

St. Joseph's Grammar School

Scoil Ghramadaí Naomh Iósaef



RSE POLICY

2023-2024

Policy Author	Mr A Gallagher Teacher in Charge of PD and Pupil Voice
Date Established	2006
Frequency of Review	Every Three Years
Date of Last Review :2020	
Date Approved by Governors	
Date of Next Review	2023

Relationships and Sexuality Education (RSE) Policy

Mission Statement

St Joseph's Grammar School is a Catholic educational community where students are nurtured, respected and guided in accordance with the teaching of Jesus Christ. We are fully committed to academic excellence for our students. We seek to inspire and guide them to become leaders who will promote Christian values and justice in their families, the Church and the wider community.

Rationale

RSE is an educational entitlement of all pupils and is an integral part of the Personal Development Programme. It is an important part of each pupil's emergence into adulthood. St. Joseph's Grammar School advocates the Personal Development approach where young people are given the skills to help them resist peer and media pressure and make informed decisions based on their own internal self-respect and self-esteem.

Why Relationships and Sexuality Education is important:

- **Respects the rights of children and young people**

The United Kingdom Government, including Northern Ireland, is a signatory to the 1989 United Nations Convention on the Rights of the Child (UNCRC) and has agreed to uphold the rights of children and young people as set out in the Convention. This means that all children and young people in Northern Ireland have a right to a good quality education in accordance with the Convention.

- **Promotes a better understanding of diversity and inclusion**

Schools are increasingly diverse spaces reflecting wider societal change. This is acknowledged in the Department of Education's Community Relations, Equality and Diversity in Education Policy (2011). A school should provide a safe, welcoming and inclusive environment: it should foster respect for difference, challenge prejudicial attitudes, and promote equality of opportunity for all pupils. If schools are to encourage young people to be confident and respectful of themselves and others, and prepare them for life after school, the teaching of Relationships and Sexuality Education should be inclusive of all differences regardless of race, age, disability, ethnicity, religion, culture, gender and sexual orientation. Schools should also recognise the diversity of family life in today's society, particularly the fact that some children may have gay, lesbian or bisexual parents or carers, some of whom may be in a civil partnership. All staff must be sensitive and respectful of difference, ensuring that no pupil ever feels or is excluded, or experiences bullying due to their family or home circumstances.

- **Helps young people keep themselves safer in the digital world**

Technology plays an integral role in the lives of many young people in Northern Ireland today: they use the internet to watch programmes, play games, listen and download music, carry out research for school, chat with their friends, and make new friends. In fact, many young people choose to document their entire lives on social media. However, schools need to recognise the fact that, while technological advancements provide many opportunities, risk can accompany opportunity (Devine and Lloyd, 2014).

Cyber bullying, the use of chat rooms, online grooming, access to inappropriate images, and 'sexting' are just some of the ways in which online and digital technology can affect the lives of young people. The National Society for the Prevention of Cruelty to Children (NSPCC) (Wanless, 2013) reports that over a third of young people would prefer to explore issues around sex and sexual identity online rather than ask a teacher or a parent or carer. Searching for information of a sexual nature on the net is making young people highly vulnerable and could expose them to risks including pornography, abuse and exploitation.

Between 15 to 40 per cent of young people are involved in 'sexting' (Ringrose, Gill, Livingstone and Harvey, 2012). 'Sexting' is 'creating, sharing and forwarding sexually suggestive, nude or nearly nude images' through mobile phones and the internet (Lenhart, 2009, page 3). An NSPCC ChildLine Survey (2013) reports that six out of ten 13–18 year olds have been asked to send sexual images or videos of themselves, and that four out of ten have done so. In Relationships and Sexuality Education pupils will have the opportunity to explore the issue of 'sexting', in particular, what constitutes an inappropriate image, and why young people send sexually explicit images. Sending sexually explicit messages, images or videos online or on mobile phones can have devastating consequences for a young person, so teachers need to make time to explore the outcomes of this behaviour. For example, the pupils could consider:

- the emotional effects, such as feelings of embarrassment and regret;
- the loss of control over where the messages, images or videos may end up in the virtual world; and
- how the sending of materials could lead to cyber bullying.

