentiality and Disclosure

A teacher approached by a pupil concerning sexual matters should, where appropriate, encourage the pupil to seek advice from his/her parents. If the teacher believes that there is a moral or physical danger, or a breach of the law, the teacher has the duty to inform the pupil of the risks involved and to inform the Designated Teacher for Safeguarding & Child Protection (Mr McNeilly) or the Deputy Designated Teacher (Mr McKillop) who may, depending on particular circumstances, take the matter further by informing the pupil's parents, specialist support services, the Education Authority or other relevant external services.

The designated teachers for LLW are currently- Directors for Pastoral Care Junior and Senior School.

The role of the designated teachers:

- To ensure the school responds appropriately to legislative requirements and change;
- To coordinate the programme in communication with all teaching staff;
- To advise on training and staffing needs (including INSET planning);
- To liaise with other staff, relevant bodies and parents, where appropriate; and
- To monitor and evaluate the delivered programme.

The designated teachers are responsible to the Principal through the Strategic Leadership Team.

1.6 Dissemination of Policy

Parents of Year 8 pupils are provided with a policy at the initial induction evening – located on school website.

Parents are informed in writing of all visiting speakers/agencies prior to the event.

All policy and procedure documents are available to all staff, parents and students via the school website.

Any parent/carers who has concerns or wishes to discuss key elements of the programme or its delivery should, in the first instance, contact the designated teacher, either by telephone or in writing.

In the case of a complaint against a member of staff, parents should contact the Principal.

In all cases where a complaint is made, the details of the complaint are recorded. Whenever possible, an attempt is made to seek an immediate resolution to the complaint. In situations where the complaint must be investigated, the outcome of the investigation and any action taken will be reported back as quickly as possible.



1.7 Withdrawal from Relationships and Sexuality Education

In the case where a parent/carer wishes for their child to be withdrawn from a particular part or topic within RSE, they should notify the school in writing if they wish to identify a specific individual case/reason. Otherwise this information can be identified in the consent form posted to parents/carers at the beginning of each academic year.

Children who withdraw from elements of RSE will continue to have access to all supports and opportunities through the pastoral system.

The curriculum is organised in a manner which ensures that CCEA topics are adequately covered. The main subjects delivering the statutory requirements for RSE are LLW, RE, History, Science and Home Economics along with time allocated to Tutorial classes.

1.8 Links across the curriculum and wider school life

There are particular subject areas within the school that complement the delivery of RSE topics across both key stage 3 and 4 in particular. These subjects include Religious Education, Science, Home Economics, LLW, History and citizenship, where many factual, ethical, moral and practical elements are discussed.

1.9 Links to other school policies and development plans

- School Development plan
- Anti-bullying Policy
- Outside agencies and vetting arrangements
- Pastoral care
- GDPR
- Safeguarding/Child Protection Policy
- Behaviour Policy
- Internet Safety/E-Safety Policy
- Drugs Education Policy

1.10 Policy Review

Review of the RSE policy will take place bi-annually. Appendices will be reviewed on an annual basis where relevant changes are required to support the delivery of RSE.



2.0 Appendices to support the effective delivery and outworking of the school Relationships and Sexuality Education Policy

Appendix 1: Taught Pastoral Curriculum/ RSE overview

Appendix 2: Outline of Personal Development delivery for Key Stage 3, 4 and 5

Appendix 3: Summary of Relationships and Sexuality Education (CCEA)

Appendix 4: Resource Directory



Appendix 1: Taught Pastoral Curriculum overview (Delivery methods subject to change year on year)

Year Group	Citizenship	Employability	Personal Development
Year 8	Delivered through History/LLW	Delivered through LLW	Delivered through LLW
Year 9	Delivered through History and LLW	Delivered through LLW	Delivered through LLW
Year 10	Delivered through History/HOY extended assemblies	Visiting speakers Delivered through Careers	Visiting speakers Workshops - Love for Life, Chelsea's story
Year 11	Delivered through LLW	Delivered through LLW	Delivered through LLW
Year 12	Delivered through LLW	Delivered through LLW	Delivered through LLW
Year 13	Student Questionnaire Safe Driver NI	Talks from leaders in local industry Assemblies on employment opportunities	Health relationships Assembly - HOY/DoPC Talks from local organisations
Year 14	Electoral Office - Electoral Roll registration Safe Driver NI	Talks from leaders in local industry Assemblies on employment opportunities	Sexual Health Assembly - HOY Talks from local organisations



Appendix 2: Outline of Personal Development – The Taught Programme

Personal Development is largely based on the CCEA statutory requirements and overlapped with the specific guidance set out for RSE.

