

Guidance for Primary Schools

Relationships and Sexuality Education

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SECTION 1: CONTEXT AND PURPOSE

INTRODUCTION

The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure. Relationships and Sexuality Education (RSE) is clearly a part of this general aim.

THE IMPORTANCE OF RSE

There are many good reasons for teaching RSE in Primary schools.

- The provision of RSE is an equal opportunities issue. All pupils have a right to an education which adequately prepares them for adult life, and good RSE plays an integral part. Health, education and social services professionals have identified a particular need for boys as well as girls to receive an adequate preparation for the emotional and physical changes at puberty.
- Many children are maturing earlier. Approximately ten percent of girls start their periods while at Primary school (Source: *Sex and Relationship Education at Primary School: Sex Education Forum Factsheet 5*). It is therefore important that, with the agreement of parents, pupils are provided with appropriate factual information and have opportunities to discuss their feelings and concerns. This preparation should help pupils to be better able to manage the emotional and physical changes at puberty.
- RSE can have a positive effect on self-esteem. Schools can help to develop their pupils' self-esteem by creating a climate of trust and acceptance in which each person is valued and respected and encouraged to feel good about themselves. Pupils are encouraged to recognise their individual needs, to respect the needs and wants of others, and to develop the skills and self-esteem to become confident adolescents.
- RSE in schools can increase informed choice by providing opportunities for pupils to examine their own values and beliefs in the light of those held by others. Deeper understanding of the values and beliefs that they hold can help pupils to clarify why they think and behave as they do, to separate fact from fiction, to recognise prejudice and to respect the views, emotions and feelings of others.
- Many pupils cannot or are unwilling to talk to their parents about growing up and about sexual matters. Schools can offer information and provide opportunities to consider feelings and concerns within a secure environment.
- Although some pupils may have experienced sexual abuse, this is not a reason for avoiding education about relationships and sexuality. Indeed it makes it more essential, since good teaching may enable pupils to challenge inappropriate and unwanted attention from others.
- Parents are frequently concerned about the unhelpful and confused media and peer messages and pressures experienced by their children. Schools can provide opportunities for pupils to consider these messages and ensure they receive accurate information.

RSE IN THE NORTHERN IRELAND CONTEXT

RSE is not a new area of the curriculum. The framework for sex education was initially established by the Department of Education for Northern Ireland (DENI) in a *Guidance Circular 1987/45*. The main recommendation of this Circular was that each school should have a written a policy on sex education which is endorsed by staff and governors and communicated to parents. It also stated that: “sex education should be taught in a sensitive manner which is in harmony with the ethos of the school and in conformity with the moral and religious principles held by parents and school management authorities”.

The *1989 Education Reform Order* sets out the legislative basis for education in Northern Ireland. Health education is one of six educational (cross-curricular) themes in the Northern Ireland Curriculum. It aims to:

- enable pupils to achieve their physical, psychological and social potential, and to improve their self-knowledge and self-esteem;
- promote positive attitudes towards health;
- provide a sense of responsibility in respect of individual, family and community health;
- enable pupils to acquire skills in decision-making, in managing and handling situations of stress in relation to health;
- provide a knowledge base and the skills to interpret it.

Since September 1992, primary and post-primary schools have been legally required to ensure that the objectives of health education are promoted through their whole curriculum provision. The objectives of health education are addressed in the relevant statutory programmes of study for the subjects in the Northern Ireland Curriculum.

In 1994 *The Health Promoting School: A Guide for Teachers* was produced to assist schools with the process of becoming a health promoting school. These guidance materials aimed to help a health promoting school to take action to:

- promote the adoption of lifestyles conducive to good health;
- provide an environment which supports and encourages healthy lifestyles;
- enable staff and pupils to take action for a healthier community and healthier living conditions.

(*The Health Promoting School: A Guide for Teachers, 1994*, The Northern Ireland Curriculum Council (now CCEA) and the Health Promotion Agency for Northern Ireland.)

Criteria and examples of indicators to assist schools in assessing “how health promoting they are” have recently been developed. These indicators can assist schools in setting targets for improvement in relation to the well-being of the school community, by establishing a baseline from which improvement can be measured.

(*The Health Promoting School: A School Self-Assessment Guide, 1999*, The Health Promotion Agency for Northern Ireland in association with the Health Education Liaison Group.)

The *Children (Northern Ireland) Order, 1995* states that Boards and Trusts have a statutory responsibility to ensure the availability of a range of personal social services to support “children in need”. Other specified agencies have a duty to support Boards and Trusts in this as far as this is consistent with their own responsibilities. Article 17 of the Order defines “children in need” as those who are disabled or need personal social services in order to achieve or maintain a reasonable standard of health or development.

Circular 1999/10 *Pastoral Care in Schools: Child Protection* issued by DENI provides advice to schools and others on the responsibilities in relation to Child Protection which they have towards the welfare of the children and young people in their charge. It also details the action which should be taken to enable cases of suspected abuse to be properly considered and pursued.

PURPOSE OF THIS GUIDANCE

Aspects of RSE are likely to be addressed already within schools' provision for Health Education as a cross-curricular theme or within Personal and Social Education Programmes, where these exist. It is acknowledged, however, that this is a sensitive area of the curriculum about which schools have sought clarification and guidance.

In response to this need the Health Education Liaison Group (HELG), which comprises representatives of the main agencies involved in formulating, promoting and implementing health education policies and programmes, submitted a proposal to the Department of Education for Northern Ireland (DENI) and the Department of Health and Social Services (DHSS) in June 1997 to develop guidance materials specifically in relation to RSE. These materials on developing a policy and programme for RSE in primary and post-primary schools are the outcome of that proposal.

The purpose of this guidance is to assist schools:

- to develop a policy statement in relation to RSE which reflects the ethos of the school and complements existing health education policies; and
- to provide a programme of RSE which is appropriate to the needs and maturity of the pupils.

The guidance complements other materials such as *Child Protection: Integrating Personal Safety Programmes into the Curriculum* (CCEA 1999), which are already available. It is anticipated that schools will use this, and the Child Protection Guidance, alongside their existing curriculum provision for subjects and for Health and/or Personal and Social Education in order to develop their provision for RSE in ways that meet the changing needs of pupils.

The Northern Ireland Curriculum for Key Stages 1–4 is currently under review. A discrete programme for Personal Education is proposed as a statutory entitlement for all pupils throughout their schooling. Public consultation on the proposals was undertaken during the Summer 2000. From the outcomes it was evident that the majority of primary respondents (85.2%) welcomed the proposal as relevant and essential for children in a rapidly changing society.

The proposed framework for Personal Education is presented as two inter-related themes, namely, *Personal Understanding* and *Personal Health*. It is envisaged that the RSE programme and guidance included in this document will contribute to and be complementary to the ethos and approach of the proposed Personal Education programme.

SECTION 2: AIMS, OBJECTIVES, SKILLS, MORALS AND VALUES

INTRODUCTION

Relationships and Sexuality Education (RSE) is a lifelong process which 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 (or those holding parental responsibility) long before any formal education takes place at school.

Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns affectivity, the capacity to give and receive love; procreation and, in a more general way, the aptitude for forming relationships with others. It is a complex dimension of human life and relationships.

Teaching RSE should provide opportunities which enable pupils:

- to form values and establish behaviour within a moral, spiritual and social framework;
- to examine and explore the various relationships in their personal lives;
- to learn how to develop and enjoy personal relationships and friendships which are based on responsibility and mutual respect;
- to build the foundations for developing more personal relationships in later life;
- to make positive, responsible choices about themselves and others and the way they live their lives.

AIMS

The aims of RSE are to:

- enhance the personal development, self-esteem and well-being of the child;
- help the child 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 the child come to value family life and marriage;
- appreciate the responsibilities of parenthood;
- promote an appreciation of the value of human life and the wonder of birth.

LEARNING OBJECTIVES

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 contexts;
- 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 some 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.

SKILLS

The RSE curriculum should enable pupils to develop the skills necessary to form and maintain relationships and to make informed choices and decisions regarding health and well-being. Pupils should also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values. They need opportunities to develop:

- **practical skills** – for everyday living; for supporting others; for future parenting;
- **communication skills** – learning to listen, listening to others' points of view; putting one's own view forward clearly and appropriately; giving and receiving feedback; handling and resolving conflict peacefully; being assertive;
- **decision-making and problem-solving skills** – for sensible choices made in the light of relevant information; making moral judgements about what to do in actual situations and putting these judgements into practice; acting responsibly and with initiative as an individual or as a member of a variety of groups;
- **inter-personal skills** for managing relationships confidently and effectively; for developing as an effective group member or leader.

MORALS AND VALUES

RSE should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and attitudes and to consider how they, and others, are affected by them.

The importance of a moral framework is emphasised in the DfEE Circular No 5/1994 *Education Act 1993: Sex Education in Schools*. "Sex education . . . must not be value-free; it should also be tailored not only to the age but also to the understanding of pupils. Schools' programmes of sex education should therefore aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. Pupils should accordingly be encouraged to appreciate the value of stable family life, marriage and the responsibilities of

parenthood. They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. And they should be 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 are exhorted: "to acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to allow such children a sense of worth". (Paragraph 8)

The NCC discussion paper *Spiritual and Moral development* issued in 1993 suggests that "morally educated school leavers" should be able 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 have to change over time;
- behave consistently in accordance with their principles.