Pupils should also be aware that under **The Sexual Offences (NI) Order 2008** it is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute, or to advertise indecent photographs of any person, including themselves, below the age of 18. The issue of 'sexting' also provides pupils with the opportunity to further explore and discuss related issues such as peer pressure, pornography, negative body image, and low self-esteem.

Through Relationships and Sexuality Education, young people will be taught how to safely navigate the digital landscape which plays such an integral role in their lives. They should be able to:

- identify potential threats or dangers, including all forms of emotional, physical and sexual abuse and exploitation;
- make informed choices and decisions;
- build their resilience; and
- be aware of strategies which they can use to protect themselves. It is important that pupils affected by such issues know where to find appropriate sources of help.

- **Helps young people to recognise and challenge inappropriate behaviour and touch**

Article 34 of the UNCRC enshrines all children's rights to be protected from sexual abuse and exploitation. According to recent reports, child sexual exploitation is increasingly evident and is an issue of serious concern in Northern Ireland (Beckett, 2011; Webb and MontgomeryDevlin, 2013). Whilst any child under the age of 18 can be a victim of child sexual exploitation, it is young people of post-primary school age, particularly between 12–15 years old, who are primarily affected and most at risk (Beckett, 2011). Young people of 16 and 17 years old can also be victims of child sexual exploitation, even though they are legally eligible to consent to sexual activity. As with all forms of sexual abuse, people tend to hold stereotypical views of the type of young people who are at risk. Whilst there are circumstances and factors which can increase the vulnerability of a young person to this form of abuse – for example, female gender, low self-esteem, looked-after children, young people living in difficult home circumstances, substance misuse, being bullied at school, and disengagement with school – the majority of child sexual exploitation victims live at home (SBNI, 2014 page 4). All children and young people, both male and female, are at risk.

Furthermore, over half of victims of sexual violence in Northern Ireland are under 18 years of age (Bunting, 2011), with one in three teenage girls and 16 per cent of teenage boys having experienced sexual violence in intimate partner relationships (Barter, McCarry, Berridge and Evans, 2009). Some pupils will come from homes where there is domestic violence, and therefore may view this behaviour as acceptable and normal within a relationship. The Relationships and Sexuality classroom provides an ideal safe place for pupils to explore sexual and relationship violence. Although some pupils may have had personal experience of sexual violence or an exploitative relationship, the teacher should not avoid these issues in the classroom. Indeed, it makes it more essential, as the effective teaching of Relationships and Sexuality Education can enhance

pupils' awareness of these issues and help them to recognise and challenge inappropriate and unwanted attention from others. It is also important that the pupils are encouraged to challenge the 'blame' that can be attached to victims of sexual abuse and domestic and/or sexual violence in a relationship, particularly female victims because of factors such as how they choose to dress, or their alcohol intake. Through Relationships and Sexuality Education, pupils will develop a deeper knowledge and understanding of personal safety, and the importance of having equal, mutually respectful, consensual, non-exploitative and non-violent relationships. Pupils will also develop the resilience to work their way through difficult situations, and find out where to access help and support.

- **Provides reliable, accurate and age-appropriate information**

Young people should have access to reliable, accurate and relevant information which reflects their age and maturity. All young people, including those with minority needs, must also know where to access a range of services if they need help or support.

Relationships and Sexuality Education provides opportunities for young people to critically evaluate the information they are bombarded with today, particularly the often distorted and inaccurate information about sex and relationships they are exposed to from their peers and social media. Relationships and Sexuality Education can lead to young people making informed choices and decisions by providing opportunities for them to examine their own values and attitudes in the light of those held by others. A deeper understanding of their own personal values and beliefs can help young people to clarify why they think and behave as they do, separate fact from fiction, recognise prejudice, and respect the views, emotions and feelings of others.

