



St Columb's College

**POLICY ON RELATIONSHIPS AND
SEXUALITY EDUCATION (RSE)**

November 2020

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2 Rationale

The most profound answers to the questions of human life, its purpose and destiny, lie in the fact that we were made for God who loved us first, that the Son of God died in self-giving love to lead us to new life, and that the Holy Spirit is within us, empowering us to live in love and to return with Christ to the Father. Every moral decision expresses the truth about our relationship to God and to others. “The Church is formally opposed to an often widespread form of imparting sex information dissociated from moral principles.” (Familiaris Consortio, 37).

Sexuality is presented in a positive way as a gift and as a vocation to self-giving, rather than in a negative way as self-gratification. We are called to give ourselves in love to one another and to our Creator. *“Sexuality is an enrichment of the whole person – body, emotions and soul – and it manifests its inmost meaning in leading the person to the gift of self in love.” (Familiaris Consortio, 37).*

In 2018 Archbishop Eamon Martin in his keynote address to the Association of Management of Catholic Schools (AMCSS) stated that,

Relationships and Sexuality Education in Catholic schools is situated within a moral and values framework that is derived ultimately from the life and the teaching of Christ and transmitted through the teaching of the Catholic Church..... Relationships and Sexuality Education ought therefore to be an integral part of the curriculum in a Catholic school. It should present the positive, yet challenging Catholic vision for relationships, chastity, marriage and the family - the belief that human life is sacred, that each person is created in the image and likeness of God, that the self-giving love and commitment in the marriage of a man and a woman is open to life, that chastity is achievable, healthy and good for our young people. (Archbishop Martin 2018:5)

To reduce sex to the merely physical is to devalue sex. Sexual intercourse is seen in the context of commitment, honesty and respect for oneself and others. Abstinence, self-restraint and self-discipline are presented as positive options, as desirable and achievable behaviour.

The vocation to love of husband and wife is enriched, made sacred in the sacrament of marriage and becomes the mirror of God’s everlasting love. Pupils are encouraged to appreciate the value of permanent and faithful, loving relationships in marriage, and the responsibilities of parenthood. There is realism about the injustices and pressures on family life but belief that the family is a powerful school of personal, social and religious growth and that love can continue and even grow in the face of suffering.

God calls a husband and wife to a special sharing in his love and in his power as Creator and Father, through their free and responsible co-operation in transmitting the gift of human life. *“A child does not come outside, as something added on to the mutual love of the spouses, but springs from the heart of that mutual giving, as its fruit and fulfilment.” (Catechism of the Catholic Church, 2366).*

Selfishness, dishonesty and pride can distort our relationships with each other. In modern society there is often an unquestioned acceptance of dishonest, selfish, dehumanised relationships. RSE is therefore taught in accordance with the Church’s moral teaching. Sexual morality is about the meaning of human love. It is about how relationships may be TRUE to the full meaning and potential they have been given by the Creator. What is right and wrong is not a mere matter of feelings or opinion. Moral truth requires serious reflection about the meaning of human life and the dignity of the human person.

In RSE, we learn about self-control, modesty, respect for oneself, sensitivity to the rights and dignity of others which can build up or restore relationships. Though we all sin against love because of our human

weakness, God's love for us is unconditional. Jesus came to offer healing and forgiveness to those who had been damaged or who had fallen on their way through life.

This Policy recognises:

- (a) That the school's role is one of support, openness and collaboration with parent(s)/guardian(s)/carer(s) in their role as primary educators of love.
- (b) That the teaching of RSE will be in a manner appropriate to the pupils' emotional and psychological development.
- (c) The uniqueness of each pupil's personality, gifts and development.
- (d) That all teaching will reflect the Catholic ethos leading to a mature integration of the moral, physical, spiritual, religious and emotional aspects of the child.
- (e) That staff will receive appropriate training and resources.

"...children and young people should be helped to develop harmoniously their physical, moral and intellectual qualities...they should receive a positive and prudent education in matters relating to sex, and young people have the right to be stimulated to make sound moral judgement based on a well-informed conscience and to put them into practice with a sense of personal commitment..." (Gravissimum Educationis, Para.3, Second Vatican Council)

"The vision, the values, the human and Christian virtues, the revealed truths and the lived tradition which go to make up the Christian understanding of life cannot be taught without reference to sexuality and procreation and the responsible, respectful and loving use of these gifts of God."

Guidelines on Relationships and Sexuality Education: Irish Catholic Bishops' Conference

<http://www.catholicbishops.ie/2014/04/08/guidelines-relationships-sexuality-education/>

The 2019 document from the Congregation for Catholic Education entitled *Male and Female He Created Them* makes an important contribution to Catholic thought on gender and offers guidance to "those who work in the education of young people to help them address...the most debated questions around human sexuality." The methodology of the document is based on three principles "seen as best-suited to meet the needs of the individual and communities; to *listen*, to *reason* and *propose*." (2019: para 4).

The document proposes "*the need to educate young children and young people to respect every person in their particularity and difference so that no one should suffer bullying, violence, insults or unjust discrimination based on their specific characteristics (such as special needs, race, religion, sexual tendencies.*' Essentially, this involves educating for active and responsible citizenship, which is marked by the ability to welcome all legitimate expressions of human personhood with respect." (para 16).

3 Principles

"Children and young people...should be given a positive and prudent education in matters relating to sex...(They) have the right to be encouraged to make sound moral judgements with an informed conscience and to put them into practice by personal choice..." (Para 1 Declaration on Christian Education, 1967)

The Irish National Bishops' Conference issued Guidelines on Relationships & Sexuality Education (2014) for Primary Schools and they serve as a guide for Post Primary Schools:

- The school should be seeking to communicate the Christian vision of human life and human relationships- RSE is underpinned by a theology of relationship. Pupils will come to understand more about themselves, others and the beauty of creation.

- The school must recognise its role in this area as subsidiary to that of the parent(s)/guardian(s)/carer(s).
- The Catholic school, in formulation of its policy, should reflect Catholic moral teaching on sexual matters.
- The dignity, privacy and modesty of each individual child must always be respected.

4 Wider Context

RSE is included on a statutory basis (Circular 2001/15) within the Northern Ireland Curriculum through the science programme of study and the health education cross-curricular theme. Health Education is taught mainly through the medium of Science, with important contributions coming from Religious Education, Physical Education, English, Home Economics and Personal and Social Education. <https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2001-15-rse.pdf>

Issued by the Department of Education (DE) in June 2013, Circular 2013/16 reminds schools that RSE is an integral part of the revised curriculum in primary and post primary schools. It recognises the importance of RSE in the development of pupils and states that it must prepare them to view relationships in a responsible and healthy manner and should be taught within the ethos of the school.

The circular points out 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. DE requires schools to have a written policy on RSE and advice is available on their website: www.deni.gov.uk. In liaison with the Council for the Curriculum, Examinations and Assessment, DE intends to review existing RSE guidance and resources to address any gaps in provision.

In the 2015 update for Post Primary Schools CCEA issued *Relationships & Sexuality Education Guidance: (2015)* which stated that:

“The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Personal Development, within which Relationships and Sexuality Education is firmly grounded, is at the core of the Northern Ireland Curriculum. The centrality of Personal Development reflects the importance which CCEA places on delivering appropriate age-related Relationships and Sexuality Education within a clear values framework. The delivery of Relationships and Sexuality Education contributes to ‘promoting pupils’ personal growth and development and in supporting their academic achievement’ (ETI, 2011, page 22) – that is, developing each child as a whole.” (CCEA NI Curriculum).

The United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC (1989) states in Articles 28 & 29 that children and young people are entitled to good quality education while at the same time acknowledging (Article 24e) that parent(s)/guardian(s)/carer(s) have the right to ‘*access education*’ for their children.

The European Court of Human Rights (ECHR) in Protocol 1, Article 2 of the Right to Education states:

“No person shall be denied a right to an education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parent(s)/guardian(s)/carer(s) to ensure that such education and teaching is in conformity with their own religious and philosophical convictions.”

The UNESCO International technical guidance on sexuality education in Appendix 1:25 recognises the need to ‘provide inclusive and equitable quality education and promote lifelong learning opportunities for all’ (Sustainable Development Goal 4.)

Outlined below is what a school must include in its RSE Policy and the process by which a school’s RSE policy might be developed. This is in line with the overall guidance provided by the Department of Education for schools as they develop RSE policy documents. Also included are important markers for a Catholic post primary school to consider in the development of the school’s RSE Policy.

The Relationships and Sexuality Education Policy supports the values, ethos, and moral and ethical framework of the school, and reflects the moral and religious principles held by parent(s)/guardian(s)/carer(s) and school management authorities.

Where appropriate, and as necessary, this guidance document provides examples of what should be contained in the school’s RSE Policy.

5 Contextual Information

Mission Statement

St Columb’s College approaches Relationships and Sexuality Education in the context of faith in Jesus Christ, which is seen as the centre point of each pupil’s development.

This Policy recognises:

- (a) that the school’s role is one of support, openness and collaboration with parent(s)/guardian(s)/carer(s) in their role as primary educators for love;
- (b) The uniqueness of each pupil’s personality, gifts and development.

Relationships and Sexuality Education (RSE) in St Columb’s College is taught within the moral, spiritual, social and inclusive framework that reflects the beliefs and ethos of our Catholic school.

Many aspects of the programme are reinforced by the general climate and everyday interactions within the classroom and the school. It cannot be confined to a taught programme. Pupils learn above all from the personal relationships and the attitudes they experience in their whole life in the school, in every part of the curriculum and in every activity. At St Columb’s College we recognise and fully respect that parent(s)/guardian(s)/carer(s) have the primary duty and right to be the first and principal educators of their children. We see ourselves as supporting and helping parent(s)/guardian(s)/carer(s) to fulfil this responsibility. The attitude, beliefs and behaviour of pupils in all their relationships are primarily formed and greatly influenced by their experiences within the family and the relationship they have with their parent(s)/guardian(s)/carer(s). The family is of course the best place for Relationships and Sexuality Education to take place and the rights of parent(s)/guardian(s)/carer(s) to do this must always be respected. However, many parent(s)/guardian(s)/carer(s) find great difficulty in discussing this aspect of growth and development with their children. As educators concerned with the development of the whole person, we need to be able to assist parent(s)/guardian(s)/carer(s) in this endeavour. Whilst acknowledging that this can sometimes be challenging in the present climate, it is important that our young people are presented with values, beliefs and attitudes which reflect the true nature of human relationships and sexuality.