The morals and values framework outlined below is reproduced from *Sex Education, values and morality* by Gill Lenderyou and Mary Porter (Health Education Authority, 1994) and is an example of the values which a group of people of diverse cultures and faiths can develop and agree. It can be used as a starting point for teachers and governors to explore the values they wish to endorse in their school.

"Children should be taught RSE within a framework which models and encourages the following values:

- *a respect for self;*
- *a respect for others;*
- *non-exploitation in relationships;*
- *commitment, trust and bonding within relationships;*
- *mutuality in relationships;*
- *honesty with self and others;*
- *a development of critical self-awareness for themselves and others;*
- *an exploration of the rights, duties and responsibilities involved in relationships;*
- *compassion, forgiveness, mercy and care when people do not conform to their way of life;*
- *self-discipline."*

SECTION 3: SHARING RESPONSIBILITY FOR RELATIONSHIPS AND SEXUALITY EDUCATION

INTRODUCTION

In the survey *Sex Education in Northern Ireland, Views from Parents and Schools*, commissioned by the Health Promotion Agency for Northern Ireland (HPANI, 1996):

- 72% of parents, compared with 34% of primary teachers, held the view that parents and teachers should share equal responsibility for sex education;
- many parents admitted they had not discussed any sexual issues with their children;
- whilst teachers felt that the main responsibility for sex education lay with parents, they felt that as educators, teachers have an important role to provide sex education;
- 81% of the primary teachers involved in teaching sex education reported that they had received no specific training;
- training, resources and outside professional help were identified as needs.

RELATIONSHIPS BETWEEN HOME, SCHOOL AND COMMUNITY

The effectiveness of an RSE policy and programme is dependent on a collaborative process involving teachers, parents, governors and other educational and health professionals. Each of the partners has distinctive contributions to make. Opportunities should be provided for teachers, governors and parents to raise any issues and concerns they might have about the RSE policy and programme.

THE ROLE OF SENIOR MANAGEMENT

The principal has a key role to play in developing and implementing an RSE policy and programme. This is likely to involve the setting up of a working group and appropriate communication structures to facilitate a genuinely open, collaborative process. Co-ordination is required to ensure a planned, structured and coherent approach to RSE throughout the school. Developing a policy and programme is likely to require a working group managed by a member of staff with responsibility in this area to draft and finalise the RSE policy and programme. Consultation will need to be initiated with governors, staff, parents, health professionals and other relevant community representatives.

THE ROLE OF GOVERNORS

The governors should foster and support the development of an RSE policy and programme by collaborating with teachers and parents. They should also facilitate the consultative process whereby the school community can respond and contribute. The governors should examine and approve the completed policy and programme prior to their implementation in the school and should then review the policy at regular intervals. At all times the governors of the school should seek to accommodate and be sensitive to the religious and cultural beliefs of both teachers and parents while fulfilling their responsibility to ensure the availability of adequate RSE for all children.

THE ROLE OF TEACHERS

The classroom teacher has a significant and diverse role to play in the planning and implementation of RSE in the school. At all times the role must be considered to be complementary to that of parents, taking cognisance of the individual needs, age, maturity, stage of development and family background of the child. Most teachers consider they are inadequately trained in active learning strategies and may initially experience embarrassment or unease at discussing some issues with children. Use should be made of opportunities such as centre-based in-service courses (ensuring good dissemination to the rest of the staff), directed time after school, and staff Baker days.

INVOLVING PARENTS

It is important that a structure is developed which enables both parents and teachers to work together to draw up a school policy for RSE and to plan for the implementation and review of an effective RSE programme.

The home exerts a major influence on all aspects of a child's life, and especially so in the domain of relationships and sexuality. Many parents welcome the teaching of RSE in schools. They are critical of the sex education they received and are keen that their children are better prepared. Frequently parents are unable or are too embarrassed to talk to their children about puberty and sex-related issues. Some parents are unsure about the facts and worry about telling their child the wrong thing at the wrong time. There are also many unhelpful and confused messages which children receive from their peers and from television, videos, newspapers and magazines. Schools can provide opportunities for pupils to consider these messages and ensure they receive accurate information. There are many ways in which the activities provided in the RSE programme can complement and be supportive of the role of parents.

A variety of approaches is suggested to involve, consult and inform parents about the RSE programme. Some schools provide information about the health-related topics covered during each key stage and itemise what is covered with each year group. Where puberty-related changes are being covered with P6 or P7 classes, parents are informed about the content to be covered and the activities which pupils will undertake. In some schools, parents are invited to the school to review the materials to be used with the pupils. Other schools supply information leaflets for parents, so that they can discuss any issues which pupils might raise.

Informing parents about the school's provision for health education during a PTA meeting could provide a useful starting point. Informal sessions might then be arranged so that interested parents could consider issues such as the readiness of children for aspects of the RSE programme, the appropriateness of resources the content and methodologies proposed, and the handling of sensitive topics.

THE RIGHTS AND RESPONSIBILITIES OF PARENTS

Parents of pupils in grant-aided schools have a right to have their children educated in accordance with their (the parents') wishes, in so far as this is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure. Parents also have a duty to cause their child to receive efficient full-time education suitable to his/her age, ability and aptitude and to any special needs he/she may have, either by regular attendance at school or otherwise. (See Articles 44 and 45 of the Education and Libraries (Northern Ireland) Order, 1986). There is no statutory parental right to withdraw a child from classes in RSE. Schools should, though, try to take account of any parental concerns expressed to them. They should, as far as possible, make alternative arrangements for any pupil whose parent wishes him/her to be excused from particular, or all, sex education classes.

It is therefore important that proper consultation with parents is undertaken, thus minimising the need for any parent to withdraw their child. Consultation should involve discussion of the content of the RSE programme, explanation of the issues to be addressed and consideration of the nature of the teaching materials to be used. In this way parents are provided with the opportunity to express their views about the course content, the morals and values endorsed by the school and the teaching materials to be

used. For example, parents may express concerns about particular course content or they may consider that teaching materials are over-explicit, distressing or contrary to their philosophy, beliefs and values. These concerns should be addressed and resolved in a positive manner as part of the consultation process and appropriate action taken which is supportive of the role of parents.

Although full consultation may have been undertaken, a parent may still request that their child is excused from participating in some or all of the RSE lessons. In this circumstance, the school should discuss the nature of the parent's concerns, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupil in terms of the parts of the statutory programmes of study which will be missed. The social and emotional effects of exclusion should be considered as well as the likelihood that pupils will discuss the content of RSE lessons outside the classroom. The parents' wish should, however, be respected.

INVOLVING PUPILS

Pupils should be involved at regular intervals to ensure that the RSE programme meets their needs. An RSE programme will best meet pupil needs if efforts have been made to find out what these needs are. A programme which remains unchanged from year to year is unlikely to meet the changing needs of pupils. Pupils are more likely to enjoy and benefit from a programme that has taken their comments on board and aims to meet their expressed needs. Parents, teachers and health professionals can also gain from hearing the views of the pupils. Parents may gain a more realistic idea of the needs of their children and the peer pressure they may experience. Teachers may gain confidence that the RSE programme they are providing is valued by pupils.

THE ROLE OF THE ELB CURRICULUM ADVISORY SUPPORT SERVICE (CASS)

The role of the Curriculum Advisory Support Service of the Education and Library Boards is to help train and support teachers in all curriculum aspects of their jobs. They provide in-service training both at out-centres and in schools as well as advice on current resources, and support materials. They are available to advise on specific curricular areas for which they have responsibility.

THE ROLE OF DIOCESAN ADVISERS IN CATHOLIC SCHOOLS

The role of the Diocesan Adviser in maintained schools is to support, through in-service training and school visits, the on-going development of Religious Education Programmes. Diocesan Advisers liaise with other educational partners and agencies to ensure the on-going evaluation of RE programmes in Catholic schools. Their vision is to encourage, support and affirm the implementation and enrichment of the Catholic faith through the teaching of RE in Catholic schools.

THE ROLE OF THE SCHOOL HEALTH TEAM

The school health team comprises the school doctor, school nurse and health visitor. It is ideally placed to form strong links with a wide range of professionals both within and outside the health service.

School nurses are registered general nurses. Their role with school children includes encouraging them to take responsibility for their own health by the promotion of health through health education. There is a named nurse in each school who can act as a link between schools, the school health team and the staff in the local health centre or general practitioner practice. In this way, the school nurse can ensure that the skills and expertise required can be made available to best meet the needs of teachers and pupils in relation to RSE.

One of the core activities of the health visitor is to deal with issues around relationships, emotions and child care as a family visitor. The health visitor is, therefore, ideally placed to be consulted and to undertake sessions on specific aspects of RSE when it is integrated into the curriculum. The school doctor is also well placed to be part of the health education resource by offering specific evidence

based advice on health related issues. The doctor works closely with all other members of the school health team and the general practitioner as well as with other agencies.

