
Clounagh Junior High School

Relationships and Sexuality Policy

Date of approval:	June 2025
Date for renewal:	June 2029



Clounagh Junior High School is a controlled school operating as a partner within the Craigavon Area (two-tier) Dickson Plan. Pupils transfer directly from primary school at the end of Key Stage 2 and remain in Clounagh for three years i.e. 11-14 years.

The mission statement of the school “Empowering pupils for a world of change” illustrates the importance attached to preparing young people to take their place as responsible citizens in society.

The Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023 requires the curriculum for every grant-aided school shall, in relation to key stages 3 and 4, include age-appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion.”.

Definition

The definition given below regarding Relationships and Sexuality Education is one which the school believes to be of major importance in the ‘holistic development of our young people’:

Relationships and Sexuality Education (RSE) is a lifelong process encompassing:

- The acquisition of knowledge, understanding and skills, and
- The development of attitudes, beliefs and values about sexual identity, relationships and intimacy.

(CCEA Relationships and Sexuality Education Guidance an Update for Post-Primary Schools)

Context

RSE is essential if young people are to make responsible and well-informed decisions about their lives. Such education should be taught in a sensitive and inclusive manner appropriate to the pupil’s emotional and physical age and stage of development. The focus is to provide pupils with the skills to build health and respectful relationships and providing information to encourage self-esteem, positive beliefs, and mutual respect to develop their physical, social and emotional well-being in an ever-changing world. At Clounagh we follow the CCEA progression framework for Key Stage 3.

Aims

Clounagh Junior High School's RSE provision seeks to:

- provide positive, purposeful, safe and structured opportunities for pupils to examine and explore the various relationships in their lives based on mutual respect and responsibility;
- provide age- appropriate information by which pupils can acquire a knowledge and understanding of human relationship and sexuality;
- provide pupils with the information and skills to encourage them to make informed choices regarding the wide range of opinions, values and attitudes to which they may be exposed by society, culture and media;
- encourage pupils to form values, express opinions and adopt positive personal behaviours within a moral and social framework;
- encourage pupils to avoid behaviours which could be harmful to themselves or others by focusing on building self-esteem, mutual understanding and emotional resilience;
- encourage pupils to use appropriate terminology when dealing with matters identified within the Relationships and Sexuality Policy.

Inclusion

At Clounagh Junior High School we acknowledge that RSE should:

- be available to all young people in a manner most suitable to their age and ability
- be delivered in a manner reflective of the School's Christian ethos.
- encourage and develop a respect of self and others
- be set in a moral framework which is inclusive with respect to culture, religion sexual orientation and social background.
- respect the diversity of cultural identity, be aware of the traditions and beliefs of others
- promote mutual understanding and tolerance
- be delivered in a learning environment which seeks to avoid stereotyping where issues can be discussed using appropriate language and terminology
- provide opportunities for both genders to engage in activities whereby they can talk about their interests, attitudes, emotions, concerns and feelings.

Confidentiality/Support

- Confidentiality cannot be maintained in a classroom situation however, staff and pupils are not encouraged to talk about personal relationships or experiences during class discussions.
- Teachers are not in a position to promise/guarantee confidentiality

- Teachers can provide all pupils with information about where and from whom they can receive confidential advice and support.
- Teachers should encourage pupils, where possible, to discuss concerns with parents/carers in line with Clounagh Junior High School's Safeguarding Policy and informed by Education Authority Child Protection Procedures and DENI Safeguarding and Child Protection in Schools. (2024) Teachers must inform the Designated Teacher for Child Protection of any disclosure which might suggest that a pupil is at risk.

Delivery of RSE Programme

The delivery of the RSE programme is shared across several areas of the school curriculum i.e. Personal Development, Citizenship, Religious Education, Science and Home Economics. The personal development programme is delivered as discrete lessons, complimented by contribution in several other subjects. (See appendix 1-3) Beyond the classroom opportunities are also utilised with the expertise and services of agencies, such as Emotional Wellbeing Team in Schools, 'Love for Life', PSNI, YMCA and other organisations according to need. School assemblies, visiting speakers, drama presentations and workshops may also be used to strengthen the partnership between schools, parents and the wider community as promoted in Every School A Good School.

