

Relationships and Sexuality Education (RSE) Policy

Aims of Policy

This Relationships and Sexuality Education (RSE) Policy aims to:

- promote a shared vision of Relationships and Sexuality Education across the school;
- show how Relationships and Sexuality Education complements and supports other aspects of school life;
- establish consistent standards and practices in the delivery of Relationships and Sexuality Education;
- create a framework for wider curriculum development and review;
- provide a foundation for the monitoring and evaluating of Relationships and Sexuality Education provision; and
- help facilitate self-evaluation and improvement.

Context of policy

This RSE policy takes account of and is set within the context of:

- School policies and especially the following:- School Aims, Pastoral care, Safeguarding & Child Protection, Antibullying, E-safety.
- DENI Circulars 2013/16 and 2015/22
- CCEA Relationships and Sexual Education (RSE): Post primary Revised Guidance 2015
- The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006;
- Every School a Good School;
- Together Towards Improvement;
- Community Relations, Equality and Diversity in Education Policy;
- Relevant sections of UNCRC.
- CCEA personal development NI Curriculum 2007
- CCEA -Teaching controversial issues at Key Stage 3 -2015

This policy, its further development and implementation will be a component of the new School Development Plan 2016-19

Policy Formation and Consultation Process

- The policy was drawn up by the school based on advice and guidance from CCEA, D.E. N.I. and E.A. as outlined above.
- Parents were able to comment on the policy before its adoption and were alerted to the consultation by letter.
- The policy and the delivery of RSE were discussed with pupil representatives on the School Council, who were then given opportunity to consult with their respective Form Classes.
- The teaching staff were consulted on the draft policy at a staff meeting. The Pastoral staff also considered the policy at a Pastoral meeting.
- Governors were asked to comment on the policy at an early stage and the policy was later adopted by the full Board of Governors.
- The ratified policy will be sent to all parents and made available on the school's web site. It will be reviewed as part of a 3 year cycle of review of pastoral policies (review due in 2019). Comments on this policy should be addressed to the Vice-Principal (Pastoral)

Definition

Relationships and Sexuality education (RSE) is the acquisition of knowledge, understanding and skills and the development of attitudes, beliefs and values about sexual identity and relationships.

A Relationships and Sexuality Education programme will provide young people with:

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

Values, Ethos, Moral and Ethical School Framework

"Sex education.... must not be value free..... Schools' programmes of sex education should therefore aim to present facts... within a clear framework of values"

Circular 5/1994 Education Act 1993: Sex Education in Schools.

The Christian ethos of the school provides a moral and ethical framework for RSE where pupils are encouraged to demonstrate the following **values**:

- respect for themselves and others;
- honesty and integrity in their dealings with others;
- courtesy, respect and tolerance for others;
- an appreciation for diversity;
- commitment , trust, bonding and mutuality within relationships;
- critical awareness of themselves and others;
- an appreciation of rights, duties and responsibilities in relationships;
- compassion, forgiveness and care as essential elements in the fostering of good relationships;
- Self-discipline.

The **moral framework** of the school seeks to educate pupils to:

- distinguish between right and wrong;
- articulate their own attitudes and values;
- take responsibility for their own actions;
- recognise the moral dimension to situations;
- understand the long and short term consequences of their actions for themselves and others
- develop for themselves a set of socially acceptable values and principles, and set guidelines to govern their own behaviour;
- recognise that their values and attitudes may change over time;
- behave consistently in accordance with sound principles.

Within this framework the following **key messages** will be delivered:

- the deferment of sexual activity until the young people are physically and emotionally mature enough to understand the inherent responsibilities;
- an appreciation of the value of stable family life, marriage, permanent loving relationships and the responsibility of parenthood;
- a recognition of the positive benefits of seeking sexual fulfilment within a permanent, committed relationship with one person;
- abstinence as a positive option for young people.

Aims and objectives of Relationships and Sexuality Education Policy

Aims

The aims of RSE are to:

- Enhance the personal development, self-esteem and well-being of the young person;
- Help a young person develop healthy and respectful friendships and relationships;
- Foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework;
- Promote responsible behaviour and the ability to make informed decisions;
- Help a young person come to value family life and marriage;
- Promote an appreciation of the responsibilities of parenthood;
- Promote an appreciation of the value of human life and the wonder of birth.