THE USE OF THE EXPERTISE OF AGENCIES AND INDIVIDUALS

Schools may wish to make use of the expertise and skills of education and health professionals from statutory or voluntary organisations or of individuals from the local community. The activities which the agency or individual is to undertake should complement the ongoing RSE curriculum. Pupils should be prepared for the visit, a suitable room should be allocated, the session should be uninterrupted and follow-up activities should be undertaken by the class teacher.

While many agencies and individuals are professional in their approach, teachers may find it useful to ask some or all of the following list of questions which take account of the experiences of schools involved during 1995 to 1997 in the European Network of Health Promoting Schools Project in Northern Ireland. It is reproduced with the kind permission of the Health Promotion Agency for Northern Ireland. Similar questions should be asked in relation to pupil visits outside school.

- *Does the agency/individual have a specified Child Protection Policy?*

If so, ask to see a copy and, if necessary, question any points that are unclear or are not in accordance with recognised good practise.

- *How will the issue of confidentiality be dealt with?*

The school will wish to ensure that the representative from the agency or other individual is clear that confidentiality cannot be maintained. The principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.

- *Are resources such as videos/tapes/role plays appropriate?*

A member of the school staff should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.

- *Has the agency/individual worked with any other schools?*

A simple and effective way of checking the ability of any agencies or individuals is to contact schools that have used them in the past. If this is done, the person making contact should specifically ask if there are any reasons why the agency or individual should not work with their pupils. Schools contacted in this way should voice any concerns they may have. Officers of the local Education and Library Board, the local Diocesan Office and members of the local area Child Protection Committee will also offer guidance on this matter.

- *Does the agency/individual have a clear set of aims and objectives as well as lesson plans?*

Schools should ask to see these and question any items they may think are inappropriate or at odds with the school's RSE policy. They should also enquire about the overall mission statement of the agency.

- *Has the agency/individual read the school's RSE policy and are they prepared to adhere to it (especially the ethos, morals and values of the school)?*

- *Do parents know that an agency/individual is being used by the school?*

Contacting parents and explaining the type of activities which are taking place will ensure that parents have the opportunity to raise any objections prior to the event. It has the added effect of letting parents know what is going on.

- *Will teachers be present?*

Teachers should always be present when a representative from an agency or other individual is taking a session with a class.

- *Will the input by the agency or individual be monitored?*

After the session, the teacher should discuss the positive aspects and any difficulties which arose with the agency representative or individual. Any issues or concerns about the session should also be raised.

- *Will the pupils be asked how the session/class with the agency/individual went?*

The teacher should check that pupils are not uncomfortable or unhappy with the topics being dealt with, and the methodologies used.

- *Can the school terminate the work of the agency or individual if the classes or sessions are deemed inappropriate?*

It should be made clear to agencies or individuals that the school may end any input if the school thinks it appropriate to do so. This should be a reciprocal agreement.

- *Are evaluations carried out by the agency/individual and if so will the school have access to them?*

The school may wish to see what impact the agency or individual has had, especially if there is a financial arrangement. The school may wish to measure the effectiveness of any such programme along with its own evaluations.

SECTION 4: DEVELOPING A RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

INTRODUCTION

It is important that RSE is delivered within a framework which is compatible with the overall ethos and values of the school and is based on the rights of the child as detailed in the Children (Northern Ireland) Order, 1995. To ensure that this is translated into practice in terms of policy and curriculum content, communication should take place with governors, parents and staff. Preparation, planning and consultation are essential processes in the development of an RSE policy. This policy development is a prerequisite to developing a programme since it is the policy which defines the parameters for the programme and its implementation. Individual school frameworks will reflect the ethos, morals, values and beliefs of the school and its community. In many schools, the principal and/or a member of senior management is involved in the planning and development of the RSE policy and programme with a member of staff, often the Health Education Co-ordinator, taking responsibility for day-to-day co-ordination.

Some schools begin the process by setting up a working group which meets on a regular basis. If one or two interested governors or parents are willing to join the group, this can help to create a support base from which to develop effective channels of communication with the wider school community. Consultation with the school health team and representatives from local religious groups can also be productive during the planning and implementation of an RSE policy and programme.

KEY PRINCIPLES OF EFFECTIVE PRACTICE IN POLICY DEVELOPMENT

It may be helpful to bear in mind the following principles when developing an RSE policy:

- a commitment to delivering a high quality and effective programme which is appropriate to the age and maturity of the pupils and meets the needs of both boys and girls;
- the active support, encouragement and involvement of senior management and the Board of Governors at all stages;
- a review of existing provision to inform the development work;
- meaningful explanation and consultation with staff, parents and relevant members of the wider community at appropriate stages of the development process;
- reaching a shared understanding among staff and parents of the morals and values which the school wishes to endorse, as well as the aims and objectives of the RSE programme;
- the planned use of the expertise and skills of relevant education and health professionals, and the resources available in the wider community.

STEPS IN POLICY DEVELOPMENT

Many schools already have their own structure for developing policy or they may use a structure provided by their local Education and Library Board or Diocesan Advisor. It is acknowledged that many of the issues included are likely to have already been addressed when preparing other policies. Some of these issues will need to be revisited to take account of the context of RSE. The Steps in Policy Development offered have been adapted from those included in the DfEE Annex C, Circular No 5/94 *Education Act 1993: Sex Education in Schools*.

Step 1: Reviewing existing policy and practice

Consider whether existing policy and practice conforms to the revised DE circular and guidance materials.

Review existing documentation and effectiveness of present arrangements.

Documentation might include:

- current policies on child protection, pastoral care and on health, drugs and sex education;
- other school policies and initiatives, eg school ethos, curriculum statement, confidentiality, equal opportunities, school development plan;
- information on how, when, where and by whom the content is taught, including use of agencies and materials. A grid which schools might find useful when reviewing their current provision is included in Appendix 7;
- relevant schemes of work;
- procedures for monitoring and review;
- statement of any legal requirements.

Evidence of pupils' learning might include:

- feedback from staff and pupil evaluations about the existing programme both within Northern Ireland Curriculum subjects and within RE, Health Education or Pastoral Care;
- reviewing a selection of pupils' work;
- previous reviews of existing provision and lessons;
- DE reports on the quality of learning/teaching in the school and pupils' welfare and guidance;
- comments from ELB and Diocesan Advisers.

Evidence of staff confidence in the teaching might include:

- feedback from staff;
- existing experience and expertise;
- existing training provision;
- staff awareness of systems of support.

Step 2: Identifying pupils' needs

Consider feedback from pupils on their learning needs using questionnaires, discussions etc, which will help to identify:

- pupils' current concerns;
- their existing skills and knowledge.

Information from national and local research studies may support school findings or highlight where improvements could be made.

Step 3: Identifying staff and wider community needs

Consider feedback from adults within the school community using questionnaires and discussions etc, which will help identify:

- support for existing programmes;
- need and concerns;
- those who could be involved in future policy development work.

Feedback could be obtained from teaching and support staff, governors, parents, health and education professionals, religious groups and relevant community groups.

Information from national and local research studies may support school findings or highlight where improvements could be made.

Step 4: Drafting or updating the RSE policy

Decide who will write the first draft, for example, one individual or several individuals writing a section each. (Schools may wish to consider the suggested framework for a policy statement at Appendix 6.)

Consider:

- purpose, principles, aims and objectives – including morals and values framework;
- content and coverage of issues listed in Step 1;
- style, readability, clarity, accessibility;
- audience(s);
- support and training implications for staff;
- achievability.

Step 5: Consultation

Decide on method and timescale for consultation with governors, staff and parents.

Re-draft policy in the light of consultation.

Step 6: Communication

Once agreed, inform all those affected about the content of the policy.

Step 7: Implementing the policy

Decide who is responsible for its implementation.

Consider the timescale – bearing in mind the need for staff training/INSET.

Consider how implementation will take place, eg starting with particular classes or throughout the school.

Step 8: Monitoring and evaluation

Decide who is responsible for monitoring.

Consider how monitoring will take place, for example, through individual lessons, the programme as a whole, staff feedback, pupil feedback, obtaining parents' views.

Decide to what extent aims and objectives are being achieved.

Decide whether redrafting is necessary.

Monitoring current provision within the school provides valuable evidence to feed back into a review of policy and practice. Pupils, staff and parents should all be involved in the evaluation process. The results from these evaluations can be used to determine:

- priorities for future staff training and support;
- the nature of ongoing consultation with parents;
- any changes in the content or timing of the RSE programme;
- any changes in the methods or resources used.

Evaluation should form part of an ongoing process. Simple methods make evaluation easier and ensure that it happens. Schools can devise their own evaluation methods or make use of tools already developed and piloted. Examples of evaluation questionnaires for use with parents, pupils and staff are included in Appendix 5. The following checklist offers questions that both teachers and pupils can consider when reviewing the programme.

- Skills – what have pupils learnt to do?
- Information – what do pupils now know?
- Attitudes and values – what do pupils think, feel, believe?
- Did girls and boys engage equally with the activities?
- What do pupils want/need to learn next?

SECTION 5: DEVELOPING A PROGRAMME OF RSE

INTRODUCTION

In primary schools, RSE builds, in a developmentally appropriate way, on children's existing knowledge and experience of their bodies, relationships and the world around them. RSE and Health Education are complementary since both emphasise the development of a positive self-image, and a respect for self and for others, as well as the provision of appropriate and accurate information.