Important

Whilst Relationships and Sexuality Education is a statutory component of the Northern Ireland curriculum, parents or carers have a right to have their children educated in accordance with their wishes. Therefore, whilst there is no legislative provision permitting parental withdrawal from sex education, schools can grant these requests on an individual basis.

We are also mindful that there may be occasions when specific issues of a sensitive nature which may need to be addressed by either a male or female member of staff. However, the actual RSE programme will be delivered by staff of both genders.

Where external agencies, visiting speakers or other organisation are involved in the delivery/support of elements of the RSE programme Clounagh Junior High will:

- inform such agencies of the school's ethos, age range and ability;
- provide a copy of the RSE policy;
- inform such agencies of the Safeguarding Policy regarding confidentiality and disclosure;
- discuss content and means of delivery with relevant parties;
- ensure that at least one teacher is always present when an external agency is delivering an aspect of the Relationship and Sexuality Education Programme;

- arrange for an evaluation to be carried out by relevant staff and pupils regarding the value or quality of such external provision.

Roles and Responsibilities

We acknowledge our responsibilities to develop, promote, advise and implement appropriate policies, procedures and practices which safeguard all pupils and provide appropriate support where required. We seek to encourage all pupils to work to their full potential, to provide an appropriate level of challenge and to give them the information, skills and confidence to make informed decisions and suitable life choices in order that they become the best that they can be. The following roles and responsibilities have been identified.

The Principal will:

- ensure the implementation and regular review of a Relationships and Sexuality Education Policy.

Vice-Principal (Pastoral) will:

- assist in the development of and dissemination of relevant policies and procedures;
- liaise with relevant staff regarding the planning implementation and delivery of a relevant LLW programme;
- liaise with Personal Development Co-ordinator and other staff regarding the integration of the Relationships and Sexuality Education Policy;
- liaise with staff regarding potential RSE elements identified within specific subject areas;
- liaise with external agencies in order to enhance effective RSE provision.

Teaching staff:

- may provide general advice and support whilst remaining conscious of professional roles and responsibilities;
- should liaise with Year Heads as and when required;
- should act as positive role models to pupils;
- should recognise that in cases where medical advice is sought this should only be given by qualified medical professionals
- should follow identified policies/procedures regarding access to school-based counselling services'
- should follow school policy regarding disclosures/safeguarding issues.

Parents/Carers

Clounagh Junior High School acknowledges the fact that for pupils the learning process has begun informally, with their parents or carers long before any formal education takes place at school, particularly in the area of relationships and sexuality. This important influence on a young person's life does not stop when they start school. In Clounagh we view education in terms of a partnership where we encourage parents to play an active role. Our Pastoral Team are willing to support parents/carers in this important area, to this end we encourage communication through the schools 'open door' policy where concerns can be addressed.

Relationships and Sexuality Education Programme

Pupils will have opportunity to:

- Explore a sense of self – feelings, emotions, responsibilities, needs, aspirations.
- Explore personal values, moral framework, personal integrity.
- Investigate influences on a young person e.g. peer pressure, media, trends, fears, motivations, bullying.
- Develop media awareness and an understanding of their digital footprint, internet safety strategies, forms of cyber bullying and stereotyping.
- Develop strategies to promote personal safety online and offline, to understand and manage risk, to seek help.
- Develop an understanding of how substance misuse influences behaviour, increases risk to safety and impairs the ability to consent.
- Consider ways to develop self-awareness and self-esteem e.g. setting targets, building resilience, recognising achievement, exploring new interests and skills.
- Explore the concept of health of the whole person and influences on physical and mental health including personal hygiene, addiction, substance misuse.
- Develop an understanding about changes in the body, mind and behaviour e.g. puberty (including menstruation education), body image, mood swings.
- Explore the qualities of different types of relationships including healthy relationships, boundaries (coercion and consent), gender issues.
- Examine roles and responsibilities and how those will change in future.
- Consider coping strategies to deal with a variety of challenging relationship scenarios.
- Developing strategies to avoid, manage and resolve conflict e.g. active listening, assertiveness, negotiation, mediation.
- Explore issues around sexual maturation including fertility, sexual health, conception, contraception, teenage pregnancy, childbirth.

- Explore emotional, social and moral implications of early sexual activity, considering personal values, the Law, STI's, teenage parenting, why people might choose to have an abortion, coercion and consent.
- Develop an understanding of sexual identity and gender including awareness of forms of bullying, prejudice and the need for tolerance, acceptance and respect.

