



Shimna Integrated College

Relationships and Sexuality Education Policy

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1. Rationale

Relationships have always been central to Pastoral Care at Shimna. Relationships and Sexuality Education (RSE), which is a shared responsibility for staff, supports our commitment to child-centred, holistic education focused on building positive, healthy and rewarding relationships, in line with *UNCRC Article 3: in all actions concerning children the best interests of the child shall be a primary consideration.*

2. Whole-School Policy Framework

We follow the CCEA [Relationships and Sexuality Education Whole-School Policy Framework](#).

Relevant guidance, statutory and minimum requirements at KS3 and KS4, and the resources directory can be found in CCEA's [Relationships and Sexuality Education \(RSE\) Guidance: Post-Primary](#).

A range of up-to-date relevant resources and sources of support can be found on CCEA's [RSE Hub](#). The [RSE Progression Framework](#) provides us with age-appropriate non-statutory progression pathway in RSE from KS3 to post-16 and covers the [priority areas](#).

3. Aims

- To help students gain the knowledge, skills and attributes needed for life in the 21st century via a curriculum that is adaptable and responsive to the needs of individual students, topical issues and issues that present through pastoral care
- To increase student's awareness of sexual health
- To help students recognise, understand and challenge inappropriate behaviour and touch
- To strengthen ties with parents and carers by sharing key information and raising awareness

4. Objectives

We achieve these aims by:

- Equipping students with the knowledge and information they need to stay safe and develop healthy relationships, beliefs and attitudes as well as protect, safeguard and promote student wellbeing, including online safety
- Preparing students to make responsible and well-informed decisions and view relationships in a responsible and healthy manner in harmony with our integrated and inclusive ethos taking



account of [Equality Commission in Northern Ireland guidance](#) and [Education Authority Guidance on Supporting Transgender Young People](#), as well as meeting the needs of boys, SEN students, and those from different cultural backgrounds

- Providing the opportunity for students to contribute to the content of the RSE programme so that it is responsive to their needs and interests, promoting inclusivity
- Providing age-appropriate coverage of [priority areas](#) that have a high public profile

5. Delivery

RSE is delivered across the College, in part, through the Pastoral Care programme, with Form Teachers and the Resilience Lead playing an important role. In addition, dedicated assemblies, dropdown sessions, assemblies or workshops are used when appropriate, using both internal and external specialists.

In addition, RSE is also delivered through the curriculum in Key Stages 3 and 4

Key Stage 3: Integrated & Religious Studies, Science, Home Economics

Key Stage 4: Science (Biology), OCN Science, plus aspects covered in option subjects such as Integrated & Religious Studies, Learning for Life & Work, Occupational Studies and PE

In Sixth Form, RSE is largely delivered through Form Teachers and pastoral leaders.

[Lesson modules](#) are provided including SEN. Pastoral leaders including the resilience lead and external agencies support the form teacher in [delivering RSE](#).

Staff avail of training via [Twilight Professional Development](#) sessions and/or staff training.

6. External Agencies

When external agencies are invited to support the delivery of RSE, we ensure:

- Content provided by the external organisation reflects the College ethos and values
- External presenters are accompanied by College staff at all times
- Parents are notified in advance in line with DE guidance

7. Monitoring, review and evaluation

RSE are monitored and evaluated annually, in consultation with governors, staff, students, parents and carers, using formal and informal feedback.

RSE also forms part of our professional development training through the TPD programme.