“God is love and he who abides in love abides in God, and God abides in him.” (1 Jn 4:16).

6 Policy Formation and Consultation Process

St Columb's College regards Relationships and Sexuality Education as a shared responsibility between the School and the parent(s)/guardian(s)/carer(s):

(Ref: Educational Guidance on Human Love Vatican Council II affirms the right of young people to receive an education adequate to their personal requirements and acknowledges the family as the preferential place for the education of young people in the area of relationships and sexuality).

The school thus welcomes the involvement of parent(s)/guardian(s)/carer(s) at every stage of the RSE Programme. Parent(s)/guardian(s)/carer(s) are made aware of the programme at the beginning of each academic year and also this Policy document which is available on request through the Main Office. Parent(s)/guardian(s)/carer(s) of Year 8 and 9 pupils receive notification, via our school App, of the proposed programme, see Appendix 4. Parent(s)/guardian(s)/carer(s), staff and pupils are actively encouraged to participate in the process of development and review of all relevant school policies. Consultation with staff takes place via staff development training days and feedback through discussion, questionnaires (if appropriate) and email. Pupil feedback is encouraged and carried out via the Student Council. Parental feedback is requested in a number of ways:

- Consultation with parent(s)/guardian(s)/carer(s) at PTA meetings.
- Message parent(s)/guardian(s)/carer(s) electronically requesting comments and feedback as appropriate, either at the end of academic year or beginning of new term as appropriate for regular policy review.

7 Roles and Responsibilities

All partners including the Board of Governors, parent(s)/guardian(s)/carer(s), School Leadership Team and Teaching Staff, have roles and responsibilities in ensuring the implementation of RSE Policy in our school. Given the sensitive nature of the work staff training is very important paramount.

Trustees and Board of Governors: The Trustees are responsible for the strategic direction, organisational nature and ethos of their respective schools. The Bishop is responsible for Catholic schools in his Diocese as evidenced by Canon Law 806§ which states that:

“the diocesan bishop has the right of supervision, visitation and inspection of Catholic schools in his diocese, even those established or directed by members of religious orders. He also has the right to issue directives concerning the general regulation of Catholic schools.”

The Governors should foster and support the development of an RSE policy and programme by collaborating with teachers and parent(s)/guardian(s)/carer(s). They should also facilitate the consultative process whereby the school community can respond and contribute. The Governors should examine and approve the completed Policy and programme prior to their implementation in the school and should then review the Policy at regular intervals.

At all times the Governors should seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parent(s)/guardian(s)/carer(s) while fulfilling their responsibility to ensure the availability of adequate RSE for all young people. Circular 2001/15 - Relationship and Sexuality Education Policy in Schools (Department of Education).

Principal: As with all subject areas it is the role of the school Principal to make possible a coherent and co-ordinated approach to RSE in keeping with the ethos of the school.

Vice Principal: It is the role of the Vice Principal to support the work of the Principal and if a Vice Principal is charged with responsibility for RSE it is his/her responsibility to ensure that RSE is delivered in a way which is in keeping with the ethos of the school.

Pastoral Teams, CP Designated Teacher, Science, Special Needs, LLW and Health Education Co-ordinators, Heads of Religious Education and English:

These members of staff will form part of the RSE Team and provide relevant information which will ensure that the needs of all pupils are met. The school's RSE Team ensures the following:

- Upholding and ensuring that the programme is taught with due care to the Catholic Ethos of the school and to Catholic teaching on morality.
- Ensuring that the programme is taught effectively and is appropriate to the age and maturity of the students.
- Liaising with the Principal, Vice Principal, Board of Governors, all staff, parent(s)/guardian(s)/carer(s), health and educational visitors on RSE matters.
- Attending in-service training and disseminating appropriate information to other staff members.
- Organising training for staff as and when appropriate.
- Liaising with outside agencies where appropriate.

Chaplain: The role of the **Chaplain and his assistant** is to:

- Support the school in the development and delivery of an RSE policy and programme where possible.
- Meet with members of the RSE Team to discuss the RSE programme and its delivery in school.
- Present Catholic teaching in a positive way to (a) staff; (b) students.

Staff: Staff training will be conducted as appropriate throughout the year or at the beginning of each academic year. Regular information and update on the delivery of RSE will be provided on request/as appropriate. Staff will be encouraged to attend external training provision as necessary. Newly appointed staff or student teachers will be supported via the School induction process or through support by the designated Senior Teacher.

The role of the Parent(s)/Guardian(s)/Carer(s): It is recognised by the school that the parent(s)/guardian(s)/carer(s) are the primary educators of the children and their role in education concerning relationships and sexuality is seen by the school as being very important. The work of RSE in the school is designed to be supportive of the efforts of parent(s)/guardian(s)/carer(s) and their concerns for the health, safety, security and wellbeing of their children.

The opinion of parent(s)/guardian(s)/carer(s) about RSE will be sought in a variety of ways - e.g. class based meetings/other meetings, Board of Governors' parent representative; copy of Draft Policy sent to some homes inviting responses; or by offering individual parent(s)/guardian(s)/carer(s) the opportunity to respond in person, in writing or by means of a questionnaire. This has been completed in the development of this current policy.

While RSE is a statutory component of the NI Curriculum, parent(s)/guardian(s)/carer(s) have a right to have their children educated in accordance with their wishes. There is no legislative provision permitting parental withdrawal from RSE; however, schools can grant these requests on an individual basis.

The school will consider how it can support those who chose to withdraw their child from all or part of RSE. (see withdrawal from RSE section).

Information for parent(s)/guardian(s)/carer(s): Information will be provided for parent(s)/guardian(s)/carer(s) about the content and timing of the delivery RSE using the school's App.

School Website/App: An abridged version of the RSE Policy will be published on the school website and be available for parent(s)/guardian(s)/carer(s) in its entirety by contacting the Main Office. Parent(s)/guardian(s)/carer(s) will be encouraged to consult the school website/App which will provide information around the content and timing of the programme during the school year.

8 Aims, Objectives and Skills

Aims:

- To provide information in an integrated way about personal growth and sexuality - its physical, spiritual, moral, social, and behavioural aspects as well as the biological.
- To assist pupils to be more comfortable with their own sexuality and to be able to discuss it in a responsible way without guilt or anxiety.
- To enable students to see human friendship, interdependence and married love in the context of the Christian vocation to love and self-giving.
- To help each pupil arrive at an understanding of the Catholic Church's teachings on sexuality and to foster an awareness of the scriptural foundations of these teachings.

The Law of Love - We love because God loved us first. We were brought into existence because God loves us. There is no limit to this love; it is unconditional, total and lasts forever. When we give and receive love we resemble God, "because God is love". (1 Jn 4:8)

- To help pupils learn self-control, self-esteem/worth, modesty, respect for oneself, as well as respect and sensitivity towards the rights of others.
- To teach that the human vocation to love is enriched in the sacrament of marriage and that family is a source of personal, social and religious growth. (ref; Ephesians 5:21 -33).
- To foster an awareness of the reality of selfishness, dishonesty and pride in the context of human sexuality and the need for forgiveness, compassion, mercy and care when people do not conform to their way of life.
- To allow students to appreciate the responsibilities of parenthood.
- To present facts in an objective, balanced and sensitive manner.
- To involve the parent(s)/guardian(s)/carer(s), pupils and staff of St Columb's in updating the RSE Policy.
- To develop in pupils, the ideals of commitment, trust, bonding and non-exploitation within relationships. (ref; Corinthians 13: 4-7)
- To acknowledge that within St Columb's there may be some pupils who come from backgrounds that may not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to those students and their families.
- To ensure that the learning experiences in St Columb's are effective, positive and relevant to all pupils including those with special educational needs.
- To help young people recognise their worth and dignity as children of God.
- To promote a Catholic vision of sexuality that reflects selfless love, respect and commitment.

- To promote respect for all individuals regardless of sexual orientation, race, gender or creed.
- To encourage a deep respect for women and men within the context of the school among staff, students and parent(s)/guardian(s)/carer(s).
- To promote respect for self and others and the right of others to hold different views from oneself without aggression or antagonism.
- To develop a respect for diversity and inclusion.
- To promote an appreciation of the value and sanctity of human life and the wonder of life from the moment of conception.
- To recognise the positive benefits of a permanent committed sexual relationship with one person.

Objectives of RSE:

In line with our school Ethos and CCEA guidelines the Relationships and Sexuality Curriculum attempts to enable students to:

- acquire the understanding and skills necessary to form healthy friendships and relationships;
- develop a positive sense of self-awareness, and the skills for building and maintaining self-esteem;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- to develop respect for difference between individuals;
- understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality;
- understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections and diseases;
- value family life and appreciate the responsibilities of parenthood;
- develop coping strategies to protect themselves and others from various forms of exploitation and abuse and for coping with peer pressure, conflicts and threats to personal safety;
- provide opportunities for young people to explore the moral and ethical issues surrounding sexuality;
- develop an awareness of differing family structures;
- become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity;
- develop personal skills which will help to establish and sustain healthy relationships;
- acquire and develop an appropriate vocabulary to discuss feelings, sexuality and development;
- enable pupils to cope with the social, physical and emotional challenges of growing up as a means to prepare them for adult life;
- enable students to understand the influence that messages from their peers and media have can have on their own values.