Dealing with many of the above issues will provide opportunities for talking and listening, decision making, problem-solving and working with others. These classroom activities are part of every teaching and illustrates the contribution, directly or indirectly different subject areas can make to RSE.

Issues outlined in RSE are presented free of sensationalism and bias in a non-judgemental manner respectful of diversity and the differing experiences/circumstances of our pupils.

Review of the Relationship and Sexuality Education Policy

The RSE policy and programme has been developed and informed by the ethos of Clounagh Junior High School, CEA guidance, Department of Education, NI Statutory requirements and legislation. They are drawn up in consultation with pupils, parents, carers, members of staff and School Governors.

The policy will be reviewed biennially.

The policy will be placed alongside the following related policies:

- Pastoral Care Policy
- Safeguarding Policy
- Safe Handling Policy
- Staff Code of Conduct Policy
- Anti Bullying Policy

This policy was approved at a meeting of the Board of Governors at a meeting held

on

Signed:

Chair of the Board of Governors

Date:

Appendix 1

This year you will have opportunities to develop knowledge and skills in all 3 areas of the Personal Development Curriculum for Key Stage 3: Self Awareness, Personal Health, and Relationships.

START

The Year Ahead for Year 8.

Term 1

An Introduction to Clounagh.
Managing changes throughout life.
Dealing positively with new situations.

Knowing yourself- A Personal Audit.

How do you learn?
Learning about learning styles and what revision skills work best for you.

Why do we have rules?
Identifying and managing risky situations.
Personal safety and the safety of others.

Term 2

Understanding and managing feelings and where they come from.
Recognising negative feelings.

Menstrual wellbeing.
Understanding and dealing with symptoms of menstruation.
Accessing period products.

Changes during Puberty:
appearance, mood and emotions.
Looking after yourself during puberty.

A Healthy Me.
Positive and negative factors affecting physical, emotional, and mental health.

Term 3

Positive thinking, self-esteem, and self-worth.
Considering factors that can affect our self-esteem and self-worth including social media, altered images and selfies.

Staying safe online.
Rights, responsibilities and behaviour online.
Online peer pressure.

Cyberbullying
How it differs from other forms of bullying and the consequences of cyberbullying.

FINISH

Being an assertive person
in a range of situations.

Dealing with challenging relationships.
Strategies to avoid and resolve conflict.

Who is in my world?
Thinking about all the relationships you have.
The qualities of healthy relationships.
Recognising unhealthy relationships.

There are no assessments or exams in this subject.

Beyond the PD classroom in Year 8 you will:

- Work with "Alternatives" during Induction days to develop your communication skills.
- Meet our REACH mentor.
- Hear about our safeguarding team and counselling services.
- Take part in Young Enterprise "Step Up" workshops to help you set realistic personal targets for the years ahead.
- Learn revision skills and methods in Learn Spark workshops.
- Take part in Anti Bullying Week activities.
- Complete activities on firework safety and bonfire safety.
- Take part in a whole school safety awareness fire drill.
- Take part in Internet Safety Week challenges.
- Work with a team from "Made for More" and workshops to develop a positive self-esteem and self-worth.
- Attend weekly year group assemblies with a variety of themes linked to the Personal Development curriculum. These often focus on character development, morals and values or current affairs.
- Be able to join a range of extra-curricular activities to help you develop your skills, personal qualities, and interests e.g. choir, orchestra, sports, art, cookery, drama and the school play, scripture union and many others.
- Take part in a wide range of House Competitions throughout the year.
- Have a chance to take on responsibilities in school e.g., school council, team captains, class librarian.

Appendix 2

This year you will have opportunities to develop knowledge and skills in all 3 areas of the Personal Development Curriculum for Key Stage 3: Self Awareness, Personal Health, and Relationships.

START

The Year Ahead for Year 9.

Term 1

Focus on the year ahead and setting targets. What do I want to achieve and who or what might influence me?

Aspects of your personal health: Social Physical Emotional Cognitive Spiritual

How do you learn?

Learning about learning styles and revisiting what revision skills work best for you. Connecting learning and career choices.

Finding the words to express and manage emotions. Strategies to help cope with difficult feelings.

Term 2

Thinking about friendship and love. Aspects of healthy, loving relationships.

What do I value most? Considering who or what influences your morals and values.