- **Increases young people's awareness of sexual health**

Relationships and Sexuality Education is an important vehicle for:

- increasing awareness of issues such as contraception and fertility;
- improving the sexual health and wellbeing of young people; and
- reducing unplanned teenage pregnancy and rates of sexually transmitted infections.

However, despite the fact that research repeatedly shows that quality Relationships and Sexuality Education can delay sexual activity amongst young people, the reality is that many young people are engaging in sexual activity.

In 2013, a Northern Ireland survey of Year 11 and 12 pupils found that one in 10 reported having experienced sexual intercourse, with a further 16.5 per cent reporting some sexual experiences but no sexual intercourse Young Persons' Behaviour and Attitudes Survey (NISRA, 2013). Of those who had experienced sexual intercourse, 45.6 per cent were 14 years old or under when they first had sexual intercourse.

Sexually transmitted infections are an important public health issue in Northern Ireland. Recent data shows an increasing trend in the numbers of new diagnoses, highlighting the fact that young people are at particular risk of acquiring sexually transmitted infections (Public Health Agency, 2013). As the incidences of sexually transmitted infections continues to rise here, pupils should be provided with accurate, factual information about the following:

- the most common sexually transmitted infections;
- the prevention of HIV/AIDS;
- the ways in which these infections can be transmitted; • what constitutes risk-taking behaviour; and
- how to obtain appropriate advice if they are concerned about their sexual health.

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 a sexually transmitted infection.

Birth rates for teenage mothers in Northern Ireland and the United Kingdom are among the highest in Europe, although in recent years there has been an overall decreasing trend in the numbers of births to teenage mothers in Northern Ireland. Between 2000 and 2012 the number of births to mothers under 17 years old was reduced by 50 per cent. However, despite the overall decrease in teenage birth rates in Northern Ireland, there is still an unacceptably high rate of teenage pregnancy, particularly in deprived areas where teenage birth rates are almost double that of Northern Ireland as a whole (DHSSPS, 2012). Moreover, the targeting of boys and young men is an important, yet neglected, part of addressing unplanned teenage pregnancy (Shaw and Mohan, 2012). Relationships and Sexuality Education in schools should address the boy's role in preventing unintended pregnancy, and on the impact teenage pregnancy has on the lives of teenage boys as well as girls.

Policy Formation

The RSE policy was written in accordance with the guidance provided in DE circulars 2001/15, 2001/15b, 2010/10 and 2013/16. It is also written in accordance with guidance published by the Equality Commission on Eliminating Sexual Orientation Discrimination in Northern Ireland. CCEA's guidance for post primary schools on Relationships and Sexuality Education (2001) and Personal Development (2007) was also used. The policy is a key Safeguarding Policy and is closely linked to our Safeguarding and Child Protection Policy, Anti-Bullying Policy and Internet Safety Policy, Positive Behaviour Policy, Service Level Agreement Policy with External Agencies Working in SJS.

Morals and Values

In St. Joseph's Grammar School we are committed to an RSE Programme which upholds the Catholic ethos of the school and include it in all aspects of RSE teaching.

RSE is not intended to be value free. It should be tailored to the age, maturity and understanding of pupils. Our RSE programme therefore aims to provide information in an objective, balanced and sensitive manner, set within a clear framework of Catholic values and an awareness of the law on sexual behaviour. Pupils are encouraged to appreciate the value of family, marriage and permanent loving relationships, and the responsibilities of parenthood. They are helped to consider the importance of self-restraint, dignity, respect for themselves and others, commitment and fidelity. They are 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 acknowledge and recognise that many children come from backgrounds that do not reflect such values and experiences. They recognise that sensitivity is therefore needed to avoid causing hurt and offence to these children and their families, and to encourage the development of their sense of worth. (adapted from DFEE Circular No 5/1994 Education Act 1993: Sex Education in Schools).