These aims are important as they:

- Respect the rights of children and young people
- Promote a better understanding of diversity and inclusion
- Help young people keep themselves safer in the digital world
- Help young people to recognise and challenge inappropriate behaviour and touch
- Provide reliable, accurate and age-appropriate information
- Increase young people's awareness of sexual health

The objectives of Relationships and Sexuality Education (RSE)

The RSE curriculum should enable pupils to:

- Acquire and develop knowledge and understanding of self;
- Develop a positive sense of self-awareness, self-esteem and self-worth;
- Develop an appreciation of the dignity, uniqueness and well-being of others;
- Understand the nature, growth and development of relationships within families, in friendships and in wider context;
- Develop an awareness of differing family patterns;
- Develop strategies to make decisions, solve problems, and implement actions in various personal, social and health contexts;

- 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 personal relationships;
- Develop coping strategies to protect self and others from various forms of abuse;
- Acquire and improve skills of communication and social interaction;
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development;
- Develop a critical understanding of external influences on lifestyles and decision making;
- Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections;
- Understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality;
- Develop skills for coping with peer pressure, conflict and threats to personal safety.

The management and co-ordination of Relationships and Sexuality Education in the school

Delivery of RSE

The RSE programme will be overseen by the school's Pastoral leaders, including the Vice-Principal (Pastoral), Year Heads, Personal development (P.D.) & Learning for Life and Work (LLW) co-ordinators. Heads of Department will contribute to the formation of a whole school overview of the delivery of RSE within subjects.

RSE will be primarily taught as an integral component of the PD programme. The PD programme is designed and kept under review by the co-ordinator for PD and is delivered by Form teachers to mixed gender Form classes.

The PD programme employs a range of teaching and learning strategies, including active learning methods.

Teachers are expected to take account of the special educational needs of pupils and adapt lessons and resources so that all pupils can benefit from the class.

Elements of RSE will also be taught in HE and other subject areas as outlined in Appendices 2-4. In future a thematic approach could be developed to aid the cross-curricular delivery of RSE.

Selection of resources

Teachers must be cautious about the resources they use to deliver RSE and must satisfy themselves that the resources they plan to use:

- reflect the ethos of the school;
- are age-appropriate, inclusive, and sensitive to the pupils' needs and experiences; and
- are factually accurate, up-to-date and make clear distinctions between fact and opinion.

Inappropriate/explicit images should not be used under any circumstances.

Advice to staff on dealing with sensitive issues

Sensitive issues can include those about which different individuals/groups disagree, and hold strong opinions on. Such issues can often divide society and arouse strong feelings as they tend to deal with fundamental questions of values and beliefs. Issues such as abortion, same-sex marriage, sexual orientation, gender identity, sexual abuse and family lifestyle all have the potential to be sensitive, depending on the personal experiences, opinions and values of each individual within the classroom and on the distinctive ethos of the school.

Sensitive issues are part and parcel of life. Young people are aware of them, and want to talk about and understand them, particularly those sensitive issues which are also topical. Pupils should not be denied the opportunity to explore such issues, in an age appropriate way, simply because a teacher feels uncomfortable discussing them. To do this is to leave young people ignorant and unprepared to engage and deal with the diverse and complex range of issues facing them in society today. When teaching sensitive issues, teachers must plan for and be prepared to deal with the strong emotional responses which pupils often have. This is where the teacher can draw on the Personal Development curriculum framework within which Relationships and Sexuality Education sits to help pupils develop an understanding of their feelings, thinking and behaviour, and to develop strategies to manage and cope with these feelings.

There will be occasions when teachers will have to use their own discretion and judgement about how to deal with particular questions raised by a pupil or a group of pupils. Teachers should exercise their professional judgement as to whether it is appropriate to deal with the question in a whole-class forum. It may be more appropriate to respond on an individual basis or to arrange time for group discussion outside class time. The teacher may also wish to discuss questions posed with a senior member of staff to ascertain how the matter can be appropriately addressed.

Monitoring and Evaluation of Relationships and Sexuality Education Provision.

The monitoring and evaluation of each strand of the RSE programme is the responsibility of the Head of Department of each contributing subject. The pastoral leaders will monitor and evaluate the holistic programme. The Vice-principal (Pastoral) will map RSE provision across the school by the date of the first review. The opinions of a sample of pupils, parents, teachers and governors will be canvassed for the purposes of evaluation and improvement.