An RSE programme for primary schools should provide structured opportunities for pupils to learn about:

- themselves as unique human beings;
- their spiritual, social, emotional and physical growth;
- their friendships and relationships with others; and
- the various changes that occur as they progress towards adolescence and adulthood, particularly the emotional and physical changes which occur at puberty.

MEETING THE NEEDS OF PUPILS

To ensure that the learning experiences are effective, positive and relevant to all pupils, the programme should be developmental, accessible and be appropriate to the age and maturity of the pupils. It should meet the needs of both genders and be a positive experience for all participants. Children with special educational needs have the same rights and needs as all children but the content and delivery of the RSE programme will be different. An RSE programme should be tailored to pupils' needs in terms of content, methodology and the resources used.

Pupils are more likely to benefit from a programme that aims to address their expressed needs and has taken note of their comments. Information can be collected in a variety of ways. This need not be a lengthy process, for example, a short questionnaire at the beginning and end of the programme to monitor levels of knowledge, degree of satisfaction and to identify issues pupils consider still need to be addressed. An example of a pupil questionnaire is provided in Appendix 5.

LANGUAGE

The acquisition of appropriate language in RSE is crucially important to enable children to communicate confidently about themselves, their sexuality and their relationships. In acquiring an appropriate vocabulary related to sexuality, growing up, physical changes, feelings etc, the child obtains a means by which these issues can be discussed. The use of proper terms for parts of the body and body functions should be encouraged from the earliest age so that these terms are given a status and an acceptability. Embarrassment is reduced and children become comfortable with these words and their meaning. Having a language which is socially acceptable and unambiguous in RSE is especially important because it has long been an area fraught with misunderstanding, unease and anxiety. One of the main objectives of any RSE programme is to provide children with language through which they may seek clarification, ask questions and discuss all aspects of their growth and development.

In our society, many swear words are sexual in origin and refer to sex in a debasing way. The message given by the use of this language is very powerful and creates associations with sexuality which are primarily negative. It is therefore extremely important that proper terminology is used in RSE activities and that the tone of discussions is respectful and genuine. The acquisition of appropriate language could be introduced to parents at a PTA meeting. An explanation of the terminology to be used in school could be given, and parents encouraged to use these terms and to support the messages the school is trying to promote. Parents could also be consulted on how teachers should deal with the use of inappropriate language by pupils.

CURRICULUM ORGANISATION

One of the difficulties schools face is how to integrate RSE into the curriculum. The primary curriculum offers opportunities to develop an RSE programme in a holistic and cross-curricular way. Issues can be integrated within specific topics, discussed in subject-related contexts, addressed through health education, pastoral work and at assembly time as well as during visits from the school nurse, local doctor or other agency. It is important, therefore, for schools to consider the links that exist between RSE and the other curricular areas at each key stage. A review of existing provision will reveal where aspects of their proposed content are being covered already and where there are gaps in provision. Grids which schools might find useful when reviewing the current provision for each key stage are included in Appendix 7.

RSE shares content with the Programmes of Study for Science, Religious Education, Physical Education and English, as well as the cross-curricular theme of Health Education.

In **Science and Technology**, the section on “Living Things” provides an introduction to human growth and development. Although “an awareness of puberty-related changes which occur in our bodies” is included in the Programme of Study for pupils aged 9–11 years, the teaching of the topic is currently at the discretion of the teacher. In the context of RSE, P7 pupils should be taught about the emotional and physical changes which occur at puberty. Decisions about whether or not the topics of conception and pregnancy should be taught to P7 pupils remains a matter for agreement in consultation with governors, teachers and parents.

Within **Health Education**, the contexts of personal development, social development and the environment complement teaching about the changes at puberty and about family, peer and other relationships. The intended outcomes of teaching health education and RSE are to develop pupils’ self-esteem and self-confidence, encourage responsible attitudes and values, and provide pupils with the knowledge and understanding to make informed choices.

The **English** programme of study provides opportunities for pupils to explore and reflect on the various attitudes, values, beliefs and opinions which relate to themselves, their development, their relationships with others and family life. In addition, pupils can develop the use of appropriate vocabulary in different situations and practise communication skills.

The **Religious Education** curriculum addresses many aspects of the RSE programme. It provides opportunities for pupils to consider moral issues, relate moral principles to their personal, social life and family life, and identify and explore values and attitudes that influence behaviour. Pupils already undertake a range of activities which promote self-respect and respect for others. An “Education for Love” programme, taught within the context of the Religious Education Programme, has been introduced into maintained primary schools throughout Northern Ireland. This programme, which involves parents at each stage, emphasises the three inter-related aims:

- to introduce factual information about human sexuality, love and family life which is appropriate to their age and stage of development;
- to inspire in pupils an awareness of the marvel of God’s gift of sexuality and the goodness of His plan for love and family life;
- to encourage pupils to practise values such as selflessness, compassion and concern for others.

In **Physical Education**, the emphasis on enjoyment of, and positive attitudes towards, physical activity is significant in fostering self-esteem and confidence as well as developing a sense of fair play, sharing and co-operation.

Art and Design, Music and Drama afford pupils the experience of individual expression and non-verbal communication. Personal and social skills are developed through drama by giving pupils opportunities for the role play of feelings and situations.

AN OUTLINE OF A PROGRAMME FOR KEY STAGES 1 AND 2

The following outline teaching programme illustrates the topics that might be covered in an RSE programme at Key Stages 1 and 2 as a starting point for teachers' own thinking. The outline is not intended to be definitive or prescriptive and there is an overlap of content between the key stages. Many of the aspects included in the programme are also part of the Health Education curriculum. Topics and themes may need to be repeated at regular intervals. The sequence in which ideas are presented is not intended to imply a teaching order, that is a matter for teachers to determine.

Key Stage 1

Myself

- Myself – how I grow, feed, move and use my senses; caring for myself, for example, hygiene, sleep, exercise.
- Naming parts of the body (basic) – developing an agreed language for our bodies.
- Being myself – I am unique, my self-esteem, self-confidence, independence, respect and caring for myself.
- Similarities and differences between myself and others, for example, uniqueness, fingerprints, gender issues, different rates of growth.
- An introduction to the stages of human development – changes as we grow, for example, baby, child, teenager, adult, mother/father, grandparents.
- Recognising moods, feelings and concerns and developing a language and an appropriate manner of expressing them, for example, What do I do if I feel sad or angry?
- Personal likes and dislikes.

My Relationships

- My family, special people in my life – what they do for me and what I do for them.
- Friendships – getting on with each other, for example, communicating, playing together, listening, co-operating and sharing.
- Ageing – how do we know that things are alive, dead, young and old.
- Loss and mourning – death of a person or a pet. (Note: the situations of the pupils should be taken into account prior to introducing this topic.)
- Respect and caring for family members and friends, for example, caring for a new baby.
- Bullies and what to do about them.
- Personal safety – simple skills and practices to maintain personal safety.
- The difference between good and bad touches.
- Realise that adults and older children are not always “friends”; the potential danger of relationships with strangers or acquaintances.
- Strategies which pupils might use to protect themselves from potentially dangerous situations.

My Community/Environment

- Awareness of different types of families and the roles of individuals within families.
- Keeping safe, for example, dangerous places, dangerous situations, the adults who will help, how to get help from others.
- Rules at home, at school and in the community.
- Respect and caring for people in the community, eg elderly people.

Key Stage 2

Myself

- My body, how it works and how to keep it healthy.
- The physical, social and emotional changes which occur during puberty (girls and boys).
- Myself and my peers – different rates of growth and physical development, maturity.
- Valuing and respecting myself, identifying personal strengths and weaknesses.
- Feelings, for example, things that make me happy, sad, excited, embarrassed, angry, scared; expressing our feelings, showing love and affection.
- Gender roles.
- Making choices – the influences on me and the consequences of actions for oneself and others.
- Distinguishing between right and wrong.
- Secrets – knowing the difference between good and bad secrets, what to do about bad secrets.
- How babies begin and are born; how babies grow; some of the skills necessary for parenting, the importance of good parenting. (Note: decisions on whether or not these topics should be taught to P6/P7 pupils should be agreed in consultation with governors and parents.)

My Relationships

- Identifying the positive traits of friendship and their corresponding values.
- Differences and similarities in people; the need to respect other people's views, emotions and feelings.
- Families and how they behave – what family members expect of each other.
- The meaning of friendship and loyalty; making and maintaining friendships and social relationships, for example, identifying and understanding pressures and influences, taking account of other people's point of view.
- Handling difficult situations, for example, teasing, bullying, death of a family member.
- The meaning of relationships within families, between friends and in the community.
- Behaviour – what constitutes appropriate and non-appropriate physical contact.
- Identifying dangers and risks within relationships.
- Being assertive in defending individual rights and beliefs.
- People who can help pupils when they have anxieties, concerns or questions.

My Community/Environment

- Appreciation of the family in relation to the school and the wider community.
- Cultural differences in families and family relationships.
- Helping agencies which can support families and individuals in different circumstances.
- Messages and images about health, gender roles and sexuality from the media, family and peers.