All Departments in school are aware of the special assemblies that take place throughout the year on the topics listed below. Registration, assemblies and tabled lessons dovetail to consolidate and underpin these themes:

- Anti-bullying week;
- World Mental Health Day/Week;
- Road Safety Week;
- Anti-Bullying Week; and
- No Smoking Day.

Curricular Provision – Key Stage 3

Year 8

1. Managing Change

Explore and express a sense of self.

Explore the different ways to develop self-esteem

- Identify understand and manage transitions in life and their significance; and
- School transition.

2. Health and the Whole person

Explore the concept of Health as the development of a whole person

- Define Health and Wholeness; and
- Personal Audit.

3. Drugs Awareness

Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse

- Define what a drug is and clarify existing knowledge of and attitudes to drugs use /misuse;
- Different categories of drugs and their effects on the body; and
- What motivates people to take drugs.



4. Feelings and Emotions

Explore and express a sense of self

- Identify and articulate feeling and their intensity in self and others; and
- Importance of mutual respect and understanding towards the feeling of others.

5. Morals, Values and Beliefs

Explore personal morals, values and beliefs

- Understanding where behaviour comes from; and
- Clarifying and challenging values.

6. Self-Concept

Explore the different ways to develop self-esteem

- What kind of a person am I;
- What has brought me to this point;
- Where am I going? Hopes and aspirations for the future; and
- What develops and influences self-esteem, security, significance and self-worth.

Pupils will be learning to explore accurate self-awareness and effective self-development and identifying their hopes and aspirations for the future.

7. Managing Influences and Making Decisions

Investigate the influences on physical and emotional/mental personal health

Investigate the influences on a young person

- Internal and external influences; and
- Managing the decision making process.

8. Learning Styles

Develop skills and strategies to improve own learning

- Define learning: understand the context of school and beyond; and
- Explore attitudes and motivation towards learning.



9. Relationships and Sexuality

Explore the implications of sexual maturation

- Sexual maturation; and
- Social media and its effects on relationships and self-esteem.

Explore the qualities of relationships including friendship

- Types of relationships - LGBTQ+;
- Healthy, positive sexual expression and relationships;
- Gender identity; and
- Qualities of friendship.

Explore strategies to avoid and resolve conflict

- Managing difficulties and conflict within relationships (including friendships); and
- Challenging relationships.

10. Safety and Managing Risk

Develop strategies to promote personal safety

Developing preventative strategies in relation to accidents in the home, school and on the road

- Examining why we have rules;
- Personal boundaries in the school context; and
- Internet safety – E Safety.

Visiting Speaker (PSNI) – May / June

Talk covers

- Road Safety;
- Travelling to and from school;
- The importance of communication; and
- If you have concerns - Who do you speak to?

Personal Hygiene Programme -September/October and May/June Review

Training all Year 8 students to effectively look after their Personal Health and Hygiene.



Year 9

1. Managing Change

Develop coping strategies to deal with challenging relationship scenarios
Explore the qualities of relationships including friendships

- Identify, understand and manage change in relationships.

2. Health and the Whole person

Explore the concept of Health as the Development of a Whole Person
Investigate the influences on physical and emotional/mental personal health

- Understanding health and wholeness; and
- Personal audit.

3. Drugs Awareness

Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse

- Health and the impact of drugs; and
- The effects of specific drugs on the body: nicotine, alcohol, cannabis, solvents, ecstasy etc

4. Feelings and Emotions

Explore and express a sense of self

- Expressing feelings appropriately;
- Taboos about expressing feelings; and
- Developing coping strategies.