Skills promoted (including personal and social):

Students will develop the ability to:

- form and maintain healthy, positive relationships which are a reflection of the dignity of the human person;
- make sound judgements and good choices;
- manage emotions within relationships and the breakdown of relationships with sensitivity and dignity;

- manage conflict positively and enable students to recognise the value of difference;
- critically evaluate a wide range of information, opinions, attitudes and values;
- develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness;
- cultivate mercy and compassion, learning to forgive and be forgiven;
- develop skills and strategies to respond appropriately to exploitation, bullying, harassment, and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse);
- recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including ‘honour’ based violence, forced marriage and rape);
- develop strategies to manage above and be able to access support for self or others at risk;
- develop skills to manage being bullied and/or witnessing others being targeted;
- develop the skills to challenge sexist, homophobic and racist language and behaviour and that which discriminates persons who are disabled;
- evaluate the effect of alcohol and drug use on decision making and personal safety;
- evaluate the impact of the above on road safety, work-place safety, legal safety, reputation and career;
- build resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so develop the ability to assess pressures and respond appropriately;
- develop coping strategies to overcome mental health issues and to recognise when they need to employ strategies to re-establish positive mental health including managing stress and anxiety.

9 Methodology and Learning Environment

The programme is largely taught within timetabled programmes of Religious Education, Science, Form Period, Physical Education, English, Home Economics and Geography. The RSE programme is also supported on a whole School basis via delivery through the Health Education Programme.

The Learning Environment:

In organising the learning environment, the teacher will be careful to create an atmosphere which respects the privacy of each individual student and treats all students with due sensitivity and care. Some important considerations might be:

- The degree of trust, respect and positive regard for students.
- The relationship between the teacher and the students and among the students themselves.
- The need for clear expectations, goals and learning objectives.

It is important that ground rules and codes of behaviour should be discussed and agreed with the class.

10 Teaching RSE and Personal Development (PD); LLW

Since the introduction of the revised Northern Ireland Curriculum, Relationships and Sexuality Education (RSE) has been a statutory component of the following areas of learning:

- Personal Development and Home Economics statements of requirement for Key Stage 3.
- Personal Development strand of Learning for Life and Work at Key Stage 4.

Links with Other policies: Pastoral Care, Positive Behaviour Management, Child Protection, Anti-bullying, Drugs and Alcohol, Curriculum, Equality, Diversity and Inclusion, Acceptable Use of Internet and any relevant Departmental policies associated with the delivery of RSE programme.

Links with other Subjects: All staff need to be aware that we are all involved in promoting RSE across all subjects. Such examples can include:

- PE - teamwork/collegiality skills, raising self-esteem.
- Modern Foreign Languages - communication/verbalisation skills.
- English Language - roles in drama/poems/novels, relationships, interpretation, inferential strength of characterisation, reading situations.
- Business Studies - effective managerial skills, leadership, team building (Life Skills).

Teaching and learning is based on a wide range of strategies including whole class teaching, paired and group work, investigative work, brainstorming, quizzes and questionnaires, use of audio-visual materials, discussion and the involvement of outside agencies, speakers and qualified personnel such as school nurses, health education officers, School Chaplain and other external services such as Life Works, AVERT, NEXUS, NSPCC. All such outside help will be provided on the understanding that they promote the teaching of the Catholic Church on matters of sexuality and human development and are invited only on the approval by the School. As maturity is not always determined by age, teachers should be alert to the personal and emotional circumstances of each pupil and take this into account in the delivery of the programme. Pupils are allowed the right to privacy in class discussions on sexuality (i.e. they may not wish to ask or answer personal questions) but not to confidentiality in the interest of Child Protection guidelines.

Teaching methods in RSE are concerned with the acquisition of knowledge, attitudes and skills which have implications for behaviour. An open and facilitative teaching style and participative and experiential methodologies are essential.

RSE aims to develop personal and social skills, and clarify attitudes and values within a moral framework. RSE seeks to promote behaviour which will allow pupils to take increasing responsibility for themselves as they grow and develop. Teaching methods which involve pupils actively in the process of their own learning is most beneficial. Particular attention is paid to young people with special educational needs where physical development may outstrip emotional maturity to ensure that programmes are delivered effectively.

Teachers of supporting subject areas will be informed of the content and timing of the delivery of RSE, and in so far as possible RSE will be taught in a cross-curricular way.

Organisation: The programme is overseen by the Vice Principal, designated Senior Teachers and Heads of Religious Education, Science, English and Health Education Co-ordinator who will review the programme and Policy on a biannual basis via reports from appropriate teachers and any input received from parent(s)/guardian(s)/carer(s) in the course of the previous year. They will identify in-service training for all appropriate staff in topics which they feel require additional help.

11 Morals and Values

RSE is a complex area of the curriculum. It is not intended to be delivered value free. A school's RSE policy should provide guidance on the moral and ethical framework within which the programme will be taught.

It should be tailored to the age, maturity and understanding of the young people. The programme therefore aims to present facts in an objective, balanced and sensitive matter set within a clear framework of Christian values and an awareness of the law on sexual behaviour. Students should be encouraged to appreciate the value of family, marriage and permanent loving relationships and the responsibilities of parenthood. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, loyalty and fidelity.

They should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters. Teachers responsible for delivering the programme should however acknowledge that many young people come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families and to encourage the development of their sense of worth.

Students will be taught RSE within a framework which models and encourages the following:

- respect for God and creation;
- respect for the gifts of marriage and the family, and the need to persevere in a love strengthened by the virtues of generosity, commitment, fidelity and patience;
- respect for self and others;
- acknowledgement of and respect for other people's personal boundaries and the right of an individual to give or refuse consent;
- Valuing the concept and qualities of consent in relationships;
- self-understanding and self-awareness;
- non-exploitation in relationships;
- commitment, trust and bonding within relationships;
- mutuality in relationships;
- honesty towards self and others;
- compassion, forgiveness, mercy and care when people do not conform to one's vision of life;
- self-discipline;
- the ability to distinguish between what is right and what is wrong.

12 Special Educational Needs (SEN)

St Columb's College seeks to honour individuals' giftedness and be inclusive, it is essential that our RSE Policy attends to those students with special education needs.

The Church affirms the right of every individual to be treated equally. All students, male and female have a right to an education which adequately prepares them for adult life, regardless of their age, gender, culture, sexual orientation, disability status, religion or social class.

As stated in the European Convention on Human Rights, *"no person shall be denied the right to education."* The convention upholds *"the right of parent(s)/guardian(s)/carer(s) to ensure such education and teaching in conformity with their own religious and philosophical convictions."* Archbishop Martin said *"a litmus test of Catholic school ethos will be how its most vulnerable members are getting on."*

In light of the above, schools must ensure that young people with SEN in mainstream schools have appropriate, accessible and relevant Relationships and Sexuality Education. Schools may need to engage

in the careful planning and adapting of resources and teaching activities to ensure that there are no barriers to participation or learning for students with SEN compared to their peers.

The CCEA (2015: Section 3:14) Relationships and Sexuality updated guidance for Post Primary Schools states that:

schools must ensure that young people with SEN in mainstream schools have appropriate, accessible and relevant Relationships and Sexuality Education. Schools may need to engage in the careful planning and adapting of resources and teaching activities to ensure that there are no barriers to participation or learning for pupils with SEN compared to their peers.

It is particularly important that schools communicate with parent(s)/guardian(s)/carer(s) of young people with SEN about the content of the programme and the date when classes will cover certain teaching activities/themes. This communication will allow for parent(s)/guardian(s)/carer(s) to reinforce learning at home.

It is widely recognised that students with SEN are more vulnerable to all forms of abuse and exploitation. Teachers must try to ensure that they develop the knowledge, understanding and skills of students 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.

As stated above, every child has the right to access an education and therefore it is beholden to each school to ensure that minority groups are able to access the Relationship and Sexuality programme. It is important therefore that each school takes cognizance of minority groups within their particular schools. Employing a range of appropriate strategies which enable quality teaching to occur is central to inclusive practice and should include:

- differentiation strategies;
- co-operative learning strategies;
- classroom management strategies and
- the use of new technology.

The following CCEA web link provides some further practical support for schools:
www.ccea.org.uk/curriculum/sen_inclusion/inclusion_general_strategies/inclusion

13 Specific Issues

When dealing with any of these sensitive issues, schools are called to be safe spaces for all students. A safe school is one that affirms the value of every individual. Each person is made in God's image and is loved by God and the Church. The school's mission is to support the student through appropriate pastoral care; accompany, while affirming the values of the school. Everyone has the right to pastoral ministry and accompaniment is the key to ensuring that every individual in the school feels included. It is therefore essential to set parameters for the teaching of sensitive issues. Having an agreed Code of Conduct will ensure that the right to privacy for both student and teacher is respected at all times. It is important that schools:

- Teach the fundamental principle of respect for human persons.
- Challenge any discriminatory remarks.
- Deal firmly with any acts of bullying.
- Follow school procedures for accessing outside support for the student.
- Support the parent(s)/guardian(s)/carer(s), who may want to speak to someone at the school.
- Arrange a meeting with the parent(s)/guardian(s)/carer(s) and relevant support agencies to consider any appropriate measures of support that may be needed to ensure the needs of the student are met.
- Follow school procedures for monitoring the well-being of student/s.

Equal Opportunity

All students have a right to an education which adequately prepares them for adult life, regardless of their age, gender, culture, sexual orientation, disability status, religion and social class.

The Status of the Family

The school supports the institutions of marriage and the family, while being sensitive to other family situations. Sex is a God-given gift that enables married couples to express and deepen their love for each other, a love that should unite the couple as well being open to the gift of new life.

The Centrality of Abstinence

In line with the ethos of the school and Christian morals, sexual abstinence before marriage and fidelity within it, will be presented as a positive, desirable and achievable option. The ideal context for sexual intimacy is a committed, permanent heterosexual relationship.

The Sanctity of Life

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

We believe that from the moment of conception the embryo is a human being and must be recognised as having the rights of a person. The most fundamental right for every human being is the right to life. This belief is one of the foundation stones on which the RSE programme is built.