The following key messages will be promoted throughout the school:

- An appreciation of the value and sanctity of life from the moment of conception.
- An appreciation of the importance of making informed decisions about family life, marriage and permanent loving relationships based on trust and commitment.
- An appreciation that friendships and relationships should be based on self and mutual respect, honesty, trust and commitment.
- An understanding that exploitation in any friendship or relationship is wrong.
- An appreciation that self-discipline, self-restraint and non-exploitation are important values in developing responsible behaviours in sexual matters.
- A recognition of the positive benefits of a permanent committed sexual relationship with one person.
- An appreciation of the responsibilities of parenthood.

- An acknowledgement of singleness and celibacy as valuable and fulfilling option.
- A recognition that sexual abstinence before marriage is a positive and desirable option which is an achievable reality to which young people can aspire.
- Compassion, forgiveness, mercy, tolerance and care are essential dispositions to develop in relationships.
- Within relationships there should be recognition that rights, duties and responsibilities are involved.
- The promotion of respect for all individuals regardless of sexual orientation and an appreciation of the need to treat all with dignity and respect.
- The need to respect the right of others to hold different views from oneself without aggression or antagonism.

Aims and Objectives

Relationships and sexuality is a major issue for our young people. This policy is intended to provide a framework through which young people can develop the skills, attitudes and values necessary to deal with the challenges which they will meet in this very sensitive area.

- To ensure that the planning and delivery of RSE reflects the ethos and values framework of St. Joseph's Grammar School.
- To value and support school personnel involved in the planning and delivery of RSE.
- To ensure that RSE enables our pupils to develop and maintain safe, healthy, respectful relationships, stay safe and develop their own moral thinking and value system
- To prepare our pupils for adult life, so that they have the knowledge, skills, attitudes and concepts to make informed judgements and choices, in particular in the area of sexual activities, through the school's programme.
- To provide pupils with age appropriate factual information about sexual matters, in the context of Christian principles and loving relationships within a family.
- To provide our pupils with up-to-date, accurate and accessible information about reproduction, sex and sexual health matters.
- To seek to involve parents in the education of their children and where possible to assist them in providing the right relationships at home in which meaningful discussions can take place.
- To involve outside agencies as complementary parts of the Relationships and Sexuality Education Programme, providing medical advice/materials and professional personnel that can be used in the school and to encourage them in providing external support for pupils and families where necessary.
- To encourage personal responsibility in all forms of behaviour.

Outcomes

Desired outcomes are:

- enhanced self-awareness and self-esteem
- healthy and respectful friendships and relationships
- an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework
- responsible behaviour and the ability to make informed decisions
- a sense of value for family life and marriage
- an appreciation of the responsibilities of parenthood
- appreciation of the value of human life and the wonder of birth

Context

RSE provides knowledge and encourages young people to develop the skills, attitudes and values which will allow them to manage their lives in a responsible and healthy way.

a) Knowledge and Information

Pupils will be presented with the relevant information in a sensitive manner using a variety of approaches.

b) Values and Beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values;

- Respect and valuing of themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Responsibility for their own actions.

c) Skills and Abilities

Pupils will be helped to develop the following skills;

- Communication including the making and keeping of healthy relationships.
- Assertiveness and decision making.
- Recognising and using opportunities to develop a healthy lifestyle.

Responding to sensitive issues

In St. Joseph's Grammar School we recognise that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following procedures will be adopted:

➤ **Pregnancy**

We aim to support any Young women who may become pregnant whilst enrolled at our school. Following consultation and agreement with the young mother to be, referral may be made to the SELB's SAM (School Age Mothers) Project.