Staff Development and Training

Teachers expected to deliver RSE will be given appropriate training and guidance. *Teachers must respect the Christian values and moral framework of the school and work within this context. Teachers may seek the guidance of their Head of Department in the delivery of RSE related topics within subjects and that of the co-ordinators for LLW and PD when delivering RSE lessons through these forums. Schemes of work and structured lesson plans will help to guide teachers in their delivery of sensitive material. If a teacher feels uncomfortable about the course a lesson is taking they should close down the discussion in a respectful manner and discuss the situation with the appropriate Head of Department or Head of Year. The VP(Pastoral) must also be kept informed.*

Guidance to teachers regarding confidentiality and disclosure

Teachers play a significant role in the early detecting of 'at risk' pupils and should always be alert to pupils experiencing distress and/or changes in their behaviour, as the majority of young people do not report when they are being abused or exploited. A foundation of trust and respect is needed for the effective delivery of RSE. Pupils should feel reassured that their teacher cares about their wellbeing and be aware that there are adults whom they can talk to and confide in. Pupils must be led to understand that the promise of confidentiality is never an option in the classroom or school setting. They should know where the sources of confidential help are and how they can access them. It must be clear to pupils that, whilst teachers will offer support, they are obligated to notify the designated teacher for child protection/safeguarding if they are concerned that the pupil may be 'at risk'.

Procedures for the involvement of outside agencies/individuals in supporting the delivery of RSE

When visiting speakers and external agencies are used in RSE, the teacher in charge will check the aims, objectives, lesson plans and resources to ensure that they are appropriate and support the ethos of the school. Visitors will be provided with the school's RSE policy and are asked to adhere to it. The school ensures that speakers are clear about the limits of confidentiality and that the designated teacher must be informed of any disclosures that might suggest that the pupil is at risk or that abuse is suspected.

Parents are informed when outside agencies are being used. A teacher will be present when a visitor is taking a class.

Role of Parents

- The school recognises the leading role played by parents in educating their children about relationships and sexuality. The school's RSE programme seeks to be complementary and supportive of this role and will be delivered in the context of the school's ethos.
- Parents who wish to discuss matters relating to RSE should contact a Vice-Principal in the first instance.
- While, there is no statutory parental right for the withdrawal of a child from RSE, the school wishes to respect the views and concerns of its parents and will, as far as practical, make alternative arrangements for any pupil whose parent requests exemption from specific RSE activities.
- Parents are made aware of any concerns that the school has in respect of RSE. The school may inform parents on RSE issues in its newsletters and circulars and by the distribution of leaflets from external agencies, if available. Matters specific to a pupil or a small group of pupils are dealt with in accordance with the child protection policy and the parents of the children concerned are informed.

Links across the curriculum

The school's RSE programme is delivered through

- Personal Development classes (strand of Learning for life and Work) taken by the Form teacher
- Curriculum subjects and especially Science, RE and HE
- Workshops and conferences
- Assemblies

Within **Personal development** pupils will have the opportunity to:

- Explore and express a sense of self;
- Explore personal morals, values and beliefs;
- Investigate the influences on a young person;
- Explore the different ways to develop self-esteem;
- Explore the concept of Health as the development of a whole person;
- Investigate the influences on physical and emotional/mental personal health;
- Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour;
- Develop strategies to promote personal safety;
- Explore the qualities of relationships including friendship;
- Explore the qualities of a loving, respectful relationship;
- Develop coping strategies to deal with challenging relationship scenarios;
- Develop strategies to avoid and resolve conflict;
- Explore the implications of sexual maturation;
- Explore the emotional, social and moral implications of early sexual activity.

Within **Science**, while there is an emphasis on factual, biological material pupils are encouraged to develop a responsible attitude to sexual behaviour. Topics taught include:

- Physical changes at puberty;
- Reproductive systems
- Menstrual cycle
- Fertilisation, development and birth
- Healthy pregnancy
- Contraception (Key Stage 4)
- Sexually transmitted infections (Key Stage 4)
- Interpersonal relationships

Within **Home Economics** there is opportunity to:

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

Religious Education enables pupils to explore the moral and religious basis for their values and attitudes. Pupils are able to explore topics within the school's Christian ethos :

- Friendship and respectful relationships
- Sexuality
- Preparation for marriage
- Living as a single person
- Parenting

In **Physical Education** the emphasis on the development of a positive attitude towards physical activity encourages the fostering of a positive self-image and sense of fair-play and of working with others.