SELECTION OF TEACHING RESOURCES

The appropriateness of teaching resources is crucial to the success of any programme. Currently, there are many teaching resources available which cover the variety of topics included in an RSE programme. Resources reflect a wide range of morals and values and offer a variety of teaching strategies and activities. Consequently, great care must be taken to ensure that the resources which are used in a school are appropriate for the target audience and reflect the aims and objectives of the RSE programme, especially the school's agreed morals and values framework. Applying the following checklist may help in the selection of appropriate resources.

Is the resource:

- consistent with the school's agreed RSE policy and the aims and objectives of the RSE programme?
- consistent with the school's morals and values framework?
- appealing and up-to-date? factually correct? respectful of its audience? well-designed and flexible in its use? durable and easy to use?
- likely to appeal to pupils in terms of appropriate language level, images, attitudes and values, maturity, contexts and situations, and the knowledge required?
- free from bias or other forms of stereotyping, for example, commercial, cultural, religious, racist and sexist?
- complementary to the existing programmes which the school currently offers?
- complementary to the teacher's existing or proposed strategies for delivering the RSE programme?
- promoting teaching strategies which involve pupils actively in their own learning and which build upon pupils' experiences?
- likely to encourage consideration of a range of issues, attitudes and beliefs pertinent to the topics covered?
- well-organised, with clear instructions about its use provided for teachers?
- appropriate in its entirety or in specific sections?

SECTION 6: TEACHING RSE

THE CLASSROOM ENVIRONMENT

It is essential that teachers create a classroom environment which is supportive, where self-esteem is fostered and where the pupils feel valued and affirmed. The climate of the classroom needs to promote mutual respect and the dignity of each individual. It is important to create an atmosphere in the classroom which allows all pupils to feel comfortable to express opinions and feelings in a secure and safe manner and to explore issues which may be sensitive and personal. Every effort should be made to ensure that the whole group is at ease, with pupils showing respect for each other and realising their responsibilities to each other. Ground rules should be agreed to help to minimise embarrassment and encourage the respect of each other's opinion. Realistic scenarios, case studies, role play, drama, videos and stories can be used to enable pupils to discuss issues without personal disclosure. Important considerations are:

- the degree of trust, respect and positive regard for pupils;
- the relationships between the teacher and pupils, and between the pupils themselves;
- the need for clear expectations, goals and learning objectives;
- the use of teaching and learning methods which involve pupils actively in their own learning and encourage the consideration of attitudes and values and the ability to make informed and healthy decisions; and
- the need to be aware and take account of the current youth culture.

CONFIDENTIALITY IN THE CLASSROOM

The child's right to privacy must be respected at all times by both the teacher and all other pupils in the class. A key rule to agree in advance of any discussion is that "no one will be expected to ask or answer any personal questions". It is equally important that the teacher shares this right and never feels obliged to impart information about his/her own personal life. However:

- teachers should not promise confidentiality. A child does not have the right to expect that incidents in the classroom or in the wider context of the school will not be reported, as appropriate, to his or her parents and/or the principal. Both pupils and parents should be informed that confidentiality cannot be maintained;
- the principal or designated teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected. If a child confides in a member of staff and requests that the information is kept secret, the child must be told, sensitively, that the matter must be reported to the appropriate agencies. Decisions can then be taken in accordance with the procedures detailed in the Department's booklet *Pastoral Care in Schools: Child Protection* (Circular 1999/10).
- teachers can provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations. It is important that the type of advice and the manner in which it is given is supportive of the role of the parents;
- there will be occasions when teachers will have to exercise their discretion and judgement about how to deal with particular issues raised by an individual or by a group of pupils. An initial judgement will need to be made about whether or not it is appropriate to deal with the issues with the whole class. The teacher may wish to discuss the issues with the parents to see how they would like the matter to be handled. Teacher colleagues or a member of the school health team might also provide useful guidance. It may be appropriate to respond to the issues with individual pupils or to arrange time for group discussion outside class time. In all cases, teachers should encourage pupils to discuss any issues and concerns they might have with their parents;

- teachers should remember that since they are not medical professionals they should not give detailed personal medical advice to any pupil. Only doctors and health professionals should give medical advice to pupils.

It is important that all teachers, not only those directly involved in the provision of RSE, are aware of their responsibilities regarding confidentiality. Parents should also be made aware of the confidentiality issues. The first concern of parents is likely to be for the safety and well-being of their children. It is important that if pupils cannot talk or do not wish to talk to their parents, they have access to support from sympathetic teachers at school.

ANSWERING PUPILS' QUESTIONS

It is essential for all schools to consider their responses to specific issues. Topics such as conception, birth, fertility, family planning, sexual orientation and HIV/AIDS are often part of the storyline of television "soaps". It is therefore likely that pupils will raise questions about these issues. Schools should be prepared to include in their policy a statement about how teachers will respond. This is a useful issue to bring to the attention of parents so that they can indicate to teachers how they wish such issues to be handled.

Some teachers have found that a question box in the classroom is a useful way of getting feedback about what pupils want to know, but may be too shy or embarrassed to ask. Pupils can write down questions anonymously at any time and post them in the box. This strategy gives teachers time to consider an appropriate depth of response and, if necessary, to consult with parents.

SUPPORTING THE NEEDS OF BOYS

From an early age, boys and girls learn what is considered to be appropriate behaviour from the significant adults in their lives. However, sex education has tended to focus primarily on the concerns of girls. In order to redress this imbalance, it is important that within the RSE programme activities are included to allow boys to talk about their interests, concerns and feelings. Formal and informal opportunities can be used for pupils to explore attitudes, emotions, relationships, stereotyping and parenting from a male perspective. It is important to acknowledge that male and female perspectives may exist on issues and to respect the reasons for such differences. Sessions should also be included to explain the physical and emotional changes at puberty to boys. Opportunities for boys to discuss specific topics in single gender groups might be provided.

WORKING IN MIXED AND SINGLE GENDER GROUPS

Generally, RSE should be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain an understanding of each other's perspectives. However, it is clear that pupils and some teachers do prefer to work in single gender groups from time to time because it is less embarrassing and so that they can explore and consider gender specific issues such as management of periods and puberty. For some children it would be against their culture to address some issues in a mixed group. It should be recognised that girls are likely to mature earlier than boys. Consideration should be given to ensuring that activities relating to the preparation for puberty are appropriately scheduled during P6 and/or P7.

APPROACHES TO TEACHING AND LEARNING

An RSE programme is about more than imparting factual information, it also aims to develop personal and social skills, and clarify attitudes and values within a moral framework. RSE seeks to promote behaviour which will allow pupils to take increasing responsibility for themselves as they grow and develop. Teaching methods which involve pupils actively in the process of their own learning have a number of benefits:

- they can be used successfully with groups of all ages and abilities (including work with parents, governors and in staff training);

- pupils are acknowledged as the starting point for their own learning;
- pupils find them more enjoyable;
- a variety of learning experiences increases energy levels and interest;
- different life experiences are acknowledged;
- pupils are actively engaged in their own learning processes by enabling them to draw on their own experience;
- pupils are encouraged to use communication skills because they are working collaboratively;
- pupils learn how to articulate an idea and share the idea with others. This requires the skills of presentation and listening;
- pupils have to respond to the actual content as well as the range of beliefs, values, opinions and feelings of others;
- pupils have to critically analyse their material, make decisions and find consensus or agree to differ.

ACTIVE LEARNING STRATEGIES

The following strategies can be used to address a range of RSE topics in an active way.

Brainstorming – This is a useful way of recording ideas quickly. It can help to find out the pupils' prior knowledge and identify the range of attitudes, concerns and issues. It should only take a few minutes. Ask pupils to call out all the words they associate with a particular word such as "friendships". All responses are written up. The brainstorm could be discussed or used as the basis for another activity.

Discussion techniques – Asking pupils to work in small groups makes talking easier for them. Pupils can develop confidence working first with pairs and then threes and so on. In order to involve all members of a group rather than just the confident or vocal members, it will be necessary for the teacher to divide the class into various sub-groups. Some ideas for improving discussion sessions are detailed.

Twos to Fours – Pupils can be asked to talk in pairs and then move into fours to share what they have learned.

Reporting back – After a discussion or activity, each group can share what they have done or talked about. This ensures that the contributions of each group is valued.

Socratic discussion – This form of discussion is teacher-led, with pupils working in threes being given a question to discuss for a short period (one minute) then sharing this with the whole group, before leading with another question which has arisen from the discussion.

Fishbowl discussion – This is a way of controlling discussion. Put not more than six or seven chairs in an inner circle, with the rest in an outer circle. Discussion takes place only in the inner circle. A spare chair ensures that someone can come into the centre. At the same time pupils in the centre can move out and allow others to contribute.

Debate – For this to be effective it must be well-prepared. Reticent pupils are more likely to take part if small group discussion has taken place prior to the formal debate.