5. Morals, Values and Beliefs

Explore personal morals, values and beliefs

- Developing moral character.

6. Self-Concept

Explore the different ways to develop self-esteem

- Who I want to be, verse who I am;
- How others help me arrive at self; and
- Self-confidence and what improves it.



7. Managing Influences and Making Decisions

Investigate the influences on physical and emotional/mental personal health

Investigate the influences on a young person

- Personal responsibility and self-management;
- Delaying gratification, learning to wait; and
- Will power.

8. Learning Styles

Investigate the influences on physical and emotional/mental personal health

- My learning styles; and
- Setting goals and developing strategies.

9. Relationships and Sexuality

Explore the qualities of relationships including friendship

- Developing close personal friendships including romantic friendships;
- Communication and respect within friendships; and
- Social media and its effects on relationships and self-esteem.

Explore strategies to avoid and resolve conflict

- Managing difficulties and conflict within relationships (including friendships); and
- Challenging relationships.

Explore the qualities of a loving respectful relationship

- Internal and external influences on romantic relationships;
- Healthy, positive sexual expression and relationships; and
- Coping strategies for difficulties within romantic relationships.

10. Safety and Managing Risk

Develop strategies to promote personal safety

- Understanding and managing risk and consequences; and
- Personal boundaries - family rules and their function, empathy, consequence etc.
-

Developing preventative strategies in relation to accidents in the home, school and on the road

- Personal and physical safety; and
- Internet safety – E Safety.



Visiting Speakers

Ulster Cancer Foundation

Focus on the risks and effects of Smoking. – February/March before No Smoking Day

Year 10

1. Managing Change

Developing understanding about, and strategies to manage, the effects of change on body, mind and behaviour

- Identify, understand and manage change in adolescence.

2. Health and the Whole person

Explore the concept of Health as the Development of a Whole Person

Investigate the influences on physical and emotional/mental personal health

- Understanding health and wholeness; and
- Future life planning for health and wholeness.

3. Drugs Awareness

Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse

- Understanding drugs and addiction;
- Impact of drug misuse on emotions;
- Exploring consequences on self and others; and
- Understanding rights and responsibilities.

4. Feelings and Emotions

Explore and express a sense of self

- Understanding feeling, thinking and behaviour;
- Managing feeling, thinking and behaviour; and
- Coping with feelings.

5. Morals, Values and Beliefs

Explore personal morals, values and beliefs

- Becoming a person of integrity; and
- Exploring spirituality.



6. Self-Concept

Explore the different ways to develop self-esteem

- Personal responsibility and self-management; and
- Coping under pressure.

7. Managing Influences and Making Decisions

Investigate the influences on physical and emotional/mental personal health

Investigate the influences on a young person

- Influences on decision making; and
- Creative and critical thinking in decision making.

8. Learning Styles

Investigate the influences on physical and emotional/mental personal health

- Setting goals and strategies to build skills that facilitate learning; and
- Examining barriers to learning.

9. Relationships and Sexuality

Explore the qualities of relationships including friendship

- Establishing boundaries - concept of physical and emotional boundaries.

Developing coping strategies to deal with challenging relationship scenarios

- Coping strategies for challenging relationships, see opportunities in mistake and failures;
- Establishing boundaries - strategies for challenging relationships; and
- Dealing with rejection and loss.

Explore the implications of sexual maturation

- Sexual relationships - considering consequences – consent;
- Implications of teenage pregnancy and parenthood;
- Developments in contraception; and
- Social media and its effects on relationships and self-esteem.



10. Safety and Managing Risk

Develop strategies to promote personal safety

- Emotional safety; and
- Personal boundaries in relation to law.
-

Develop coping strategies to deal with challenging relationship scenarios

- Abuse, bullying and physical violence - domestic and sexual violence and abuse;
- Healthy, positive sexual expression and relationships; and
- Internet safety – E Safety.

The following key concept is delivered in Home Economics- Home and family life

- Explore the roles and responsibilities of individuals within a variety of home and family structures;
- Develop awareness of parenting skills;
- Investigate some of the changing needs of family members at different stages of the life cycle; and
- Explore strategies to manage family scenarios.