Sexual Activity

The pace of social change over the last number of years has been rapid. Parent(s)/ guardian(s)/carer(s), students and teachers can experience a sense of confusion in relation to sexual mores. The religious ethos of the school may seem in conflict with the lived experience of the students. The RSE Policy should give teachers guidance on the moral and values framework within which the issue of sexual activity should be addressed.

Schools need to make themselves aware of the laws regarding sexual activities and offences.

The Equality Act (Sexual Orientation) Regulations

In dealing with any sensitive issue, schools are reminded of the 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. The Department of Education (DE) in June 2013, Circular 2013/16 have also been used.

In the 2015 update for Post Primary Schools' Council for Curriculum Examinations and Assessment (CCEA) issued *Relationships & Sexuality Education Guidance: (2015)* stated that,

The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Personal Development, within which Relationships and Sexuality Education is firmly grounded, is at the core of the Northern Ireland Curriculum. The centrality of Personal Development reflects the importance which CCEA places on delivering appropriate age-related Relationships and Sexuality Education within a clear values framework. The delivery of Relationships and Sexuality Education contributes to ‘promoting pupils’ personal growth and development and in supporting their academic achievement’ (ETI, 2011: 22) – that is, developing each child as a whole. (CCEA NI Curriculum).

The Catholic ethos of the school ensures that gospel values, inclusivity, equality and respect for all and the right of everyone to learn in a safe and secure environment where all are treated with respect and dignity. The ethos of a Catholic school therefore supports the 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 the guidance from the Equality Commission in March 2009. This guidance is available on the Equality Commission’s website at www.legislation.gov.uk.

The Church’s teaching on Sacramental Marriage as a permanent, exclusive union between one man and one woman open to the transmission of new life will be presented as the Catholic understanding of the context for sexual intimacy. All students have the right to learn in a safe and secure 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. It will also be acknowledged that the number of men and women in society of same sex orientation is not negligible and that every sign of unjust discrimination in their regard is to be avoided. In keeping with the ethos of the school and church teaching on respect for other, antagonism/bullying or other forms of abuse against students who reveal they are homosexual will not be tolerated by the school. Schools must ensure that they take any action deemed necessary to promote tolerance and respect for all students, regardless of their sexual orientation.

In a school anti-bullying policy, specific reference should be made to homophobic bullying, transgender bullying, cyber bullying, sexual harassment and bullying for other reasons relating to sex, gender, or relationships. Mc Gee, (2017) provides an example, when he states that,

“bullying on the grounds of sexual orientation is as unacceptable as it is in any other situation where someone is mistreated or bullied because of their differences from those who are perceived to be the majority. All issues relating to bullying on the grounds of sexual orientation will be dealt with appropriately in line with the school’s anti-bullying policy.”

Family Planning

In *Familiaris Consortio* (1981:14) Pope John Paul II spoke of God’s plan when he said that marriage is “the foundation of the wider community of the family” and that the “institution of marriage and conjugal love are ordained to the procreation and education of children.”

In accordance with this, Catholic teaching places sexual intercourse within the Sacrament of Marriage and the use of any artificial means of preventing procreation is not acceptable. *Pope Francis, in Amoris Laetitia* (2016:82) states,

the Church’s teaching is meant to help couples to experience in a complete, harmonious and conscious way their communion as husband and wife, together with their responsibility for procreating life.

Catholic teaching on family planning will be presented and students will also be provided with accurate information about methods of artificial contraception in an age appropriate and sensitive manner.

Sexuality Transmitted Infections (STIs)

It is important that students are provided with accurate, factual information about sexually transmitted infections, their transmission, the inherent dangers of risk-taking behaviour and how to obtain appropriate advice if they are concerned about their sexual health. Information on how to prevent the spread of the STIs should take note of the fact that the best way to prevent infection is to practice chastity (sexual abstinence before marriage and monogamy (inside marriage)

The Relationships and Sexuality Guidance (2015:9) states that,

young people must also understand that sexually transmitted infections are major causes of ill health and that anyone involved in intimate contact, irrespective of their sexual orientation, is at risk of contracting sexually transmitted infections.

Answering Students' Questions

While it is important to create an environment in which students can discuss issues openly, teachers may not be able to answer all questions about issues and can set appropriate limits. Teachers should use their professional judgement, guided by the age of the students, the RSE curriculum and the RSE Policy for the school. Parent(s)/guardian(s)/carer(s) should be empowered to explain the more sensitive issues rather than the teacher attempting to deal with sensitive issues in a classroom environment.

14 Safeguarding Information

This section outlines some important Child Safeguarding information.

While students should not be encouraged to disclose personal or private information in RSE classes, there may be times when they do talk about their own lives. Confidentiality should be respected unless a teacher becomes aware that a young person is at risk, in which case the appropriate action should be taken e.g. follow the procedures set down in Child Protection Procedures and Guidelines for Post Primary Schools or the school's Drugs Policy, notify parent(s)/guardian(s)/carer(s)/carers. Where disclosure to parent(s)/guardian(s)/carer(s) may place a young person in a potentially harmful situation, the school must follow the Child Protection procedures as laid out in the 2017 Department of Education document - Safeguarding and Child Protection in Schools: A Guide for Schools.

The student's right to privacy should be respected at all times by both the teacher and the other students in the class but staff cannot give a guarantee of confidentiality to students on issues relating to Child Protection.

15 Practical Issues

Confidentiality: Any pupil approaching a member of staff for individual advice on sexual matters is encouraged to seek advice from his/her parent(s)/guardian(s)/carer(s) or from a qualified professional. Where any approach leads a member of staff to believe that a child is contemplating a course of behaviour likely to place him/her in moral or physical danger or in breach of the law, the member of staff has a duty to inform the pupil of the risks involved and inform the Designated Teacher for Child Protection who, where appropriate will involve parent(s)/guardian(s)/carer(s) and support services. No undertakings of confidentiality are given to pupils in this area. Parent(s)/guardian(s)/carer(s) are

welcome at any time to discuss the delivery of the programme with the Head of Year, Head of RE or any Form Teacher or the Vice Principal.

Pupils or staff are not normally encouraged to talk about their personal relationships or experiences during class discussions. No one will be expected to ask or answer any personal questions. In the deeply personal area of his growth to sexual maturity, a young person is entitled to respect for privacy. Any group work should be carefully prepared and conducted.

Staff cannot give a guarantee of confidentiality to students around issues relating to Child Protection. If details are revealed that would lead staff to suspect that abuse is involved, the teacher must follow the child protection procedures outlined in that policy. **'Pastoral Care in Schools: Child Protection' Circular 1999/10.**

Withdrawing pupils from RSE: Relationships AND Sexuality Education is statutory in post primary schools (DfE 2014) and schools must teach about HIV and AIDS and sexually transmitted infections. (Education Act 1996 F771). RSE is included on a statutory basis within the NI Curriculum through the Science programme of study and health education cross-curricular theme. Health Education is taught mainly through the medium of Religious Education and Science, with important contributions coming from English, Home Economics, Personal & Social Education, Physical Education, and delivery of our Pastoral Programme.

The DENI Circular 2010/01 clearly stipulates the right of parent(s)/guardian(s)/carer(s) to ask for a pupil to be withdrawn from any aspect of the RSE programme that they do not wish to participate in. Parent(s)/guardian(s)/carer(s) must inform the School if this is their wish. This may mean the pupil going to another class or area of the School for the duration of the programme or lesson.

16 Staff Development and Training

A school's RSE policy should outline how staff development and training will be supported. This will be organised by the RSE co-ordinator, in consultation with the Principal/Vice Principal and Senior Leadership Team. Where it is deemed necessary the Diocesan Education Advisors, the Education Authority Advisors and other outside agencies may be consulted. Dissemination of training can take place during school in-service days. It is essential that training be provided both for (a) new staff to the programme and (b) new teachers to the school. It is recognised that no teacher should have to undertake delivery of the RSE programme without adequate training.

17 Resources and Outside Agencies

The Use of Resources and Outside Agencies: The staff/Departments involved in the delivery of RSE will ensure that resource materials obtained from other agencies reflect accurately the school's agreed morals and values framework, and are appropriate to the target audience.

Before making use of the expertise and skills of outside agencies/individuals it shall be ensured that their input shall adhere to the school's RSE policy. All speakers must be approved by the Principal/Vice Principal/Senior Teacher (Pastoral)/Head of RE/Health Education Coordinator. A preliminary visit to the school to discuss ethical/practical considerations is advised. Appropriate follow up in relation to guest speakers is also advised.

Useful Questions before Using Outside Agencies/Individuals:

- Does the agency/individual have a specified Child Protection Policy?
- Has the agency/individual read the school RSE Policy and are they prepared to adhere to it?
- Are resources appropriate?
- Has the agency/individual worked with other schools?
- Does the agency/individual have a clear set of aims and objectives and plan for the input?
- Do parent(s)/guardian(s)/carer(s) know that the agency/individual is being used?
- Will teachers be present and shall the input be monitored/evaluated?
- Can the contract be terminated by the school at any time if the lessons are deemed to be inappropriate?

CCEA strongly recommends that schools review and quality-assure all the resources chosen before the pupils use them.

18 Monitoring and Evaluation Strategies

Monitoring will be an ongoing process at St Columb's:

- Whole school approach to planning.
- Periodic reviews of departmental schemes of work, particularly in RE, Science and Pastoral Programme.
- On-going review of classroom practice and teaching strategies.
- Feedback from staff and pupil evaluations about the existing programme.
- Review a selection of pupils' work and share good practice in the school.
- Questionnaire to staff identifying any training needs as part of school staff development procedures or periodic discussion via departmental agendas.
- The nature of ongoing consultation with parent(s)/guardian(s)/carer(s).
- The feedback from external provider evaluations about existing programme and other whole school evaluation resources to identify areas working well and those needing further development.

Evaluation will be an ongoing process at St Columb's:

- Whole school approach to planning.
- Skills - what have the pupils learnt to do?
- Information - what do pupils now know?
- Attitudes and values - what do pupils think, feel, believe?
- Methodologies - have the boys engaged with the activities?
- What do pupils want/need to learn next?
- On-going review of classroom practice and teaching strategies. Use of whole school Self-Evaluation Material to identify current situation and to identify areas for development.