Standpoint-taking – This technique enables pupils to explore both sides of an issue. Make two concentric circles with chairs, each inside chair facing an outside chair. Give a statement and ask the inside group to argue for it, and the outside group to argue against with the person they are sitting opposite. It is important to stress that they may not believe that particular stance but they have to find as many arguments as possible. Allow two minutes discussion and move the outer circle on two

places. Repeat the process. Move again but this time change stances thus arguing the opposite viewpoint. Debrief: How did it feel to argue for something with which you disagreed? How easy was it to change viewpoints? What have you learned?

Listening exercises – These can be conducted in pairs. For example, person A talks to person B for five minutes describing the qualities of a friend. Person B records to A what they have heard. They swap roles. This pair joins another pair and they are asked to draw up a friend specification. This work is presented to other groups or the whole class.

Questionnaires and quizzes – These are not tests of knowledge but triggers for discussion, where pupils will be able to acquire more information as well as exploring arising issues. They should not last too long otherwise some pupils may feel excluded or bored. They can be used for discussion by asking the group to mark on the questions the things they agree with or disagree with alone, and then discuss with a partner those on which they disagreed.

Trigger drawings, story boards, situation cards, photographs, magazine articles – These can be used for discussion, problem-solving or as material for role play.

Case studies – These can be used to help pupils to understand another's experience and to consider the effects of the situation. The group is asked for instance to work out all the options that are available to the characters described, who would help them, and how they could get this help?

The visitor technique – This is a powerful group building activity and provides pupils with the opportunity to find out what they want to know. This is an alternative to "speakers" and gives responsibility to the group for the process and for their own learning. Pupils control the session, and visitors should be briefed that they will not be giving a presentation but will be asked to respond to questions about their area of expertise or experience. In preparing for the visit the group considers questions such as who do we invite and for what purpose? What do we want to know? What questions shall we ask and in what order? How is everybody going to be involved? How do we make the visitor comfortable? Who will draw the session to a close? The visit should be followed by a debriefing session to draw out the learning of the subject matter and the performance of the group. Guidance on using visitors is offered previously in this document.

Story telling – Make use of fiction to explore feelings and attitudes. Relating the discussion to the fictional characters provides a safer way of examining experiences the pupils may go through such as making and losing friends; bullying; needing help; bereavement and many others. Refer to current situations in "soaps". How would the group resolve the issues raised?

Checklists – A technique to raise awareness of issues quickly. Pupils respond to statements using categories such as "true", "false", "don't know", or "agree", "disagree", "not sure".

Videos and films – These can be thought-provoking and interesting, but equally can be boring, inaccurate and outdated. Issues raised in the video/film need to be followed up by use of other methods. To ensure that the video/film has educational rather than entertainment value, ask the group to look for four or five key points. Pausing or stopping the video at key points is another way of picking up issues for discussion.

Continuums – These are "lines" of variance between two points, such as agree or disagree, or high risk, low risk. Pupils are asked to physically place themselves somewhere along the line that best describes their opinion or value to a statement called out by the teacher. Care should always be taken to ensure that statements used are sensitive to the circumstances and backgrounds of the pupils. Opinions are shared with one or two others and finally opened up to the group where appropriate. After a few minutes pupils find someone of the opposite opinion and exchange views. The aim of the exercise is not to change other pupil's views, but to hear and understand them. A variation is to get children to place pictures taken from magazines along a continuum. For example:

- what men do;
- what both men and women do;
- what women do.

Then ask the group to place appropriate pictures on the continuum. Encourage the pupils to discuss the roles.

Role play – Pupils are asked to identify with a character and “act” out his/her role in a particular situation. It gives them an opportunity to experience an issue or situation from a different perspective. If pupils are to identify with their characters, careful preparation is needed to build the background and feelings of the characters before the role play takes place.

Always use role play in small groups and never ask pupils to perform in front of the class. Sometimes pupils identify so strongly that they can’t disengage, so make sure to de-role the pupils. Re-engage them with the present by asking, for example, “what did you have for lunch today?”.

Circle time – this is an effective strategy for promoting self-esteem. The circle symbolises the unity of purpose of the group as well as the equality of the group members. It represents a non-confrontational and accepting approach by providing a supportive context for pupils to talk about their feelings and emotions.

EVALUATING LESSONS

Evaluating lessons is essential. It can be effective at a number of levels. Pupils benefit from knowing that their thoughts and feelings matter and will be used to help shape future lessons. Teachers benefit from finding out what participants felt was successful and can use this information to build a better programme. Written evaluations should be kept by the school wherever possible as they provide valuable feedback for use in policy and programme review.

Evaluation by pupils needs to be varied or it soon becomes devalued. Teachers also need to think about how they show pupils that their responses matter, for example:

“Many of you said you found it helpful to . . . so today we’re going to . . .”

“I remember from last week that some of you felt . . . so . . .”

“I’ve decided not to . . . because lots of you said that . . .”

Some pupils tend to evaluate themselves and their classroom contributions in a negative way and may need encouragement to recognise their achievements. It can be helpful to use questions such as “*What did you do well*” to bring out positive aspects of their learning. Other pupils may be shy or embarrassed about showing how they feel in front of others or simply copy their friends’ reactions. This can provide a useful starting point for discussion about honesty and trust within the class.

Evaluation should be kept very simple and can be used, or adapted for use, with a wide range of people. Sentence completion is one such technique. The sentences will vary according to the participants and the tasks they have been working on. Some examples are:

“One thing I liked was . . . but I didn’t like . . .”

“One thing I have learned is . . . but would like to know more about . . .”

“The next step for our school is . . .”

Another simple technique is the use of a continuum, with participants marking how they feel along a line. Again the example used will vary according to the situation. Some examples are:

I found this lesson/series of lessons

boring _____ interesting

I learned

a lot _____ not much

I think I contributed

a lot _____ not much

During the lesson/series of lessons I felt

embarrassed _____ comfortable

APPENDIX 1: A SELECTION OF TEACHING RESOURCES AVAILABLE FOR KEY STAGES 1 AND 2

The resources detailed below are included because they have been identified by teachers as useful when developing an RSE policy and programme. This does not imply endorsement by CCEA. It is strongly recommended that all resources to be used with pupils are reviewed prior to their use. This is to ensure that they reinforce the key messages which the school wishes to promote and that they provide activities which are appropriate to the specific groups of pupils. A set of questions to assist teachers when making judgements about the suitability of resources is provided within this document. Many of the resources identified are available on loan from Health Promotion Departments, Education and Library Board Resource and Teachers' Centres and the Family Planning Association for Northern Ireland.

Teacher Reference Books

Health for Life: A Guide for Health Promoting Schools. Wetton, N and McWhirter, J. Forbes Publications, 1995. ISBN 0-901762-98-9.

The Primary School Sex Education Pack. Cohen, J. Healthwise (Liverpool), 1997. ISBN 1-87346-008-2.

This pack is based on a whole-school approach and covers workshops for staff training, information on curriculum guidance and planning, pupil activities, suggestions for working with parents and governors, and a comprehensive list of resources.

Sex and Relationships Education at Primary Schools: Forum Factsheet 5. Sex Education Forum, 1995.

Developing and Reviewing a School Sex Education Policy: A Positive Strategy. Sex Education Forum, 1994.

A comprehensive guide to the process of policy development.

Sex Education – A Quick Guide For Teachers. Kirby, M. Daniels, 1994. ISBN 1-85467-228-2.

A brief guide to the issues pertinent to school sex education.

Sex Education: Guidance for Governors and Teachers in Primary Schools. Dixon, H. Sheffield Centre for HIV and Sexual Health (1995). £4.00 from 22 Collegiate Crescent, Sheffield S10 2BA.

Helping Girls Cope with Menstruation in School. Prendergast, S. Healthwise, 27–35 Mortimer Street, London, W1N 7RJ (reprinted 1994). ISBN 0-903289-92-X.

Guidelines for primary and post-primary schools which gives suggestions as to how schools can provide adequate facilities and support for girls to cope with menstruation.

Health for Life 1 and 2 – A Teacher's Planning Guide to Health Education in the Primary School. Health Education Authority Primary School Project. Thomas Nelson & Sons Ltd. ISBN 1 855448 075 8.

Book 2, in particular, provides many classroom activities and guidelines for policy making in relation to the health education curriculum.

A Way In: Five Key Areas of Health Education. Williams, T, Wetton, N and Moon, A. Health Education Authority. ISBN 1-85448-07-58.

Children's views of exercise and rest, healthy eating, keeping safe, relationships and the world of drugs are investigated in-depth using the "draw and write" technique. The results provide a record of the changing views and perceptions of children throughout their years of primary school.

A Picture of Health. Williams, T, Wetton, N and Moon, A. Health Education Authority. ISBN 1-85448-08-04.

The "draw and write" technique is used to enable pupils aged 4–8 years to give their perceptions of how they would lead a healthy life.

Guiding Children Through Life's Losses. Vos Wezeman, P, Fournier, J D and Wezeman, K R. Twenty-third Publications. ISBN 0 89622 938 6.

National Curriculum Blueprints: Health Education Key Stages 1 and 2. Lloyd, J and Morton R.

That's Like Me! Using Children's Literature to Develop Health Education in Primary Schools. Wetton, N and Babar, S. Health Education Authority, 1994.

The health education possibilities of story telling in the primary school classroom are demonstrated and are directly applicable to sex education.