Do I think that is ok? Considering various scenarios to become aware of your moral character.

Winning Ways to Wellbeing. Developing resilience and mindfulness strategies.

Term 3

The impacts of:
- smoking
- vaping
- misuse of alcohol
- misuse of drugs
- misuse of aerosols on personal health, relationships, finances.
Considering legal consequences. The impacts of addiction. Where to get more information or to access help.

Personal responsibilities:
- at home
- at school
- in relationships
Increasing your sense of responsibility.

Considering when will power is needed, what strengthens or weakens your willpower.

FINISH

Coping with loss and grief.

Types of families. Coping with changes in family relationships.

Thinking about your true self. Who or what influences how you behave or react in a range of settings. What do you like about yourself?

Beyond the PD classroom in Year 9 you will:

- Work with "Alternatives" during Induction days to develop your communication skills.
- Meet our REACH mentor.
- Hear about our safeguarding team and counselling services.
- Take part in Young Enterprise "Blast Off" workshops to help you set realistic career targets for the years ahead.
- Learn revision skills and methods in Learn Spark workshops.
- Take part in Anti Bullying Week activities.
- Complete activities on firework safety and bonfire safety.
- Take part in a whole school safety awareness fire drill.
- Take part in Internet Safety Week challenges.
- Work with a team from "Made for More" on workshops to develop your knowledge of the impacts of vaping and alcohol misuse.
- Attend weekly year group assemblies with a variety of themes linked to the Personal Development curriculum. These often focus on character development, morals and values or current affairs.
- Be able to join a range of extra-curricular activities to help you develop your skills, personal qualities, and interests e.g. choir, orchestra, sports, art, cookery, drama and the school play, scripture union and many others.
- Take part in a wide range of House Competitions throughout the year.
- Have a chance to take on responsibilities in school e.g., school council, team captains, class librarian.

Appendix 3

This year you will have opportunities to develop knowledge and skills in all 3 areas of the Personal Development Curriculum for Key Stage 3: Self Awareness, Personal Health, and Relationships.

Term 3 **START**

The Year Ahead for Year 10.
You will have an LLW carousel:
-Term 1 = Employability lessons
-Term 2 = Citizenship lessons
-Term 3 = Personal Development

Pressures teenagers face when it comes to sex.

Understanding consent.
Considering your rights and responsibilities.
Communicating consent.
What is coercion?

Love for Life.
Decisions we make have consequences. A focus on the consequences of early sexual activity.

Understanding conception and contraception options.
Where to access contraception.

Understanding gender and identity.
LGBTQ++ identities and terminology.

Developing healthy, respectful relationships.
Understanding boundaries in relationships.

Sexually Transmitted Infections.
What are the common ones?
Symptoms, treatment and prevention of STI's

How life changes when you become a parent.

Considering the impact of HBT bullying.

Identifying gender stereotypes.

Community of Lifesavers Programme

FINISH

There are no assessments or exams in this subject, but you might choose to do GCSE LLW in your next school.

Leavers events.
CV Building Day
Subject choices.
Induction into new school.

Practical Training Days
-Conscious Casualty
-The Unconscious Casualty
- Choking
-Suspected Heart Attack
-Cardiac Arrest
-CPR
- AED

Beyond the PD classroom in Year 10 you will:

- Work with "Alternatives" during Induction days to develop your communication skills.
- Meet our REACH mentor.
- Hear about our safeguarding team and counselling services.
- Take part in Young Enterprise "Learn To Earn" workshops to help you set realistic personal targets for the years ahead.
- Learn revision skills and methods in Learn Spark workshops.
- Take part in Anti Bullying Week activities.
- Complete activities on firework safety and bonfire safety.
- Take part in a whole school safety awareness fire drill.
- Take part in Internet Safety Week challenges.
- Work with a team from "Made for More" and workshops to develop your knowledge and understanding of the misuse of drugs and other substances.
- Attend weekly year group assemblies with a variety of themes linked to the Personal Development curriculum. These often focus on character development, morals and values or current affairs.
- Be able to join a range of extra-curricular activities to help you develop your skills, personal qualities, and interests e.g. choir, orchestra, sports, art, cookery, drama and the school play, scripture union and many others.
- Take part in a wide range of House Competitions throughout the year.
- Have a chance to take on responsibilities in school e.g., school council, team captains, class librarian.