19 Programme of Study

Pupils undertake a coherent programme of study in Relationships and Sexuality Education from year 8 – 14 in the School. This is done largely through the school's Pastoral, Religious Education, Science programmes with curricular links via units of work in English, Home Economics and Physical Education. In Years 13 and 14, the programme is centred around delivery via the Sixth Form enrichment programme and whole School delivery through the Health Education programme. At each stage, the

content is appropriate to the age group and teachers seek to achieve the balance between delivery of content and the development of a moral approach based on Catholic teaching.

- See Appendix 1: Programme of Study.
- See Appendix 2: S.E. Programme for Years 13 and 14.

20 Ratification and Communication

The Policy will be reviewed biannually with appropriate consultation and presented to the Board of Governors or as required due to an incident or event which warrants such review. The Policy/procedure will be monitored and evaluated regularly via a convened team consisting of the RSE Team and by feedback from Pastoral Team personnel and Staff involved in delivery.

Chairperson, Board of Governors

Principal

Date: 23rd November 2020

Appendix 1: PROGRAMME OF STUDY

| Subject | Year | Detail | Term 1, 2 3 |
|-------------|------|---|---------------------------------|
| Art | 08 | Personal Identity project – sense of belonging- family/classmates/school – symbolism. Anti-bullying Poster competition – encourage positive attitudes and promotes respect. Internet safety Poster competition – raising awareness – encouraging self-protection. Mental Health poster competition – exploring feelings/understanding depression/mental issues. Healthy Drinks Project – Healthy lifestyle and diet – Advertising. | Term 1 Term 2 |
| English | 08 | Poetry Unit – Focuses on Mid-term Break by Seamus Heaney. Explore personal morals, values and beliefs , for example, <i>the origin of personal values, developing a moral framework, personal integrity, etc.</i> Percy Jackson Unit - Looks at Traditional and non-traditional family units. Explore the roles and responsibilities of individuals within a variety of home and family structures , for example, <i>sharing roles within the family, role reversal, etc.</i> | 1-2 |
| French | 08 | Describing one’s family, physical and personal qualities. Giving an opinion about school/school subjects. Evaluation/self-reflection on performance after assessment/piece of work). | 1 1 (throughout the year) |
| Geography | 08 | Careers lessons focusing on links with the world of work. | |
| German | 08 | Describing one’s family, physical and personal qualities. Giving an opinion about school/school subjects. | 1 2 |
| History | 08 | Conflict and conflict resolution in History and often apply that to circumstances today. Conflict in England 1066, Medieval conflict, Conflict in the American West. | |
| Irish | 08 | In Year 8 we look at very basic descriptions of their own personalities, recognising what adjectives could describe their own personality – limited to ten adjectives. Hobbies and interests are covered but only to the level where they can say what they do/play/like – this would include tv/music and celebrities/computer games. | Term 1-2 Term 3 |
| Mathematics | 08 | Explore the different ways to develop self-esteem Target setting - Pupils are given feedback on their work and given strategies for improvement. They learn how to correct errors in their work and progress as a result. Teachers provide feedback to pupils on their assessments and promote a positive attitude to work. Pupils are aware of the expectations with regard to behaviour and work in class and are held to account when these expectations are not met enabling pupils to develop responsibility for their actions. ‘Pupil of the Month’ to recognize achievement and pupils are given positive comments in their daybooks or rewards in recognition of achievement and effort. | |
| Pastoral | 08 | Managing Change - Pupils should be encouraged to recognise the attributes/qualities that make them good or bad friends. Anti-bullying Week - Various forms of bullying – verbal/physical/emotional/cyber Resources to deliver during national anti-bullying week. A New Year - Pupils should record examples of resolutions. Conflict resolutions. Health and The Whole Person - To develop an awareness of a variety of feelings and vocabulary used to describe them; to articulate feelings and their intensity more clearly, recognizing that others experience the same/different feelings; to develop a routine of turn taking, respecting the views and opinions of others, when discussing the individual interpretation of different ‘feeling’ words. Internet Safety Week - Being aware of the uses and dangers of the internet/social media etc. Drugs - To evaluate what they already know about drug use/misuse and explore their personal attitudes to drugs and drug users. | 1 1 2 2 |

| Subject | Year | Detail | Term 1, 2 3 |
|---------|------|--|------------------|
| PE | 08 | <p>Participation in games and sports activities promotes fair play, tolerance and temperance.</p> <p>Personal integrity is instilled through fair play in sport.</p> <p>Self-awareness, sense of security setting achievable targets, developing resilience, new interests and skills, recognising achievement both intrinsic and extrinsic are instilled through the values of sport, etc.</p> <p>Understanding and managing risk are covered through safe and appropriate exercises, setting up and warm-ups and cool downs. The place of rules and boundaries are instilled through rules of sport.</p> <p>Healthy friendships are promoted through sport.</p> <p>Resolving conflict in a sporting context is an important element of fair play.</p> <p>Importance of health and hygiene after exercise. Using your own clean towel.</p> | |
| RE | 08 | <p>New Beginnings/You are Special – Pupils explore their uniqueness and their individual identity. They examine any challenges faced at school and at home.</p> <p>My sense of what is right – Pupils explore conscience and how we can inform our consciences through Scripture, Church teaching, parent(s)/guardian(s)/carer(s) and teachers. They examine the importance of reconciliation.</p> | 1 3 |
| Science | 08 | <p>The important emotional and physical changes that occur as humans change from being children to being adults.</p> <p>Physical and emotional changes are controlled by chemicals called hormones.</p> <p>Emotional and physical changes prepare the body for reproduction.</p> <p>The reproductive system.</p> <p>The structure and function of the male reproductive organs.</p> <p>The structure and function of the female reproductive organs.</p> <p>External and internal fertilisation.</p> <p>How sperm cells enter the female reproductive system.</p> <p>How sperm and egg cells meet.</p> <p>What happens to the fertilised egg?</p> <p>How the menstrual cycle works and why it is important?</p> <p>What happens to an egg after fertilisation?</p> <p>How a baby develops in the uterus.</p> <p>The role of the placenta Reference student iBook.</p> | 1 |
| Spanish | 08 | Pupils learn to talk a little about family and how to describe members of their family. | |
| Art | 09 | <p>Anti-bullying Poster competition – encourage positive attitudes and promotes respect.</p> <p>Internet safety Poster competition – raising awareness – encouraging self-protection.</p> <p>Mental Health poster competition – exploring feelings/understanding depression/mental issues.</p> | 1 |
| English | 09 | <p>Holes Unit - Relationships between parent(s)/guardian(s)/carer(s) and children explored - Explore the qualities of relationships including friendship, for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> <p>Propaganda Unit in Animal Farm looks at how language is used to persuade and influence people - Develop strategies to avoid and resolve conflict, for example, <i>active listening, assertiveness, negotiation, mediation, etc.</i></p> | 1 2 |
| French | 09 | <p>Going out with friends. Making suggestions about what to do.</p> <p>Talking about the weekend.</p> <p>Describing one’s family, physical description and personal qualities.</p> <p>Describing what you are allowed/not allowed to do at home.</p> | 2 2 2 1 |

| Subject | Year | Detail | Term 1, 2 3 |
|----------------|------|--|--|
| | | Household chores. Evaluation/self-reflection on performance after assessment/piece of work | 1 (throughout the year) |
| Geography | 09 | Obligation towards environmental preservation. Focus on need to develop and promote use of renewable energy. | |
| German | 09 | Food. Healthy/unhealthy food. Going out with friends. Making suggestions about what to do. Talking about the weekend. Describing one's family, physical description and personal qualities. Describing relationships – how you get on with parent(s)/guardian(s)/carer(s)/siblings and what you argue about. Describing what you are allowed/not allowed to do at home. Household chores. Pocket money. | 2 2 3 3 3 3 |
| History | 09 | Conflict and conflict resolution in History and often apply that to circumstances today. Religious conflict as a result of the Reformation, Plantations in Ireland, and revolutions. | |
| Home Economics | 09 | Revise the different family structures, know how needs can be classified into Physical, Intellectual, Social and Emotional needs and be able to classify needs according to life stages. Know how family roles can be stereotyped and be able to give examples of roles that are often stereotyped. Know the changing needs of family members at different stages of the life cycle and be able to suggest strategies to manage a range of family scenarios. | 3 |
| Irish | 09 | More in-depth look at their personalities using up to about 25 adjectives. Talking about how they are feeling – not why though. Hobbies and interests developed with a wider variety included and starting to give reasons for their likes. School subjects covered with recognition of their preferences regarding these. | 2 1 1 2 |
| Mathematics | 09 | Explore the different ways to develop self-esteem Target setting - Pupils are given feedback on their work and given strategies for improvement. They learn how to correct errors in their work and progress as a result. Teachers provide feedback to pupils on their assessments and promote a positive attitude to work. Pupils are aware of the expectations with regard to behaviour and work in class and are held to account when these expectations are not met enabling pupils to develop responsibility for their actions. 'Pupil of the Month' to recognize achievement and pupils are given positive comments in their daybooks or rewards in recognition of achievement and effort. | |
| Pastoral | 09 | 1. Health and the Whole Person: o To understand the concept of a healthy person in 5 areas- social/emotion/spiritual/cognitive/physical. 2. Safety and Managing risk: o To understand the balance between risk and safety in relation to physical and emotional wellbeing. 3. Bullying: o To encourage positive attitudes and promote respect for fellow pupils - including designing anti-bullying posters. 4. E-safety: o To ensure that pupils will be responsible and safe while using the internet. o To protect pupils from accidental or deliberate misuse - PowerPoint and talk from PSNI. 5. Christmas Spirit: o To heighten the awareness of the poor in society and to promote charity. | 1 Oct 1 October 1 November 1 November 1 December |