The Truth and Meaning of Human Sexuality. Manly, D (series editor). Aras Mhuire Publications, 1996. Guidelines for Catholic parents for education within the family.

Love is for Life. Irish Bishop's Pastoral Letter, 1985.

Teaching Resources

Quality Circle Time in the Primary Classroom. Mosley J. Learning Development Aids, 1996. ISBN 1-85503-22-95.

A guide including 200 activities and suggesting solutions for problems encountered by teachers using circle time.

Health for Life, Books 1 and 2. Williams, T, Moon, A and Wetton, N. Thomas Nelson and Sons Ltd, 1989.

An extensive health education programme using a whole school approach. Classroom strategies and activities focus on topics such as "Keeping Myself Safe" and "Me and My Relationships".

Skills for the Primary School Child. Moran, A (ed). Tacade and Re-solv, 1990.

This pack includes a series of practical activities for pupils aged 6–11 years, training workshop activities for use with school staff, parents and governors, and photocopiable support materials.

Education for Love. A programme of sex education for the Catholic Primary school. Diocesan Advisers in Religious Education and staff from St Mary's College, Belfast.

Alive O, Books 1, 2 and 3. Veritas. 1998.

The Alive-O series constitutes a programme which fosters faith and the full development of every child. The programme is experienced through the medium of music, story, poetry, art activities and most crucially prayer. A vital component of each of the Alive-O texts for Primary 1 onwards is the inclusion of the Education for Love Programme which can only be taught through this religious education series. The emphasis of this component of the Alive-O Series is to help the children to have a healthy respect for their sexuality as a God given gift, with a corresponding responsibility for that gift. This series is currently for pupils in Primary 1–3, but further texts for Primary 4–7 pupils are anticipated.

Where Did You Come From? Powell, J. Wayland, 1993.

Excellent photography is used alongside simple text to tell the story from conception to young child. Appropriate for pupils aged 4–8 years.

Sex Education for Children – A Quick Guide for Parents and Carers. Slough, J. Daniels, 1994.

A useful, comprehensive resource for schools to make available to parents.

Changes: An Educational Programme for Boys, Girls, Teachers and Parents. The Always Education Service, Freepost NH4 190, Northampton NN6 9BR.

Periods: What You Need To Know. Family Planning Association, 1994.

A 12 page booklet for young girls aged 9–12 years to prepare them for menstruation. Straightforward explanations of why girls and women have periods are provided, as well as the facts about what happens and how to deal with them.

Bill's New Frock. Fine, A. Methuen Children's books.

A humorous story exploring the different treatment a boy experiences when he wakes up one morning to find he has turned into a girl.

Looking Ahead! Boys }
Looking Ahead! Girls } Brook Publications, 1995.

Two leaflets for pupils aged 9–11 years explaining the physical and emotional changes which occur during puberty.

Who Made Me? Doney, M and Doney, M, Marshall Pickering, 1987.

A frank and humorous look at the facts of life. Suitable for Key Stage 1 pupils.

Wonderful You. Parry, L and Parry, A

Humorous information and pop-ups about life. Suitable for Key Stage 1 pupils.

The Bully. Coppard, Y. Red Fox Publications, 1991. ISBN 0 09 9838606.

Marvellous Me. Townsend, A.

Enjoyable look at the way our bodies work.

Before I Was a Kid. Speers-Stewart, R.

The story of growing in mummy's womb. Suitable for Key Stage 1 pupils.

Mummy Laid an Egg! Cole, B and Cape, J, 1993.

The parents are clueless and go pink when they find out how babies are really made, the children already know.

Flour Babies. Fine, A. Puffin, 1994.

A tale of a boy's school science project which involves looking after flour babies, ie bags of flour that have to be treated gently. The boys learn about the pressures of parenthood and about their own families.

Our New Baby. Alex, Marlee and Benny. Lion, 1982.

Girls Talk
Boys Talk }
Parents Listen } Lucienne Pickering, Geoffrey Chapman, 1981.

How We Grow and How We Change – A Resource Pack for Teaching Sex Education in the Upper Primary Years. 1995. Mid Glamorgan County Council (ESIS), Education Resource Centre, Grawen Street, Porth, CF39 OBU. £30.00.

Contains laminated teacher lesson plans, pupil worksheets, pupil factsheets and teacher information sheet.

Personal Relationships for the Primary School: A Resource for Key Stages 1 and 2. 1993. Health Promotion Centre, Lansdowne Hospital, Sanatorium Road, Canton, Cardiff, CF1 8YL. £40.00 per pack. Contains large flip chart pictures to promote discussion and accompanying worksheets.

The Fairway (activity audio tape). Tumble Tots Publications. ISBN 1 85781 190 9.

Knowing Me, Knowing You: Strategies for Sex Education in the Primary School. Sanders, P and Swindon, L. Cambridge: Learning Development Aids, 1990. 17 pp.

Teaching resources for primary school teachers which provides 80 practical group exercises on a range of subjects relevant to sex education (including HIV/AIDS). It has useful ideas for group work which involves parents.

Primary School Workbook: Teaching Sex Education Within the National Curriculum. Lenderyou, G. Family Planning Association, 1993. 120 pp.

A practical guide to teaching sex education in primary schools which offers a varied range of classroom activities.

The Primary School Sex and Relationships Education Pack. Healthwise, 1997. ESP Unit, 1st Floor, Cavern Court, 8 Matthew Street Liverpool, L2 6RE.

On the Agenda: Sex Education for Young People with Learning Difficulties. Scott, L. Image in Action, 1994. 188 pp. Tel: (020) 8340 5266.

A practical guide to policy making, planning and working with young people in schools and colleges using drama and active learning methods. It is based on work with children aged from nursery to 19+.

Kidscape: Primary Child Protection Programme. Elliott, M. Kidscape, 1994. £40.00.

A short video, teaching notes and photocopiable worksheets. The programme advocates an integrated approach to preventing bullying and child abuse.

Videos

Health E3 Sex Education. (1996). A television series in four parts and supporting teachers resource pack available from BBC Wales Education, Llandaff, Cardiff or Health Promotion Wales, Ty Glas Avenue, Llanishen, Cardiff, CF4 5DZ. £3.50.

BBC Sex Education Video. BBC Educational Publishing, PO Box 234, Wetherby, West Yorkshire, LS23 7EU.

For 10–12-year-olds. Three 20 min programmes covering the physical and emotional changes of growing up; sexual intercourse; pregnancy and childbirth.

Sex Education. BBC. (Edited version of three 20 minute programmes).

The edited programme has been amended to suit the needs of Roman Catholic and Moslem pupils. The programmes are designed for use with pupils aged 10–12 years and cover the topics of “Growing”, “Someone New” and “Life Begins”. There is a strong emphasis on the family setting and on family relationships.

Living and Growing (Video). Educational Television Company. Tel: (01926) 433333.

6 × 15 minute programmes for 9–12-year-olds.

Growing Up – A Guide to Puberty. Bounty Vision (12 mins). Family Planning Association.

A short video in “soft pastel cartoon style”, covering growing up, physical development, menstruation, emotional development, courtship, sexual intercourse, ante-natal care, birth and the new baby.

What Next? ITV. (Video from the “Good Health” series).

A short video in which a 9-year-old boy and his 11-year-old sister explain to a robot, the differences between humans and robots. A dream sequence is used to explain how human life begins and the care which babies need. This video is unreservedly recommended by the Catholic Diocesan Advisers for use with the P7 Education for Love Programme.

Then One Year. Boulton Hawker.

Girls and boys (11+ years) are helped to understand the new emotions and the physical changes of puberty. Individual differences are stressed as normal.

Sex Education for Girls. Video presented by A McNamara. Family Education Trust. (Veritas).

Deals with growing up, relationships, marriage and babies.

Sex Education For Boys. Video presented by A McNamara and F McCrickard. Family Education Trust (Veritas).

Focuses on the needs of boys in relation to growing up, relationships, marriage and babies.

BBC TV and Channel 4 transmit various programmes throughout the year. Further information can be obtained from:

BBC Education: Tel: (028) 9033 8000

Channel 4: Tel: (028) 9446 9222.

APPENDIX 2: USEFUL CONTACTS IN NORTHERN IRELAND WHICH PROVIDE ADVICE AND SUPPORT

- A local general practitioner (GP) – if further specialist help is required, he or she will make the necessary arrangements.
- Members of the school's health team have the potential to offer considerable on-going support and can provide a link between school, home and the local general practitioners.

Education and Library Boards

Each of the five Education and Library Boards in Northern Ireland has an adviser with special responsibility for health including Relationships and Sexuality Education.

Advisers can be contacted at the numbers given below.

Belfast Education and Library Board	Tel: (028) 9056 4000
North-Eastern Education and Library Board	Tel: (028) 2565 3333
South-Eastern Education and Library Board	Tel: (028) 9056 6200
Southern Education and Library Board	Tel: (028) 3751 2200
Western Education and Library Board	Tel: (028) 8241 1411

Diocesan Advisers

Support for Catholic schools in relation to Religious Education and the implementation of RSE is provided by Diocesan Advisers who can be contacted at their respective offices.

