

**Art 23:** All pupils in Sperrinview have the right to lead a full and decent life with dignity and independence and to play an active part in the community (RRS team 2015)

**Art 28:** Every pupil in Sperrinview has the right to an education which will be differentiated to meet their individual needs (RRS team 2015)

**Art 34:** Staff in Sperrinview provide a programme to pupils, to ensure their protection from sexual abuse and exploitation (RRS Team 2015)

## Sperrinview Special School

### Relationships and Sexuality Education Policy

### Rationale

We believe that there is a requirement to prepare pupils for the opportunities, responsibilities and experiences of adult life. Pupils will be encouraged to make positive, responsible choices about themselves. Relationships and sexuality education is a lifelong process that encompasses the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with our parents long before any formal education takes place in school.

### Aims.

We aim to:

- Enhance the personal development and well-being of each pupil
- Help pupils to 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 pupils come to value family life and marriage

- Appreciate the responsibilities of parenthood, the value of human life and the wonder of birth.

These aims will be promoted within a framework of morals and values to include:

- Self-respect and respect for others
- Trust within relationships
- Sincerity about oneself and towards others
- Taking responsibility for one's own actions - self-discipline
- Empathy and compassion

## Roles.

The co-ordinator for this subject is Mrs Paula Kelly.

The Principal has overall responsibility for the implementation of the policy.

## Organisation.

RSE forms part of the overall PSE programme in the school.

At Key Stages 1 & 2 the junior programme [see appendix 1 & 2] will be delivered by class teachers and supported by classroom assistants.

At Key stages 3 & 4 the senior programme [see appendix 3] will be delivered by class teachers and supported by classroom assistants.

Prior to term 2 the co-ordinator, in consultation with teachers, will ensure that the Key Stage 3 & 4 pupils are placed in appropriate groups for the delivery of the Social and Personal Development Course [see appendix 4]. Class teachers will have responsibility for delivery of the structured programme to their identified group.

Sensitive issues will be dealt with on an individual basis, following consultation with parents, as and when a need is identified.

Individual needs may be addressed in single gender groups or on a 1-1 basis.

The right to privacy must be respected at all times. However, staff must be aware of the Child Protection Policy and therefore cannot promise confidentiality. There will be occasions when staff will have to exercise discretion and judgement to deal with sensitive issues.

## External Support

Parents

EA Southern Region Advisor for PSHE

School Medical Officer

School Nurse

School Dentist

Learning Disability team

Clinical Psychology Department

CAWT [Co-operation And Working Together]

Nexus

DHSS

Care in Crises

## Staff Development and Training

The co-ordinators will ensure that staff are updated on all developments, legislation and documentation pertaining to RSE through;

- school based inset,
- EA Southern Region based inset,
- attendance at award bearing courses etc;

## Resources

Kidscape

Stay Safe Pack

Teaching Resources for Adolescents - CAWT Project.

Developing Personal Safety Skills - Freda Briggs

Walk Tall - Substance Misuse Programme .

Keeping Myself Safe - Sue Hamilton

A Positive Approach - Belair

My Body is mine. My feelings are mine. Susan Hoke

Portage - Classroom Curriculum.

Chalkface Project

Collins Personal, Social and Health Education Programme 1 & 2.

Examining Self Esteem n the Young - Lou Thompson & Tim

Lowson

Getting Personal - Folens

Sex Education and Sexuality for very Special People - Longhorn

NSPCC Pack

Not Behind the Bike Shed - Thomas Nelson & Sons

Living your Life - Ann Craft - LDA

Sexuality and Mental Handicap - Hilary Dixon

Your Choice Series - Shay and Margaret McConnon

Health Promoting School - NICC

School Improvement - Focus on Boys - CCEA

Pastoral Care in Schools - DENI

Integrating Personal Safety Programmes into the Curriculum -

CCEA

Personal and Social Education - CCEA

## Monitoring and Evaluation.

The RSE Policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff, parents and external support agencies.

## Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Sperrinview Special School**  
**Junior PDMU/RSE Programme**  
**Key Stage 1**

<b>Year 1 Term 1</b>	<b>Year 2 Term 1</b>
Myself	Caring for myself
My Senses	Naming basic body parts
Naming basic body parts	Being myself - I am unique
Being myself - I am unique	Similarities and differences between myself and others
Recognising moods	Introduction to the stages of human development
Personal likes and dislikes	Personal likes and dislikes
<b>Year 1 Term 2</b>	<b>Year 2 Term 2</b>
My Family	Special people in my life
Friendships	Ageing
Respect and caring for family members and friends	Loss and mourning
Personal safety	Personal safety
Bullies	The difference between good and bad touches
<b>Year 1 Term 3</b>	<b>Year 2 Term 3</b>
Individuals within families	Different types of families
Keeping safe	Adults who help
Rules at home, school and community	Rules at home, school and community
Respect and caring for people in the community	Respect and caring for people in the community

**Sperrinview Special School  
Junior PDMU/RSE Programme  
Key Stage 2**

<b>Year 1 Term 1</b>	<b>Year 2 Term 1</b>
My body	Physical, social and emotional changes in puberty
Valuing and respecting myself - personal strengths and weaknesses	Myself and my peers - different rates of growth and physical development, maturity
Feelings	Gender roles
Making choices	Secrets
Right and wrong	How babies begin and are born
<b>Year 1 Term 2</b>	<b>Year 2 Term 2</b>
Identifying positive traits of friendship and corresponding values	Handling difficult situations - teasing, bullying, death etc
Differences and similarities in people	Behaviour - appropriate and non-appropriate physical contact
Families and how they behave	Identifying dangers and risks within relationships
The meaning of friendship and loyalty	Being assertive
The meaning of relationships within families	People who help with anxieties, concerns and questions
<b>Year 1 Term 3</b>	<b>Year 2 Term 3</b>
Appreciation of family in relation to school and community	Helping agencies
Cultural differences in families and family relationships	Messages and images about health, gender roles and sexuality from media, family and peers.

**Sperrinview Special School**  
**Senior PD/RSE Programme**  
 Key Stages 3 & 4

Topic	Content
<b>Myself</b>	Who am I? Name, address, family members, pets, likes/dislikes etc
<b>Confidentiality</b>	Confidentiality, establishment of rules decided by group, personal profiles to highlight individuality
<b>Self-Esteem</b>	This is me, discussion on "What I like about me/you" etc, Making a certificate entitled "Things I do well"
<b>Assertiveness</b>	Looking at Yes and No, knowing what we mean, Knowing it's ok to say no
<b>Choices and Decisions</b>	What is a decision? What do we make decisions about daily? Hard and easy decisions
<b>Relationships [1]</b>	Connections between people, friendships, school interactions. Need for communication. Different types of relationships. Things we like/dislike about others.
<b>Relationships [2]</b>	Things we do that others do not like. Is it easy to change? Strategies to change. Advantages/disadvantages to getting on with others.
<b>Friendships</b>	What is a friend? Why have friends? Qualities of a friend. Making friends. Ways not to behave when making friends. Life with friends.
<b>Diet and Exercise</b>	What does "keeping healthy" mean? What keeps us healthy? Diet. Exercise.
<b>Smoking, Alcohol and Drugs</b>	Who smokes, drinks/takes drugs in our group? Why smoke, drink or take drugs. Facts. Help.
<b>Hygiene</b>	What is hygiene? Why is it necessary? How do we stay hygienic?
<b>Physical Development</b>	Male and female body pictures. Naming body parts. Slang used. Body development. Differences/similarities. Puberty. Problems. Boys - erections, wet dreams, masturbation Girls - menstruation, masturbation, PMT
<b>Sexual Relationships</b>	What do you know about sex? Description of sexual intercourse. Love. Partner. Private. Both consenting. OK to say no. Can result in pregnancy, STD's and AIDS. Some choose not to marry. Some choose not to have sex. Masturbation. Pregnancy. Marriage.
<b>Contraception</b>	Consensual sex. Pregnancy and infections. Methods of contraception. Treatments
<b>Keeping Safe</b>	Good and bad touch/secrets. Saying no. Telling someone. Ways to keep safe.

On an ongoing basis, self-esteem, assertiveness, safety in all areas.