The study of **English Literature** gives pupils opportunity to analyse and comment on the attitudes, behaviours and decisions of fictional characters. In **English language** classes pupils are able to communicate their opinions and values on a wide range of topics including subjects such as keeping safe on-line. Furthermore **Drama** may enable pupils to role play situations and so explore feelings.

Pupil access to the internet within school is filtered through the C2k system. Pupils are required to sign an "acceptable use of the internet" agreement when applying for admission to the school. **ICT** has a bespoke programme that includes lessons on responsible use of electronic communication, sexting and keeping safe on line. Further information is included in our e-Safety policy.

Art & Design and Music all afford pupils opportunity for self-expression and non-verbal communication.

Conferences

The school uses the services of **“Love for life”** to help with the delivery of RSE. The programmes used are:

Year 9 – **i: Zone**- value and uniqueness of each individual, self-worth, coping with change, growing up, identifying influences, target setting, peer pressure, the value of friendship and assertiveness.

Year 11-**Icebergs and Babies**- explores issues such as pressures on young people, the media and sex, self-image, virginity as a healthy life choice, the consequences of sex, commitment.

Year 13- **The sex factor**- The relationships and responsibilities of a healthy relationship.

See Appendices 5-7 for details

Outside/agency speakers are occasionally used to give talks related to RSE as part of the Key Stage 5 General Studies.

Assemblies

Assemblies are a time for corporate worship and for reflection on moral and social responsibilities. Tailored assemblies are on occasions used as a means of raising awareness of a pertinent issue e.g. misuse of the internet.

Links to other school policies

Other related policies include:

- Anti-bullying Policy
- *Policy on using outside agencies and vetting arrangements*
- Pastoral Care Policy
- *Confidentiality Policy*
- Safeguarding/Child Protection Policy – *how the school will support pupils who are thought to be ‘at risk’, and how the school will assess the ‘at risk’ pupils*
- Behaviour Management & Discipline Policy
- E-Safety Policy
- Drugs Education Policy

Appendix 1 – School Aims

Our goal is to educate the young people entrusted to our care to the highest academic standards according to their ability and to develop their gifts and talents for the good of themselves and of others.

We aim to:

Educate and develop pupils to the highest standards according to their ability, providing equal opportunity for all, and promoting the fulfilment of each pupil's academic, cultural and sporting potential;

- Provide an orderly and caring learning environment which combines high expectations with the necessary support to challenge and fully develop pupils intellectually, morally and socially;
- Engender a sense of community, loyalty and mutual respect within the school, and promote a partnership between pupils, staff and parents;
- Encourage positive engagement with the community;
- Foster initiative and independent judgement, and encourage pupils to take responsibility for their conduct, learning and future plans;
- Promote the development of self-discipline, confidence, knowledge and skills that are required to progress in modern society and the world of work, including entrepreneurial skills and those related to the use of new technologies;
- Provide appropriate information to allow pupils to make informed decisions on personal, social and environmental issues;
- Cultivate an attitude of service to others.

Essentially we believe that the best interests of pupils are best served by a balanced education based on Christian values, tradition and tolerance.

Appendix 2 Key Stage 3 RSE curriculum embedded within subjects- under development

Appendix 3 Key Stage 4 RSE curriculum embedded within subjects -under development

Appendix 4 Key Stage 5 RSE curriculum embedded within subjects- under development

i:ZONE

i:ZONE is our all new programme for those pupils who are in the early stages of their post primary education. This programme, which replaces "Who's choosing?" encourages pupils to investigate the structure and function of the human body and its amazing capabilities before looking at some of the pressures of growing up. Pupils will identify and examine various influences on their lives and think carefully about how these can bring them closer to their identified goals and targets.

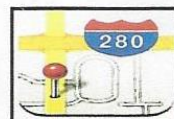
During this action packed presentation we will think about many changes that young people experience and identify strategies for managing those changes. The Presentation concludes with an interactive activity that equips your pupils with the skills to be assertive and to say no to negative pressure

The **i:ZONE** programme supports the Revised Curriculum for Northern Ireland by empowering young people to make important decisions from an informed and responsible perspective. The presentation embraces the methodologies and ideas of the revised curriculum by encouraging young people to play an active role in their learning experience.