| Subject | Year | Detail | Term 1, 2 3 |
|-----------|------|---|--|
| | | <ul style="list-style-type: none"> ○ Pupils made aware of the need for sharing and of the less well off. <p>6. Relationships & sexual education:</p> <ul style="list-style-type: none"> ○ To understand the qualities of true friendship, the concept of love. ○ To deepen the understanding of respect and to become aware of consequences of forming relationships - and specialist teachers <p>7. Moral Values and beliefs:</p> <ul style="list-style-type: none"> ○ To explore and develop a values and moral framework as a basis for living – developing moral character. ○ Pupils make their own moral code - Trocaire Appeal. | <p>2 Feb/March</p> <p>2/3 April</p> |
| PE | 09 | <p>Participation in games and sports activities promotes fair play, tolerance and temperance.</p> <p>Personal integrity is instilled through fair play in sport.</p> <p>Self-awareness, sense of security setting achievable targets, developing resilience, new interests and skills, recognising achievement both intrinsic and extrinsic are instilled through the values of sport, etc.</p> <p>Understanding and managing risk are covered through safe and appropriate exercises, setting up and warm-ups and cool downs. The place of rules and boundaries are instilled through rules of sport.</p> <p>Healthy friendships are promoted through sport.</p> <p>Resolving conflict in a sporting context is an important element of fair play.</p> <p>Importance of health and hygiene after exercise. Using your own clean towel.</p> | |
| RE | 09 | <p>New beginnings – revisiting how each pupil is unique and imbued with a special dignity/worth because they are made in the image and likeness of God.</p> <p>Pupils explore the importance of responsibility in their own personal lives and in their relationships with others.</p> <p>Conflict and dealing with it – pupils learn to identify the factors which cause conflict and strategies for conflict resolution. They also explore ecumenism and how to build healthy relationships with those perceived to be different from us.</p> | <p>1</p> <p>1</p> <p>2</p> |
| Spanish | 09 | Pupils learn to talk a little about family and how to describe members of their family. | |
| Art | 10 | <p>Portraits – self-portraits – expression and emotion.</p> <p>Anti-bullying Poster competition – encourage positive attitudes and promotes respect.</p> <p>Internet safety Poster competition – raising awareness – encouraging self-protection.</p> <p>Mental Health poster competition – exploring feelings/understanding depression/mental issues.</p> <p>WW1 propaganda posters– conflict and reconciliation/war and peace.</p> | <p>1</p> <p>3</p> |
| English | 10 | <p>Hunger Games Unit- Looks at how Katniss resolves her trust issues.</p> <p>Explore the qualities of relationships including friendship, for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i></p> | 2 |
| French | 10 | <p>Food. Healthy/unhealthy food.</p> <p>Health – parts of the body. Illness.</p> <p>Healthy/unhealthy eating. Lifestyle: exercise, smoking, alcohol.</p> <p>Expressing likes/dislikes (food/drinks/clothes).</p> <p>Future plans.</p> <p>Environment.</p> <p>Evaluation/self-reflection on performance after assessment/piece of work</p> | <p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>1</p> <p>(throughout the year)</p> |
| Geography | 10 | Through the Development topics, discussion on the moral obligation to help others and research into the activities of development charities. | |
| German | 10 | Health – parts of the body. Illness. | 1 |

| Subject | Year | Detail | Term 1, 2 3 |
|-------------|------|---|-----------------------|
| | | Healthy/unhealthy eating. Lifestyle: exercise, smoking, alcohol. Expressing likes/dislikes (holidays/clothes). School/school rules. Future plans. Environment. Pollution. | 1 1 2 2 3 |
| History | 10 | Conflict and conflict resolution in History and often apply that to circumstances today. Conflict in Europe- leading to First World War leading to Treaty of Versailles. Conflict in Ireland from 1800 to present day, and all attempts at conflict resolution here. Bloody Sunday and trip to Museum of Free Derry. | |
| Irish | 10 | Further analysis of personalities with reasons given e.g. I believe that I am hard-working because I do my best at school and get good grades. Deeper look at emotions with reasons e.g. I am disappointed because my team were beaten in the match. Future aspirations regarding careers covered including looking at strengths and weaknesses regarding school, subjects. Personality traits taken in to consideration e.g. I would like to be a doctor because I am good at science and I am caring and understanding. I would like to help people etc. Hobbies and interests develops into looking at what motivates people to do sports/hobbies etc. - exercise/like the competition/want to be healthy etc. | 1 3 1 2 |
| IT | 10 | Internet Safety in Year 10 Coding ➤ Year 10 scheme = 6-week programme on Internet Safety. | |
| Mathematics | 10 | Explore the different ways to develop self-esteem Target setting - Pupils are given feedback on their work and given strategies for improvement. They learn how to correct errors in their work and progress as a result. Teachers provide feedback to pupils on their assessments and promote a positive attitude to work. Pupils are aware of the expectations with regard to behaviour and work in class and are held to account when these expectations are not met enabling pupils to develop responsibility for their actions. 'Pupil of the Month' to recognize achievement and pupils are given positive comments in their daybooks or rewards in recognition of achievement and effort. | |
| Pastoral | 10 | Influences on a young person: Pressures and influences of social media and peer groups. Making decisions and choices – taking the lead/being yourself. Positive and negative influences, leading to the notion of self-esteem and wellbeing. Learning and earning respect – self and others. Ability to express emotions, fears and anxieties. Maturity and motivation – standing out from the crowd – being oneself. <ul style="list-style-type: none"> • Health and the Whole Person To understand the concept of a healthy person in five areas - social/emotion/spiritual/cognitive/physical. • Safety and Managing risk To understand the balance between risk and safety in relation to physical and emotional wellbeing. • Bullying To encourage positive attitudes and promote respect for fellow pupils. • E-safety | |

| Subject | Year | Detail | Term 1, 2 3 |
|------------------|------|--|---------------------|
| | | <p>To ensure that pupils will be responsible and safe while using the internet. To protect pupils from accidental or deliberate misuse.</p> <ul style="list-style-type: none"> • Christmas Charity and Giving To heighten the awareness of the poor in society and to promote charity. Pupils made aware of the need for sharing and those who are not as fortunate in society. • Relationships To understand further the qualities and meaning of true friendship, the concept of love and loving relations. To deepen the understanding of respect and to become aware of consequences of forming relationships. • Moral Values, maturity To explore and develop a values and moral framework as a basis for living, developing moral character. Taking the lead and being yourself. | |
| PE | 10 | <p>Participation in games and sports activities promotes fair play, tolerance and temperance. Personal integrity is instilled through fair play in sport. Self-awareness, sense of security setting achievable targets, developing resilience, new interests and skills, recognising achievement both intrinsic and extrinsic are instilled through the values of sport, etc. Understanding and managing risk are covered through safe and appropriate exercises, setting up and warm-ups and cool downs. The place of rules and boundaries are instilled through rules of sport. Healthy friendships are promoted through sport. Resolving conflict in a sporting context is an important element of fair play. Importance of health and hygiene after exercise. Using your own clean towel.</p> | |
| RE | 10 | <p>The importance of Christian values as central to healthy relationships. Pupils learn how to use their talents so that they can reach their full potential and live fulfilling and purposeful lives. Pupils explore self-worth and the worth of others, prejudice and discrimination. Racism and sectarianism – pupils learn the main causes of these and how to move beyond them in a peaceful manner. Pupils learn the values of suffering and the importance of being open to change in relationships.</p> | 1 1 2 |
| Spanish | 10 | Pupils learn to talk a little about family and how to describe members of their family. | |
| Art | 11 | Fine Art projects may be linked to self-awareness/personal relationships/family/friends/self-portraits/exploring media/social/cultural trends. Graphic Design may link with social issues/war and peace/Anti-Smoking campaigns/Alcohol and Drug awareness. | 2 |
| Business Studies | 11 | We teach a section of the course called marketing. This involves the use of advertising, how the feelings of needing to belong and being part of a group are used by businesses. We also discuss the use of e-business and connecting with people. There would be some work done on the following: peer pressure, media, social and cultural trends, fears, anxieties, motivations etc. | 2 & 3 (mostly 2) |
| English | 11 | <p>Of Mice and Men Unit - Gender/Class/Generational differences and stereotypes. Develop coping strategies to deal with challenging relationship scenarios, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</i> Macbeth Unit- Looks at Gender Roles and relationships in Jacobean-Modern times. Develop coping strategies to deal with challenging relationship scenarios, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</i></p> | 1 |
| French | 11 | <p>Describing family, appearance and personal qualities. Relationships. Different types of family. Describing relationships – how you get on with parent(s)/guardian(s)/carer(s)/siblings and what you argue about.</p> | 1 1 1 |

| Subject | Year | Detail | Term 1, 2 3 |
|-------------------|------|--|---------------------------------|
| | | Saying what annoys you and why. Best friend. Evaluation/self-reflection on performance after assessment/piece of work. | 1 1 (throughout the year) |
| Geography | 11 | Target setting process followed in all years through cycle of self-evaluation and target setting. | |
| German | 11 | Describing family, appearance and personal qualities. Relationships. Different types of family. Saying what annoys you and why. Best friend. Talking about future plans – whether you would like to get married in the future/have children. School, school rules. Dangers. Giving reasons. | 1 1 1 1 1 1 |
| History | 11 | Conflict and conflict resolution in History and often apply that to circumstances today. Conflict in Nazi Germany, conditions for various groups, minorities mainly Jews and women, impact of WW2. Conflict in NI from 1963-1998. The Troubles, and conflict resolution here. | |
| Irish | 11 | Further self-analysis regarding personality with evidence, likes and dislikes etc Relationships within a family discussed in detail – why they get on with siblings and why they might fight/their relationship with their parent(s)/guardian(s)/carer(s)/things they do with their families. The idea of a good friend looked at regarding personality traits and actions. Family structure discussed with analysis of personalities and roles within the family – who does what in the house etc. | 1 |
| IT | 11 | Activity/resources = pupils work through an Internet safety booklet and PowerPoint created within the department. The booklet educates the pupils about the dangers of the Internet and Social Media. They work through scenarios and situations and provide a solution. Also using the ‘Think you know’ website. Skills address = social and cultural trends with the Internet. Digital Technology –Unit 1 Year 11 Scheme - Chapter 9 – Ethical, Legal and Environmental impact of Digital Technology Activity/resources = pupils are studying the ethical impact on technology on society and social networking. They work throughout a booklet made within the department, the CCEA GCSE Digital Technology by Siobhan Mathewson et al and the BBC Bitesize website for Digital Technology. Skills address = developing safe practice in relation to the internet. | |
| Mathematics | 11 | Explore the different ways to develop self-esteem Target setting - Pupils are given feedback on their work and given strategies for improvement. They learn how to correct errors in their work and progress as a result. Teachers provide feedback to pupils on their assessments and promote a positive attitude to work. Pupils are aware of the expectations with regard to behaviour and work in class and are held to account when these expectations are not met enabling pupils to develop responsibility for their actions. ‘Pupil of the Month’ to recognize achievement and pupils are given positive comments in their daybooks or rewards in recognition of achievement and effort. | |
| Moving Image Arts | 11 | INTERNET SAFETY- Inherent in the nature of the subject- you tube searches etc. Copyright forms- relationships with actors, families etc Health and safety issues. Portrayal of characters. Ethics and representation - see specification for the Revised GCSE in MIA. Relationship themes dealt with in the analysis/evaluation of film clips and audience impact. | 1/2/3- |