In the event of a young woman informing the school that she is pregnant we will consider if child protection is an issue. Advice will initially be sought from the school's Designated Teacher for Child Protection Mrs A McGleenan and if it is deemed necessary the school will follow its child protection guidelines.

➤ **'Risky' Children**

This term has been applied to children who display behaviours that may be harmful to other children. Whilst these children have a right to education the school has an obligation to ensure the well-being of the entire school population. In order to do so we will carry out a risk assessment (RAMP).

➤ **Sexual Identity and Sexual Orientation**

We are aware that as young people are growing up they can experience sexual identity and orientation confusion. This may be temporary for some while for others it may become clear with time what their sexual orientation is. It is vitally important that all curricular delivery advocates abstinence as the acceptable option for all young people. 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 Anti - Bullying Policy.

➤ **School absences for family planning issues**

Our school policy for permitting pupils to leave school during the school day will be applied to all requests. This includes requests for absences in relation to family planning issues. Parental permission will always be sought.

➤ **Child Protection**

The foundation for the effective delivery of Relationships and Sexuality Education is the building of secure, trusting, respectful relationships between the teacher and their pupils. 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 also know and understand that the promise of confidentiality is never an option in the classroom or school setting. They must know where the sources of confidential help are and how they can access them. It must also be clear to pupils that, whilst teachers will offer support, they are obligated to notify the Designated Teacher for Child Protection – Mrs McGleenan or any member of the Safeguarding Team if they are concerned that the pupil may be 'at risk' or if a student has made a disclosure. The Designated Teacher will follow school Safeguarding and Child Protection Policy and Procedures.

The young person will also be reassured that he/she will be supported throughout the process.

➤ **Role of Parents** –. The school will never attempt to assume the cloak of parental responsibility. Rather, we view parents as having prime decision making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to these sensitive issues

➤ **Recording and Referral** – Clear and concise records will be kept pertaining to all issues outlined above following school policy and procedures.

➤ **Sensitive issues** - can include those about which different individuals/groups disagree, and hold strong opinions on. 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. In St. Joseph's Grammar School teachers will uphold the Catholic ethos of the school and include it in all aspects of RSE teaching.

➤ **Responding to questions** - Teachers should exercise their professional judgement as to whether it is appropriate to deal with a particular 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 the questions posed with the parents or carers and/or a senior member of staff to ascertain how they would like the matter to be handled.

If pupils raise issues or ask questions that are offensive to some or are above the maturity level of the class, the teacher will not answer the question in class. If the teacher feels that the question was a genuine one, he/she may suggest that the pupil ask their parents. If the question asked raises Child Protection issues, this will be referred to the Designated Teacher for Child Protection. Due to the sensitive nature of some of the issues in RSE teachers have the right to state that for personal reasons they do not wish to give a personal opinion on the issue raised.

The Management and co-ordination of Relationships and Sexuality Education

RSE is co-ordinated by the Vice Principal- Mrs McGleenan, Teacher in charge of PD and Pupil Voice- A Gallagher and Year Heads.

A cross-curricular approach will be adapted, both to encourage cross-curricularity and to avoid unnecessary duplication. Where aspects of the specification are provided from outside the Personal Development Programme, every effort will be made to co-ordinate and sequence the work. Delivery of the programme is through:

- a) Planned aspects within Science, Religious Education, Home Economics, PD and LLW Curricula.
- b) Addressing moral or ethical issues which may arise from apparently unrelated topics in all Curriculum subjects.
- c) PD or occasionally Assembly.
- d) Occasional visits from school nurse or visiting speakers, e.g. Love for Life, ACCORD, Women's Aid, AB Coaching and Cara Friend.
- e) Thematic Form Class Presentations

In recognition of the fact that we all learn in different ways a range of learning styles and teaching strategies will be employed related to active/experiential learning to give pupils relevant information; to enable moral issues to be explored through discussion and to acquire appropriate skills. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.