Topics covered in the presentation:

- The value and uniqueness of each individual
- Managing change
- Identifying influences on young people
- Target setting for pupils
- Strategies for dealing with pressure
- Positive relationships and conflict resolution
- How to say no with confidence

Love for Life realises that the needs of individual schools are very specific and are therefore happy to customise our presentations to ensure that the needs and ethos of every partner school are met and promoted.



Description of Presentation: This exciting and media rich presentation is designed for pupils in the early years of secondary education. It allows pupils to examine issues such as the value and uniqueness of each individual, self worth, coping with change, growing up, identifying influences, target setting, peer pressure, the value of friendship, and assertiveness. At Love for Life we always seek to create a comfortable and non threatening environment for pupils to learn.

Suggested learning intentions:

Pupils are learning:

- To understand the need for balance between the elements of health
- To be able to seek advice when necessary from their own personal support systems
- To understand the importance of personal responsibility.
- To understand the strength of influences such as media, friends and family
- Strategies for coping with changes in family/friendship relationships
- To respect the rights of others to have their own opinion
- To be aware of possible consequences of an action
- To be able to make reasoned and informed decisions
- To be aware of the qualities and values necessary to sustain a good friendship
- To understand the concept of love and romantic relationships
- To be aware of the role of the media on attitudes, values and behaviours towards relationships
- To be aware of the implications of smoking for health
- To understand the potential impact of alcohol misuse on the individual

Development of Skills and Personal Capabilities:

- Pupils will have the opportunity to develop the skills of thinking, problem solving and decision making.
- Pupils will develop the skill of working with others as they discuss various issues in groups throughout the presentation.
- Pupils will develop concepts for self management in the area of relationships.

In Sync Personal Development Themes addressed:

- Theme 1: Health and the whole person
- Theme 2: Feelings and emotions
- Theme 3: Managing influences and making decisions
- Theme 4: Self concept
- Theme 5: Managing change
- Theme 6: Morals, values and beliefs
- Theme 8: Safety and managing risk
- Theme 9: Relationships and Sexuality
- Theme 10: Drugs awareness

Attitudes and Dispositions:

- Personal responsibility
- Concern for others
- Commitment
- Integrity-moral courage
- Respect
- Self confidence
- Openness to new ideas
- Flexibility
- Tolerance
- Community spirit

Key concepts:

The following concepts and relevant statements of minimum requirement will be addressed:

- **Self awareness**
- **Personal Health**
- **Relationships**

ICEBERGS and BABIES

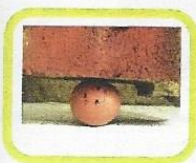
At Love for Life we recognise that young people today face tremendous pressure from many places and often find themselves confused about who they should be listening to. *Icebergs and Babies* is our presentation aimed at 14/15 year old pupils and begins by looking at the types of pressure that young people are under and sources of that pressure.

A recent survey stated that young people are exposed to approximately 90 000 images of sex from the media between the ages of 8 and 18 so we take some time to look at how the media uses sex to sell us products and keep our attention as viewers.

The presentation includes music and videos and examines perceptions of virginity and sex. Emotional harm, pregnancy and Sexually Transmitted Infections are identified and discussed as consequences of sex. In all of our presentations we seek to remind young people that they are responsible for making their own decisions and should at all times seek to respect themselves, respect others and respect their bodies.

Topics covered in this presentation:

- Sources of pressure on young people
- The media and sex
- Self image
- Virginity as a healthy life choice
- Consequences of Sex:
 - emotional hurt
 - unplanned pregnancy
 - sexually transmitted infections



Title: Icebergs and Babies

Year 10 and 11

Time: 1 hr 45mins

Description of Presentation: In Personal Development it is essential to plan for progression and so this program encourages pupils to build on the foundation of our earlier programmes and to work in groups to discuss issues surrounding choices and pressure. The presentation uses scenario and video to engage pupils in an entertaining way while they explore important issues such as pressure on young people, the media and sex, self image, virginity as a healthy life choice, the consequences of Sex and commitment.