| Subject | Year | Detail | Term 1, 2 3 |
|------------------|------|---|-----------------------|
| | | The creation of their own film to impact on the audience- showing emotional impact and response in others - CCEA PROVIDE <u>CA LIVE TASKS</u> TO COMPLETE. http://www.rewardinglearning.org.uk/microsites/moving_image_arts/ | |
| Pastoral | 11 | <p>Bullying e-safety:</p> <ul style="list-style-type: none"> • Addition of ‘One Punch’ presentation delivered at the end of year 11 this year. This will widen topic out to physical bullying if needed. • Link to video on ‘sexting’- Staff docs/E safety videos/mj ict safety/’Matt thought he knew’. • Tutors can use other videos in this folder as they feel suitable. Good basis for class discussion. • Mental Health Issues - Information from outside agencies e.g. Information sheets and activities Definitions of Mental health/Word search/mental health questionnaire/warning signs/coping skills. • Drug/Alcohol Outside agency e.g. White Oaks (new contact). • Diet/Nutrition Pupils will devise a food diary for the week and analyse eating habits in light of info added. | 2 3 3 2 |
| PE | 11 | <p>Participation in games and sports activities promotes fair play, tolerance and temperance.</p> <p>Personal integrity is instilled through fair play in sport.</p> <p>Self-awareness, sense of security setting achievable targets, developing resilience, new interests and skills, recognising achievement both intrinsic and extrinsic are instilled through the values of sport, etc.</p> <p>Understanding and managing risk are covered through safe and appropriate exercises, setting up and warm-ups and cool downs. The place of rules and boundaries are instilled through rules of sport.</p> <p>Healthy friendships are promoted through sport.</p> <p>Resolving conflict in a sporting context is an important element of fair play.</p> <p>Importance of health and hygiene after exercise. Using your own clean towel.</p> <p>Peer pressure, media influence, social and cultural trends and motivation is covered in the GCSE specification.</p> <p>Through coaching and leadership in GCSE PE pupils develop an understanding of skills related to parenting – patience, understanding, listening, discipline etc.</p> | |
| RE | 11 | <p>Miracles – Jesus’ treatment of the marginalised and disadvantaged in society and how young people can respond to this challenge today.</p> <p>Teachings of Jesus – Pupils explore the importance of serving God and others and reaching out to our ‘neighbour’ – everyone!</p> <p>The Passion – pupils come to a realisation that suffering and hardship are part and parcel of life.</p> | 1 1 & 2 3 |
| Spanish | 11 | <p>Within the topic of school, we discuss relationships with teachers.</p> <p>During the topic of ‘Family Life’ we discuss relationships within the family to a fairly simple level.</p> | 1 & 2 |
| Art | 12 | <p>Fine Art projects may be linked to self-awareness/personal relationships/family/friends/self-portraits/exploring media/social/cultural trends.</p> <p>Graphic Design may link with social issues/war and peace/Anti-Smoking campaigns/Alcohol and Drug awareness.</p> | 2 |
| Business Studies | 12 | <p>In the first term we do a section of the course called Human Resources. This is mainly about recruitment, but it does, as a side issue, involve a section on Motivation and another on the legal aspects of recruitment which brings the equality legislation into play. This normally leads to further discussions on anti-discrimination legislation etc.</p> | 1 |
| English | 12 | <p>An Inspector Calls - Gender/Class/Generational differences and stereotypes. Develop coping strategies to deal with challenging relationship scenarios, for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</i></p> | 2 |
| French | 12 | <p>City life versus country life.</p> <p>Health. Healthy/unhealthy lifestyles. Food, exercise, smoking, drugs, alcohol.</p> <p>Future plans with regards to family.</p> <p>Threats to our health. Cancer and heart disease. Pollution. Threats to emotional health. Family break-up. Depression.</p> <p>Talking about future plans – whether you would like to get married in the future/have children.</p> | 1 1 2 1 2 |

| Subject | Year | Detail | Term 1, 2 3 |
|-------------------|------|--|----------------------------|
| | | School, school rules. Dangers. Giving reasons. Evaluation/self-reflection on performance after assessment/piece of work | 2 (throughout the year) |
| Geography | 12 | Theme A Population and Settlements topic – exploration of the impact of differing religious and cultural beliefs on varying global fertility rates. | |
| German | 12 | City life versus country life. Health. Healthy/unhealthy lifestyles. Food, exercise, smoking. drugs, alcohol. Future plans with regards to family. Threats to our health. Cancer and heart disease. Pollution. Threats to emotional health. Family break-up. Depression. | 2 3 3 3 |
| History | 12 | Conflict and conflict resolution in History and often apply that to circumstances today. Cold War Conflict and attempts by governments to create stability and conflict resolution attempts e.g. Détente. | |
| Irish | 12 | Future aspirations covered in detail, including where they would like to like and why, what job they would like, why and why they would be suited to it, plans for university, travel etc – also included what they need to do to get there. Influence of media etc covered in some detail – what influences young people – more at a level of reading and listening – wouldn't be a topic for them to “use language” more about “understanding language” (reading and listening). Internet safety touched upon but again like above more for understanding language than using it. | 2 1 1 |
| Mathematics | 12 | Explore the different ways to develop self-esteem Target setting - Pupils are given feedback on their work and given strategies for improvement. They learn how to correct errors in their work and progress as a result. Teachers provide feedback to pupils on their assessments and promote a positive attitude to work. Pupils are aware of the expectations with regard to behaviour and work in class and are held to account when these expectations are not met enabling pupils to develop responsibility for their actions. 'Pupil of the Month' to recognize achievement and pupils are given positive comments in their daybooks or rewards in recognition of achievement and effort. | |
| Moving Image Arts | 12 | INTERNET SAFETY - Inherent in the nature of the subject- you tube searches etc. Copyright forms- relationships with actors, families etc Health and safety issues. Portrayal of characters. Ethics and representation- see specification for the Revised GCSE in MIA. Relationship themes dealt with in the analysis/evaluation of film clips and audience impact. <u>The creation of their own film to impact on the audience- showing emotional impact and response in others - OWN FILM SCRIPT GENERATED.</u> Themes dealt with in films/animations- suggested scenarios by CCEA. http://www.rewardinglearning.org.uk/microsites/moving_image_arts/ | 1/2/3- |
| Pastoral | 12 | To identify the importance of having a variety of social and personal relationships and how these can impact on their lives and wellbeing. To discuss ways that relationships might change over time and demonstrate how to negotiate within relationships. The qualities and aspects that would make the relationships healthy. | 3 |
| PE | 12 | Participation in games and sports activities promotes fair play, tolerance and temperance. Personal integrity is instilled through fair play in sport. Self-awareness, sense of security setting achievable targets, developing resilience, new interests and skills, recognising achievement both intrinsic and extrinsic are instilled through the values of sport, etc. Understanding and managing risk are covered through safe and appropriate exercises, setting up and warm-ups and cool downs. The place of rules and boundaries are instilled through rules of sport. Healthy friendships are promoted through sport. | |

| Subject | Year | Detail | Term 1, 2 3 |
|---------|------|--|-----------------------|
| | | Resolving conflict in a sporting context is an important element of fair play. Importance of health and hygiene after exercise. Using your own clean towel. Peer pressure, media influence, social and cultural trends and motivation is covered in the GCSE specification. Through coaching and leadership in GCSE PE pupils develop an understanding of skills related to parenting – patience, understanding, listening, discipline etc. | |
| RE | 12 | War and peace – Conflict resolution and the Just War theory – Nuclear disarmament – human cost of war – death and destruction. Life issues – abortion, euthanasia and capital punishment. The value of life and the threats to it. Marriage, relationships and gender issues. Challenges to marriage in the modern world – relationship breakdown; addiction. Equality issues – Social justice, prejudice and discrimination; responsibility as a citizen of the world. | 1 2 1 1 2 |
| Science | 12 | Demonstrate knowledge and understanding of the structure and function of the male reproductive system, including the testes, urethra, scrotum, penis, sperm tube and prostate gland; Demonstrate knowledge and understanding of the structure and function of the female reproductive system, including the ovaries, oviducts, and vagina; <ul style="list-style-type: none"> • Sperm cells are specialised cells formed by meiosis and are adapted to their function by having a haploid nucleus, mitochondria for energy production and a flagellum for swimming; • Fertilisation takes place in the oviducts when the haploid sperm and egg nuclei fuse to give a diploid zygote; • The zygote divides by mitosis many times to form a ball of cells as it travels down the oviduct to the uterus; • After implantation in the uterus lining, the embryo then differentiates to produce a variety of tissues and organs; • The placenta is adapted for diffusion by having a large surface area for exchanging dissolved nutrients, oxygen, carbon dioxide and urea and explain the role of villi in providing these adaptations; • These substances are carried to or from the foetus in the blood vessels in the umbilical cord • The amnion and amniotic fluid cushion the foetus. Students should be able to: demonstrate knowledge and understanding that testosterone, produced by the testes, and oestrogen, produced by the ovaries, are sex hormones and recall the secondary sexual characteristics they cause to develop; Menstrual cycle - describe the events of the menstrual cycle, including menstruation, ovulation, the time when fertilisation is most likely to occur and the roles of oestrogen and progesterone; Infertility - explain some of the causes of infertility and the following developments in fertility treatment: <ul style="list-style-type: none"> • the use of hormones to produce multiple ova; • in vitro fertilisation; • the transfer of several embryos into the uterus. Contraception - examine how different methods of contraception work and evaluate the advantages and disadvantages of each, including: <ul style="list-style-type: none"> • mechanical – the condom (male and female) as a barrier to prevent the passage of sperm and also prevent the spread of sexually transmitted infections (such as HIV leading to AIDS) some of which can lead to infertility if left untreated, for example chlamydia; • chemical – the contraceptive pill and implants, which change hormone levels and stop the development of the ovum; • surgical – male and female sterilisation to prevent the passage of sperm and ova respectively; and • an awareness that contraception can raise ethical issues for some people. | 2 |