Generally RSE will be taught in mixed groups so that students are encouraged to work with each other and gain an understanding of each other's perspective. However, opportunities will be provided for single gender groups to discuss specific topics if required.

With regard to RSE, it is important that staff feel comfortable with the subject matter. If in-service training is required and is available staff will be given the opportunity to attend.

Use will be made of external agencies in the provision of expert advice, materials and personnel where these are available. Teacher's will be present during the presentation and should also check that pupils are not uncomfortable or unhappy with either the topics that they are addressing or the teaching methodologies that will be used. Afterwards both the teachers and pupils will have the opportunity to discuss their experience(s) and honestly evaluate the session(s). This feedback will be used to inform their future planning and provision along with any evaluation carried out by the outside agency/individual.

To ensure resources or activities outside agencies/individuals undertake are complementary to and support the ongoing provision of Relationships and Sexuality Education, and are respectful of the school ethos. Staff should be aware of the content of the programme before delivery and agencies should complete a Service Level Agreement (See Appendix A)

The Use of Resources All resources (books, DVD's, videos, TV programmes, internet sites, CD ROMs etc) will be vetted before use by the Safeguarding Team to ensure they are consistent with the school's policy and ethos.

Parents Right of Withdrawal

Parents will have the right to withdraw pupils for all or part of the RSE Programme as long as it is outside the National Curriculum. They will not be able to withdraw pupils from RSE which continues to form part of National Curriculum Science, nor from RSE comprised within other National Curriculum subjects, such as English, Religious Education (provided that such discussion is relatively limited and set within the context of the other subjects concerned). Parents will be informed when their son/daughter will be attending a RSE workshop or presentation and of the content of the presentation. They will be given the opportunity to withdraw their child.

Confidentiality

In St. Joseph's Grammar School we recognise that it is not possible to offer confidentiality at all times. It is essential that at all times confidentiality operates within the boundaries of the school's Safeguarding and Child Protection Policy. All teaching staff must follow the following procedures:

- Confidentiality must be discussed with pupils before beginning an RSE programme or one off session. Ground rules should be agreed with pupils.
- Pupils should be informed that there are instances when confidentiality cannot be held (for example in cases of suspected abuse). Pupils should be fully informed of action that will be taken.

Monitoring and Evaluation

St. Joseph's Grammar School recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE Programme. The Teacher in charge of Personal Development and Pupil Voice- Mr A. Gallagher, in partnership with the Vice-Principal- Mrs McGleenan, Year Heads and all teachers involved in the delivery of the RSE programme will be involved, annually or more frequently if required in light of updates to legislation, DE guidance, national and local experience or emerging trends, in monitoring and evaluation of the effectiveness and relevance of the RSE programme. This group will take into account feedback received from pupils, teachers and parents. Pupil Focus groups will be used in monitoring and evaluation of the effectiveness of the RSE programme. The aims of the RSE programme, as listed in this policy, will be at the forefront of any monitoring and evaluation in order to ensure the aims are being achieved. The RSE Policy will be reviewed every three years.

Appendix A

Service Level Agreement for Use with External Agencies Working in St. Joseph's Grammar School

I/We have read the school ethos and policies of St. Joseph's Grammar and agree to formally adhere to their ethos and policies:

- in working with young people and
- in the delivery of the programmes outlined below:

I/We am/are, willing to provide **full** details of material content to:

- Senior Leadership, Teachers, Parents, Governors and other Appropriate Bodies.
- Agree to fully implement any changes deemed necessary by the above representatives.
- I/We accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.
- I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ (External Agency)

Dated _____

Countersigned: _____ (Principal/Board of Governors)

Dated _____

Appendix B

Support for School A Resource Directory

Keeping young people safer in the digital world

www.saferinternet.org.uk

UK Safer Internet Centre have produced a range of resources to help schools teach pupils about staying safe online. These include resources on teaching about the consequences of 'sexting' and how to prevent the sharing of images. There are also links to other valuable websites which offer similar resources.