<p><u>In Sync Personal Development</u> <u>Themes addressed:</u></p> <p>Theme 1: Health and the whole person Theme 2: Feelings and emotions Theme 3: Managing influences and making decisions Theme 4: Self concept Theme 5: Managing change Theme 6: Morals, values and beliefs Theme 8: Safety and managing risk Theme 9: Relationships and Sexuality Theme 10: Drugs awareness</p>	<p><u>Suggested learning intentions:</u></p> <p>Pupils are learning:</p> <ul style="list-style-type: none"> To respect the views and opinions of others, reaching agreements using negotiation and compromise To manage emotions and behaviour in a range of situations To understand the impact of societal norms on decision making Identify situations in which they feel under pressure, how they presently cope with these situations and the appropriateness of responses they use That adolescence is one of the milestones of their development That life is more than physical To make the link between emotions and risk taking behaviour To reflect on the risks and dangers linked to dating To explore the emotional, social and moral implications of early sexual intercourse/relationships within both committed and casual relationships To be aware of the incidence, types, transmission and consequences of STI's To understand that pregnancy is a real consequence of sexual activity To consider the implications of drugs misuse for self and others 	<p><u>Key Concepts of Personal Development</u></p> <p>Self-Awareness Considering the importance of self-confidence and self-esteem to physical and emotional/mental health.</p> <p>Personal Health Understanding the importance of recognising and managing factors that may influence physical and emotional/mental health</p> <p>Relationships Which provides opportunities to understand the importance of forming and maintaining relationships to physical and emotional/mental health</p>
<p><u>Development of Skills and Capabilities:</u></p> <p>Pupils will develop the skills of thinking, problem solving and decision making.</p> <p>Pupils will develop the skill of working with others as they discuss various issues in groups throughout the presentation.</p> <p>Pupils will develop strategies for self-management in relation to dealing with influences and behaviour.</p>		



This exciting presentation allows young adults to develop skills and competencies related to decision making on the important issues of relationships and sex. Using a mixture of whole group presentations and smaller workshop activities, pupils will address crucial ideas about how to make healthy choices as they prepare for life after school.

This programme is aimed at post 16 pupils who are preparing for university or employment and may be moving away from home for the first time, socialising in new environments or meeting new challenges.

At Love for Life we seek to encourage young people to make responsible and informed choices after they have carefully considered options and consequences. We realise that young adults face difficult and demanding choices in the later teenage years and Love for Life would be delighted to partner with your school to tailor a package that would best suit your pupils.

Topics covered in this presentation:

- Committed relationships
- Sexual freedom
- Sexually Transmitted Infections
- Contraception
- Unplanned pregnancy
- Sex and the law
- Other risk taking behaviour



Title: The Sex Factor

Year 13 and 14

Time: 1hr 45mins

Description of Presentation:

This workshop based presentation has been designed for pupils who are preparing to leave school and aims to develop their understanding of relationships and the responsibilities of healthy relationships. The presentation seeks to prepare such pupils for the opportunities, responsibilities and experiences of life by equipping them with appropriate knowledge, understanding and skills.

Pupils should be enabled to:

- Examine the issues of trust, loyalty and commitment as important components in long term relationships.
- Gain a sound understanding of the range of contraceptives available and the advantages and disadvantages of each.
- Develop and understanding of what constitutes a healthy relationship.
- Explore the role of values and attitudes in the development and maintenance of such relationships.
- Pupils will look at the issue of consent and the laws surrounding sexual behaviour.
- Identify a range of strategies to resolve challenging relationship scenarios.
- Discuss abstinence as a viable option in a relationship.
- Identify the consequences of unhealthy sexual relationships, for example Sexually Transmitted Infections, unplanned pregnancy and emotional stress.
- Identify ways to manage risk leading to positive outcomes.
- Consider long term consequences and how these can differ from the short term.

Young people should be able to:

- Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions.
- Work effectively with others
- Demonstrate self-management
- Communicate effectively
- Manage risk
- Resolve conflict

Pupils should have opportunities to:

Self-awareness:

- Explore personal morals, values and beliefs.
- Investigate the influences on a young person.

Personal health:

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

Relationships:

- Explore the implications of sexual maturation.

Appendix 8

Use of external agencies in Key Stage 5 General Studies

Visiting speakers include representatives from:

PSNI- Keeping safe at university

- Sexting and Grooming

The Blood Donation Service

Mood Matters- Mental health education.