| Subject | Year | Detail | Term 1, 2 3 |
|----------|------|---|------------------|
| Spanish | 12 | Within the topic 'My neighbourhood/My city' there is a section dealing with some anti-social behaviour. | 2 |
| TD | 12 | Explore personal morals, values and beliefs - developing a moral framework, personal integrity <i>Role of the product designer to respond to specific needs and to design products that will improve lifestyles.</i> <i>Moral issues regarding the outsourcing of production to developing countries.</i> <i>Advantages/disadvantages to communities in the host country.</i> | |
| Pastoral | 13 | To remind pupils of the various approaches to revision and to stress the need for revision to be an on-going process. Personal Development Programme. Anti-bullying/E-Safety - To continue to raise and heighten awareness of the serious issues and outcomes related to bullying, regardless of age and various other factors. To consider the problems associated with use of social media. To understand possible causes of stress, know its possible effects and look at how it can be managed. To give pupils an overview of good practice, with regard to study time and technique. To encourage them to become actively involved in this good practice to assist themselves and others. Pupils will be encouraged to see the benefits of independent study. To give pupils the opportunity to reflect on the skills which they have and to work on those which they can develop. To consider where the key skills can be of value developing. | |
| Spanish | 13 | Safe use of Technology. Relationships – family and friends. Some social issues are explored through the selection of a film for AS3 – Extended Writing. In the film 'Solas' the following themes are included: Loneliness, Sexism, Relationships – positive and negative, Pregnancy (not with young people), Poverty and its consequences, Alcoholism. In the film 'El Bola' the main themes are: Friendship, Physical and emotional abuse. *Neither of these films is compulsory; in recent years we have generally selected 'Solas'. | 1 2 123 |
| Pastoral | 14 | <ul style="list-style-type: none"> Internet safety – cyber bullying, sexting, Internet safety tips pastoral booklet pages 41-44 - PowerPoints available on shared documents. Explore the different ways to develop self-esteem – developed through target setting, reflection on AS Level results and charting a path to success. Developing personal reflecting the best of the student, support and guidance offered by the UCAS team, reference writing team, FT, HOY, attendance at UCAS events and open days. Discussion of predicated grades. Completion of pupil development week in September. Mental health and wellbeing – being aware of feelings, focus of topic linked to development of depression and mental issues. Pastoral booklet has worksheets, YouTube clips and PowerPoints available to staff on the shared area. <p>Investigate the influences on a young person, - Social networking examining <i>peer pressure, media, social and cultural trends. Pastoral booklet page 45/46, YouTube video support material on staff area.</i></p> | 3 1 1 2 |

Appendix 2: SE PROGRAMME 2020 for Years 13 and 14 related to RSE

The following themes are developed in the course units:

B O'Donnell – CV Building and interview technique.
M Boyle - Financial Responsibility
G Millar – Road Safety
G. McCay – Drugs and alcohol addiction
J Johnston – Personal Responsibility
J Peoples – University Life
M Mathewson – Social Awareness
N Thiruvengadam – Social Media and Responsibility

M Lübbecke – European/International Links
L Smyth– Maintaining a Professional Online presence.
M Scoltock – Human Nutrition and Fitness
X Prigent – Care for the Environment
H Sisk – Careers Education
A O' Kane – Mental Health
S Allen – Presentations, interview skills and public speaking
N Finn – Health, Well-being and Happiness
S O'Donnell – Kitchen Orientation

Appendix 3: Relationships and Sexuality Across the Curriculum - St Columb's College

Based on CCEA's Minimum Requirement at Key Stage 3&4: Learning for Life and Work - Personal Development & Home Economics strands

| | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|--|--------------------------------|----------------------------|--------------------------------|-------------------------------------|---------------------------------|
| Explore and express a sense of self , for example, <i>temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc.</i> | AR, RE, IR, GR, PE, GG, FR, PA | RE, IR, HE, GR, PE, FR, PA | AR, RE, IR, GR, PE, FR, PA | PA, IR, GR, PE, FR, MIA | IR, GR, PE, FR, MIA, PA |
| Explore personal morals, values and beliefs , for example, <i>the origin of personal values, developing a moral framework, personal integrity, etc.</i> | RE, EN, PE, PA | PE, GG | GR, PE, GG, PA | PA, GR, PE, FR, MIA | TD, GR, PE, GG, FR, MIA |
| Investigate the influences on a young person , for example, <i>peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</i> | IR, PA | IR | RE, IR, IT, PA | PA, GR, BS, IT, HI, PE, GG, FR, MIA | IR, GR, BS, PE, BI, FR, MIA |
| Explore the different ways to develop self-esteem , for example, <i>enhanced self-awareness, sense of security and self worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</i> | IR, HI, PE, FR, PA, MA | RE, IR, HI, PE, FR, MA | RE, IR, GR, HI, PE, FR, PA, MA | PA, IR, GR, HI, PE, FR, MIA, MA | GR, BS, HI, PE, FR, MIA, PA, MA |
| Develop strategies to promote personal safety , for example, <i>responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</i> | AR, PE, PA | AR, PE | AR, RE, PE, PA | PA, IT, PE, MIA | RE, IR, PE, MIA |
| Explore the qualities of relationships including friendship , for example, <i>conditions for healthy relationships, types of relationships, healthy boundaries, gender issues in relationships, etc.</i> | RE, PE, PA, | GR, PE | RE, EN, PE, PA | RE, PA, IR, GR, PE, FR, SP, MIA | RE, GR, BS, PE, FR, MIA, PA |
| Explore the qualities of a loving, respectful relationship , for example, <i>how choices within a relationship affect both physical and emotional development, friendships, etc.</i> | PA | | PA | PA, MIA | RE, GR, FR, MIA, PA |
| Develop coping strategies to deal with challenging relationship scenarios , for example, <i>sibling rivalry, caring for relatives, domestic violence, teenage rebellion, child abuse, sexism, change in family circumstances, coping with rejection, loneliness, loss, etc.</i> | | RE | IR | PA, IR, EN, MIA | EN, MIA |
| Develop strategies to avoid and resolve conflict , for example, <i>active listening, assertiveness, negotiation, mediation, etc.</i> | HI, PE, PA, | RE, GR, EN, HI, PE | AR, EN, HI, PE | RE, GR, HI, PE, MIA | BS, HI, PE, MIA |
| Explore the implications of sexual maturation , for example, <i>sexual health, fertility, contraception, conception, teenage pregnancy, childbirth, etc.</i> | SC | | | PA, HI | RE, BI |
| Explore the emotional, social and moral implications of early sexual activity , for example, <i>personal values, attitudes and perceptions, the Law, STIs, the impact of underage parenting, etc.</i> | PE, SC | PE | PE | PA, PE | RE, BI, PE |
| Explore the roles and responsibilities of individuals within a variety of home and family structures , for example, <i>sharing roles within the family, role reversal, etc.</i> | EN, HI | HE, GR, EN, FR | | PA, IR, GR, HI, FR, SP, MIA | RE, GR, FR, MIA |
| Develop awareness of parenting skills , for example, <i>how parent(s)/guardian(s)/carer(s) can nurture physical, intellectual, emotional, social, moral development.</i> | SC | HE | | PA, IR, PE, SP | RE, PE, PA |
| Investigate some of the changing needs of family members at different stages of the life cycle , for example, <i>physical (including nutritional), intellectual, emotional, social needs.</i> | HI | HE | | PA, MIA | RE, GR, FR, MIA |
| Explore strategies to manage family scenarios , for example, <i>managing changes in family circumstances such as sibling rivalry, caring for relatives, etc.</i> | | HE | | PA, IR, MIA | RE, GR, FR |

Appendix 4:

MESSAGE TO YEAR 9 PARENT(S)/GUARDIAN(S)/CARER(S)

Dear Parent(s)/Guardian(s)/Carer(s)

Over the next few weeks, important aspects of our school's Relationships and Sexuality Programme shall be covered in the Year 9 Religious Education classes. We see our role as one of support for you in this important area of your son's development. A copy of our RSE Policy is available on our school website.

If you have particular concerns in this area, please contact your son's R.E. teacher who will try to help.

Regards

Mark McConnellogue
Head of Religious Education

Ciaran Stevenson
Co-ordinator of Health Education

MESSAGE TO YEAR 8 PARENT(S)/GUARDIAN(S)/CARER(S)

Dear Parent(s)/Guardian(s)/Carer(s)

Over the next few weeks, important aspects of our school's Relationships and Sexuality Programme shall be covered in the Year 8 Science classes. We see our role as one of support for you in this important area of your son's development. A copy of our RSE Policy is available on our school website.

If you have particular concerns in this area, please contact your son's Science teacher who will try to help.

Regards

Ursula Grimley
Coordinator of Science

Ciaran Stevenson
Co-ordinator of Health Education