Visiting Speakers:

PSNI – Safe Texting	May/June
Local Government	April/May
Start 360 – Drug Abuse	February/March
Love for Life - Icebergs and Babies	April/May

Topics covered each year throughout Key Stage 3, building upon foundation of previous year. Some topics are delivered in the discrete teaching of Personal Development, the remaining topics are covered during Whole Year Group assemblies and Tutorial time. Schemes and workbooks have been prepared for Personal Development teachers and any other relevant staff such as the School Nurse.



Curricular Provision – Key Stage 4

Year 11

Pupils should be enabled to:

1. Health and the Whole person

Develop an understanding of how to maximise and sustain their own health and well-being.

2. Self Concept

Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences.

3. Managing Influences and Making Decisions

Recognise, assess and manage risk in a range of real-life contexts.

4. Relationships and Sexuality

Develop their understanding of relationships and sexuality and the responsibilities of healthy relationships.

5. Managing Influences and Making Decisions

Develop an understanding of the roles and responsibilities of parenting.

6. Developing Independence

Develop further their competence as discerning consumers in preparation for independent living.

Support agencies available:

Refer to resource directory.

Visiting Speakers

Start 360 – Drugs Abuse – April / May

- Personal experiences of drug use, shows samples of different drugs and discusses the law in relation to drugs.

School Nurse – Eating Disorders. – March/April

- The importance of a positive attitude towards food and how positive mental health can impact upon eating.

School Nurse – Love for Life - Love Matters. – May / June

- Focus on relationships and making positive sexual choices.



Year 12

Pupils should be enabled to:

1. Health and the Whole person

Develop an understanding of how to maximise and sustain their own health and well-being.

2. Self-Concept

Reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences.

3. Managing Influences and Making Decisions

Recognise, assess and manage risk in a range of real-life contexts.

4. Relationships and Sexuality

Develop their understanding of relationships and sexuality and the responsibilities of healthy relationship.

5. Managing Influences and Making Decisions

Develop an understanding of the roles and responsibilities of parenting.

6. Developing Independence

Develop further their competence as discerning consumers in preparation for independent living.

Visiting speaker

PIPS – Prevention Suicide – April/May

Money Management - January/February

Start 360 – Drug Abuse - October



Curricular Provision – Key Stage 5

Year 13

Personal Finance;
Health and Related Fitness;
Focus on Personal Skills and Qualities;
Survival Cookery/Current Affairs – Question Time; and
Peer Mentoring Training.

Year 14

Presentation skills (Improving Self Concept, Self-esteem);
Health and Related Fitness;
Focus on Personal Skills and Qualities;
Survival Cookery;
Peer Mentoring Training; and
Opportunity to be trained as a Heart Start facilitator.

Visiting speakers – Year 13 & Year 14

Young Enterprise – Personal Finance; and
CIAEG – Visiting Speakers – 3rd level providers



Appendix 3: Summary of RSE (CCEA)

In summary

Relationships and Sexuality Education is about more than simply educating young people about biological sexual reproduction.

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

Effective Relationships and Sexuality Education is essential if young people are to make responsible and well-informed decisions about their lives. Relationships and Sexuality Education in post-primary schools should build on the learning experiences from the primary curriculum, and provide young people with:

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

Relationships and Sexuality Education is effective when it is taught in a sensitive and inclusive manner, and in a way that is appropriate to the pupil's emotional and physical age and stage of development which has been clearly set out in Appendix 2. All young people have the right to quality teaching and learning across the curriculum; Relationships and Sexuality Education is no exception. An absence of such provision may leave pupils with a learning and skills deficit, making them more susceptible to inappropriate behaviours, sexual abuse and exploitation, either as a child or later on in life.