Armagh Diocese	Tel: (028) 3753 1620
Derry Diocese	Tel: (028) 7126 4087
Down and Connor Diocese	Tel: (028) 9049 1886
Clogher Diocese	Tel: (028) 8554 8449
Dromore Diocese	Tel: (028) 4175 2221

Health Promotion Services

School Health Promotion Officers can be contacted at the telephone numbers detailed below.

Eastern Area	Tel: (028) 9032 1313
Northern Area	Tel: (028) 2563 5575
Southern Area	Tel: (028) 3752 0500
Western Area	Tel: (028) 7186 5127

Personnel at these telephone numbers will provide local contacts for health, personal and social services.

APPENDIX 3: USEFUL LOCAL ADDRESSES

Childcare Northern Ireland, 11 University Street, Belfast, BT7 1FY. Tel: (028) 9065 2713.

NSPCC, Jennymount Court, North Derby Street, Belfast, BT15 3HN. Tel: (028) 9035 1135.

Family Planning Association, 113 University Street, Belfast, BT7 1HP. Tel: (028) 9032 5488.
2nd Floor, Northern Counties Building, Custom House Square, Londonderry, BT48 6AE.
Tel: (028) 7126 0016.

Telephone helpline and advisory service providing advice and information on sexual issues. Also provides a non-directional unplanned pregnancy service. This voluntary agency also offers training for professionals.

Health Promotion Agency for Northern Ireland (HPANI), 18 Ormeau Avenue, Belfast, BT2 8HS.
Tel: (028) 9031 1611.

The Agency is a non-departmental public body whose remit in Northern Ireland is health promotion. It carries out its work through providing public and professional information; training and professional development; research and evaluation; and policy development for health.

APPENDIX 4: USEFUL NATIONAL ADDRESSES

Childline UK, Freepost 1111, London, N1 OBR. Tel: (0800) 1111. A free national helpline for children with any problems.

Bounty Services Ltd, Vincennes Road, Diss, Norfolk, IP22 5BG. Tel: (01379) 649500

Family Education Trust, The Mezzanine, Elizabeth House, 39 York Road, London, SE1 7NQ
Tel: (020) 7401 5480.

London Borough of Hillingdon, The HIVE Barra Hall, Wood End Green Road, Hayes, UB3 2SA,
Tel: (020) 7569 2510.

CARE, 53 Romney Street, London, SW1P 3RF. Tel: (020) 7233 0455.

AVERT, 4 Brighton Road, Horsham, West Sussex, RH13 5BA Tel: (01403) 210202.

Health Development Agency, Trevelyan House, 30 Great Peter Street, London, SW1P 2HW.
Tel: (020) 7413 1995.

Family Planning Association, 2–12 Pentonville Road, London, N1 9FP Tel: (020) 7837 5432.

Sex Education Forum, National Children's Bureau, 8 Wakley Street, London, EC1V 7QE
Tel: (020) 7843 6052.

Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH. Tel: (020) 7730 3300.

APPENDIX 5: SAMPLE EVALUATION QUESTIONNAIRES FOR PARENTS, PUPILS AND STAFF

Questionnaire for Pupils

1 Have you received any sex education/RSE at school?

Yes No Can't remember

2 If so, was it . . . please tick ✓ where appropriate.

excellent very good good
 not good bad

3 What did you enjoy most about the sex education/RSE programme?

4 What did you enjoy least about the sex education/RSE programme?

5 Is there anything you would like to know about that was not included in the programme?

Yes No

If so, what?

Questionnaire for Parents

1 Are you aware of the school's programme for personal and social education or health education?

Yes No

2 Have you received/read a copy of the school policy?

Yes No

3 Would you like to know more about the school's programme of Relationships and Sexuality Education?

Yes No

4 Would you be interested in any of the following? Please tick ✓.

- receiving a copy of the school's RSE policy
- attending an information session on the school's RSE programme
- becoming involved in developing a school RSE policy
- having the opportunity to see the resources available or used in school's programme
- borrowing RSE resources to use with your children at home

If you have any concerns about the programme, please indicate below.

Comments (including suggested amendments)

7 In your opinion which areas of sex education/RSE have not worked well?

8 What, in your opinion, are the reasons for this? (Questions 6 and 7)

9 Have you participated in any in-service training about using active learning strategies?

never in the last year in the last two years

in the last four years

10 Have you received any in-service training about RSE?

never in the last year in the last two years

in the last four years

11 In your opinion what aspects of the sex education/RSE programme are not meeting the needs of the pupils?

APPENDIX 6: A SUGGESTED FRAMEWORK FOR A POLICY STATEMENT

School Relationships and Sexuality Education Policy

Name of school.

Date of policy.

Member(s) of staff responsible.

Review date.

Description of Policy Formation and Consultation Process

The people involved.

The stages/process undertaken.

Issues considered.

Aims and Objectives of Relationships and Sexuality Education Policy

Including their relationship to the schools' aims and existing policies.

Moral and Values Framework

The key morals and values the school wishes to endorse.

Equal Opportunities

A statement to indicate how the programme is relevant and accessible to all pupils regardless of age, culture, disability, gender, religion or social class.

Organisation of Relationships and Sexuality Education Programme

Name of co-ordinator responsible for planning and delivery.

Who will teach it?

Training provision.

Methodology and approach.

Specific classroom arrangements, eg single sex, mixed.

Curriculum entitlement.

Procedures for reviewing effectiveness of programme.

Resources used and criteria for selection.

Liaison with post-primary schools to facilitate effective spiral and developmental curriculum (where practical).

Specific Issues Statements

Confidentiality (individually and in the classroom).

Procedures for the involvement of health professionals and visitors.

Involving Parents

Information on procedures for involving and consulting with parents.

Parents with special needs.

Dissemination of the Policy

Who will receive it?

How will it be made available?

Procedures for Policy Monitoring and Evaluation

Additional information to be Appended

For example, a scheme of work or content headings for the programme.

(This suggested framework has been adapted from the model policy included in Annex C, Circular No 5/94 *Education Act 1993: Sex Education in Schools* issued by the Department of Education in England and Wales.)

The effectiveness of an RSE policy can be judged against the following checklist.

- Does it provide a secure and supportive framework for staff to work within (for example, are staff clear about the school policy on confidentiality)?
- Does it make a statement of the morals and values which the RSE programme seeks to endorse?
- Does it provide information for parents on the opportunities for involvement?
- Does it provide clear guidance for all staff and any agencies or visitors involved?
- Does it make clear who is responsible for what?
- Does it involve pupils and parents as part of the evaluation process?

APPENDIX 7: A SAMPLE GRID FOR REVIEWING CURRICULAR PROVISION IN RSE DURING KEY STAGES 1 AND 2

CLASS TEACHER: _____ CLASS: _____

Please indicate the topics covered during Key Stage 1.

TOPICS/THEMES YEAR	P1	P2	P3	P4	TERM		
					1	2	3
Myself							
Parts of the body.							
Being myself.							
Similarities and differences between myself and others.							
The stages of human development.							
Recognising moods, feelings and concerns and developing a language for expressing moods, feelings and concerns.							
Personal likes and dislikes.							
My Relationships							
My family, special people in my life.							
Friendships.							
Ageing.							
Loss and mourning.							
Respect and caring for family members and friends.							
Bullies.							
Personal safety – simple skills and practices.							
Good and bad touches.							

TOPICS/THEMES YEAR	P1	P2	P3	P4	TERM		
					1	2	3
Adults and older children are not always “friends”.							
The potential danger of relationships with strangers or acquaintances.							
Strategies for dealing with potentially dangerous situations.							
My Community/Environment Different types of families.							
Roles of individuals within families.							
Keeping safe.							
Rules at home, at school and in the community.							
Respect and caring for people in the community.							

CLASS TEACHER: _____ CLASS: _____

Please indicate the topics covered during Key Stage 2.

TOPICS/THEMES	YEAR	P5	P6	P7	TERM		
					1	2	3
Myself							
My body – how it works.							
My body – how to keep it healthy.							
The physical, social and emotional changes which occur during puberty.							
Myself and my peers – different rates of growth and physical development.							
Valuing and respecting myself.							
Identifying personal strengths and weaknesses.							
Identifying feelings; expressing feelings.							
Gender roles.							
Making choices.							
The consequences of actions.							
Distinguishing between right and wrong.							
Secrets.							
How babies begin and are born.							
How babies grow.							
The skills necessary for parenting.							
The importance of good parenting.							

TOPICS/THEMES YEAR	P5	P6	P7	TERM		
				1	2	3
My Relationships						
The positive traits of friendship.						
Differences and similarities in people.						
Respect of other people's views, emotions and feelings.						
Families and how they behave.						
The meaning of friendship and loyalty.						
Making and maintaining friendships and social relationships.						
Handling difficult situations.						
Relationships within families, friends and in the community.						
Appropriate and non-appropriate physical contact.						
Identifying dangers and risks within relationships.						
Being assertive.						
People who can help pupils.						
My Community/Environment						
The family in relation to the school and the wider community.						
The family in relation to the wider community.						
Cultural differences in families and family relationships.						
Helping agencies which can support families and individuals in different circumstances.						
Messages and images about health, gender roles and sexuality.						