www.childline.org.uk

The NSPCC has produced resources to make it easier for children and young people to get help about 'sexting'.

www.thinkuknow.co.uk

Child Exploitation and Online Protection (CEOP) 'thinkuknow' website contains advice and resources for teachers exploring the risks which children and young people are exposed to when online. CEOP have produced targeted advice and guidance for 11–13 year olds, 14+ years, parents or carers, and teachers.

www.childnet.com/teachers-and-professionals

Childnet International provides in-depth advice for teachers in their 'hot topics' section, covering issues such as 'sexting', online grooming, cyber bullying and online gaming safety. There is also an online resource bank which contains lesson plans and activity ideas suitable for young people up to nineteen years old – this is available at www.childnet.com/resources.

www.ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Taken_Images.pdf

Information on policy and procedures relating to sexting in Northern Ireland is available from the Association of Chief Police Officers of England, Wales and Northern Ireland.

Recognising and challenging inappropriate behaviour

www.thinkuknow.co.uk

CEOP have created a short film entitled Exploited to help young people stay safe from sexual exploitation by being able to recognise the signs. It compares an exploitative friendship or relationship with a healthy relationship, and gives young people clear information about reporting abuse and accessing support.

www.safertoknow.info

The Safeguarding Board for Northern Ireland's (SBNI) website contains useful information and resources to raise awareness on child sexual exploitation.

www.gov.uk/government/uploads/system/uploads/attachment_data/file/97773/teen-abusetoolkit.pdf

Expect Respect: A Toolkit for addressing Teenage Relationship Abuse is a teaching resource that challenges the attitudes of teenagers to violence and abuse in relationships.

www.nspcc.org.uk

The NSPCC have produced a number of resources to support teachers in responding to relationship abuse.

Sexual health issues www.thinkitthrough.org.uk This website provides advice for young people about healthy relationships and also has links to other organisations in Northern Ireland.

www.nidirect.gov.uk

This provides useful advice for young people about sexual health and pregnancy.

www.fpa.org.uk This factsheet summarises some of the key points of UK law relating to sexual behaviour.

www.qub.ac.uk

Queen's University Belfast have produced a resource entitled If I were Jack about teenage men and unintended pregnancy. It encourages pupils to consider and reflect on all of the options and consequences associated with unintended pregnancy.

www.crisispregnancy.ie As part of their Crisis Pregnancy Programme the Health Service Executive in Dublin have produced B4UDecide, a free, downloadable teaching resource for Relationships and Sexuality Education.

Sexual orientation, gender identity and homophobic bullying

www.stonewall.org.uk

www.schools-out.org.uk Schools Out is a UK charity committed to helping make schools safe and inclusive for everyone.

www.the-classroom.org.uk

This website provides detailed advice on many aspects of teaching and learning to make LGBT people visible in education. It includes presentations, detailed lesson plans and a range of inclusive teaching resources celebrating diversity.

www.tes.co.uk

www.exceedingexpectations.org.uk The 'exceeding expectation initiative' is designed to tackle homophobia and address sexuality with young people. This website is divided into three main sections and provides useful background information on what homophobia is, responding to homophobic bullying and the homophobic bullying experiences of young people.

www.endbullying.org.uk

The Northern Ireland Anti-Bullying Forum includes resources on cyber bullying and homophobic bullying.

www.rainbow-project.org and www.cara-friend.org.uk

The Rainbow Project in partnership with Cara-Friend offers free training to schools on homophobic bullying. They also develop educational resources and offer awareness-raising workshops for pupils.

www.nidirect.gov.uk

This website provides information for young people on sexual identity.

www.transgenderni.com This website provides advice for schools who want to explore issues around gender and identity, and advises on dealing with transgender issues for children at school.

CCEA RSE HUB

<https://uk.ccea.org.uk/learning-resources/relationships-and-sexuality-education-rse>