Appendix 4: RESOURCE DIRECTORY

Keeping young people safer in the digital world

www.saferinternet.org.uk

UK Safer Internet Centre have produced a range of resources to help schools teach pupils about staying safe online. These include resources on teaching about the consequences of 'sexting' and how to prevent the sharing of images. There are also links to other valuable websites which offer similar resources.

www.childline.org.uk

The NSPCC has produced resources to make it easier for children and young people to get help about 'sexting'.

www.thinkuknow.co.uk

Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for 11–13 year olds, 14+ years, parents or carers, and teachers.

www.childnet.com/teachers-and-professionals

Childnet International provides in-depth advice for teachers in their 'hot topics' section, covering issues such as 'sexting', online grooming, cyber bullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for young people up to nineteen years old – this is available at www.childnet.com/resources.

www.ceop.police.uk

Information on policy and procedures relating to sexting in Northern Ireland is available from the Association of Chief Police Officers of England, Wales and Northern Ireland.

Recognising and challenging inappropriate behaviour

www.thinkuknow.co.uk

CEOP have created a short film entitled Exploited to help young people stay safe from sexual exploitation by being able to recognise the signs. It compares an exploitative friendship or relationship with a healthy relationship, and gives young people clear information about reporting abuse and accessing support.

www.safertoknow.info

The Safeguarding Board for Northern Ireland's (SBNI) website contains useful information and resources to raise awareness on child sexual exploitation.



www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abusetoolkit.pdf

Expect Respect: A Toolkit for addressing Teenage Relationship Abuse is a teaching resource that challenges the attitudes of teenagers to violence and abuse in relationships.

www.nspcc.org.uk

The NSPCC have produced a number of resources to support teachers in responding to relationship abuse.

Sexual Health Issues

www.thinkitthrough.org.uk

This website provides advice for young people about healthy relationships and also has links to other organisations in Northern Ireland.

www.nidirect.gov.uk

This provides useful advice for young people about sexual health and pregnancy.

www.fpa.org.uk

This factsheet summarises some of the key points of UK law relating to sexual behaviour.

www.qub.ac.uk

Queen's University Belfast have produced a resource entitled If I were Jack about teenage men and unintended pregnancy. It encourages pupils to consider and reflect on all of the options and consequences associated with unintended pregnancy.

www.crisispregnancy.ie

As part of their Crisis Pregnancy Programme the Health Service Executive in Dublin have produced B4UDecide, a free, downloadable teaching resource for Relationships and Sexuality Education.

www.brook.org.uk

As well as classroom activities and lessons, posters and leaflets, Brook also offers training for teachers to develop their knowledge and confidence of teaching issues such as safeguarding, contraception choices, relationships and sex advice, sexuality, sexual health and pregnancy advice.



Sexual Orientation, Gender Identity and Homophobic Bullying

www.stonewall.org.uk

A world where all LGBTQ+ people are free to be.

www.schools-out.org.uk

Schools Out is a UK charity committed to helping make schools safe and inclusive for everyone.

www.the-classroom.org.uk

This website provides detailed advice on many aspects of teaching and learning to make LGBT people visible in education. It includes presentations, detailed lesson plans and a range of inclusive teaching resources celebrating diversity.

www.tes.co.uk

Post-Primary teaching resources.

www.exceedingexpectations.org.uk

The 'exceeding expectation initiative' is designed to tackle homophobia and address sexuality with young people. This website is divided into three main sections and provides useful background information on what homophobia is, responding to homophobic bullying and the homophobic bullying experiences of young people.

www.endbullying.org.uk

The Northern Ireland Anti-Bullying Forum includes resources on cyber bullying and homophobic bullying.

www.rainbow-project.org and www.cara-friend.org.uk

The Rainbow Project in partnership with Cara-Friend offers free training to schools on homophobic bullying. They also develop educational resources and offer awareness-raising workshops for pupils.

www.nidirect.gov.uk

This website provides information for young people on sexual identity.

www.transgenderni.com

This website provides advice for schools who want to explore issues around gender and identity, and advises on dealing with transgender issues for children at school.

www.ccea.org.uk

- Insync – Key Stage 3 Personal Development
- Learning for Life and Work at Key Stage 4
- Active Learning and Teaching Methods for Key Stage 3
- Thinking Skills and Personal Capabilities at Key Stage 3
- Teaching, Learning and Assessment at Key Stage 4
- Guidance on Teaching Controversial Issues at Key Stage 3