



CAMPBELL
COLLEGE

Est 1894

- DRAFT -

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Revised: (October 2025)
Next Revision: June 2027

RSE Coordinator/Head of LLW:

Mrs J Bailie

Vice Principal:

Mr W Keown

1. INTRODUCTION

All young people have a right to an education which prepares them for adult life. High quality, relevant and age-appropriate Relationships and Sexuality Education (RSE) plays an integral part of this process.

Whilst learning about relationships and sexuality is a lifelong process, Campbell College will contribute to that process by helping our pupils acquire knowledge, understanding and skills, and develop attitudes, beliefs and values in regard to personal and social relationships, personal and sexual identity in a safe and secure environment. This learning process begins informally with parents/carers and continues throughout young people's school and adult life.

2. FRAMEWORK

RSE is a statutory component of the following key areas of learning:

- Personal Development and Home Economics statements of requirements for Learning for Life and Work at Key Stage 3, and
- Personal Development strand of Learning for Life and Work at Key Stage 4.

This RSE Policy is informed by, and links to, a range of documents including:

- DENI Guidance on RSE (Circulars 2024/01, 2015/22, 2013/16, 2010/01, 2001/15)
- CCEA RSE Progression Framework
- Equality Act 2006
- Other College Policies, including the Safeguarding and Child Protection Policy and the Positive Behaviour Policy
- The College Pastoral Care Handbook.

The Policy is developed in consultation with pupils, through the Student Councils, and with parents and staff.

3. AIMS AND ETHOS

At Campbell College, we promote key values of Respect and Community. We believe in educating the whole child, developing our pupils as rounded individuals with an assured set of values.

Relationships and Sexuality Education is not intended to be value free. It should be tailored to the age, maturity and understanding of pupils. The programme aims 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.

The aims and key messages of the College's RSE programme are to:

- enhance the personal development, self-esteem and wellbeing of the pupils.
- help pupils develop healthy, appropriate and respectful friendships and relationships, appreciating that these are based on self and mutual respect, empathy, honesty, trust and commitment.
- foster an appreciation of the value of family life, marriage, permanent loving relationships, and the responsibilities of parenthood.
- emphasise that both genders, male and female, are to be appreciated, respected, valued and seen as equal, different and complementary.
- foster an understanding of, and a healthy attitude to, human sexuality and relationships, recognising the positive benefits of seeking sexual fulfilment within a permanent, committed relationship.
- promote responsible behaviour and the ability to make informed decisions.
- learn that compassion, forgiveness, mercy, tolerance and care are essential skills and dispositions to develop in relationships.
- learn that rights, duties and responsibilities are involved within relationships.
- nurture tolerance of others' opinions and values which may be different to their own.

In leading this programme, teachers should acknowledge that some children come from backgrounds that do not reflect such values and experiences. Sensitivity is, therefore, needed to avoid causing hurt and offence to students and their families, and to encourage the development of their sense of worth.

4. RESPONSIBILITIES

The Head of Learning for Life and Work is the member of staff responsible for co-ordinating all issues related to the RSE programme and its implementation. They ensure that the programme is taught effectively and is appropriate to the age and developmental needs and understanding of the pupils. They also monitor and evaluate the material used on a regular basis and liaise with external providers. The Head of Learning for Life and Work works with the Vice Principal (Pastoral) to ensure that the RSE Programme fulfils its aims and meets the needs of pupils and that appropriate training is provided for teachers.

Different aspects of RSE are delivered by class teachers, form tutors and by external providers. Good relationships are important in any classroom; however, they are particularly important when teaching RSE. Learning will be most effective when it takes place in a safe, respectful and inclusive space, where pupils can express their feelings and participate confidently without judgement or embarrassment. All resources are reviewed to ensure they are consistent with the College's policy and ethos.

Whilst building an environment based on trust, teachers cannot give a guarantee of confidentiality to pupils around issues relating to child protection. If details are revealed that would lead staff to suspect that sexual abuse is involved, the teacher must follow the child protection procedures outlined in the Safeguarding and Child Protection Policy.

Whilst teachers have a significant role to play in the implementation of RSE in school, this role cannot be considered in isolation to the role of the parents and should ideally be additional and complementary. The home exercises a major influence on all aspects of a young person's life and especially so in the domain of relationships and sexuality.

Parents may formally request for their son to be excused from RSE or specific elements of RSE. As part of the process of excusing, the school will consider any parental concerns expressed, attempt to deal with any misunderstandings, identify the specific issues which are problematic and explain the implications for the pupils 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 the pupil will hear their peer's version of what was discussed, rather than from the reliable source of the teacher.

5. THE RSE CURRICULUM

The Education (Northern Ireland) Order 2006 requires all schools to offer a curriculum which:

- Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of students at the school and thereby of society; and
- Prepares such students for the opportunities, responsibilities and experiences of life by equipping them with the appropriate knowledge, understanding and skills.

The Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023 amended the Education (Northern Ireland) Order 2006 to ensure that pupils at Key Stages 3 and 4 have the opportunity to “receive age-appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion”.

Relationships education is a statutory element of the Northern Ireland Curriculum through the discipline of Learning for Life and Work. It supports the curriculum aim which is ‘to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.’

The RSE Programme at Key Stages 3 and 4

The RSE curriculum forms part of the statutory statements of requirement for Personal Development within Learning for Life and Work. The following areas are addressed in considerable depth across each key stage:

- Self-concept
- Growth and development
- Relationships
- Sexuality
- Reproductive health
- The Law

[See Appendix for more detailed breakdown of how RSE is taught across Year groups]

The delivery of RSE will utilise CCEA resources via their online RSE Hub:

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

The RSE programme aims to be a positive experience for all participants; it is developmental, accessible and appropriate to the age and maturity of students. As maturity is not always determined by chronological age, teachers are sympathetic to the personal and emotional circumstances of individual students. They are aware of, and take into account, the variety of existing student knowledge, differing attitudes and beliefs and the student's capacity to understand issues. This is particularly important in relation to children with special educational needs where physical development may outstrip emotional maturity.

When education or health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individual undertake will complement the ongoing programmes within the school. Care will be taken to ascertain that they have read and are willing to comply with the school policy, and that they know what has been taught in preparation for their visit and what will be done as a follow-up. The teacher will always be present when an individual or a representative from an agency is taking a class. Such a visit is *not* seen as the RSE programme, but as an integral part of it.

6. ANSWERING STUDENTS' QUESTIONS

If pupils raise issues that are offensive to some or beyond the maturity of some pupils, staff will not answer in class. If the teacher feels that the question was a genuine one, he/she may suggest that the pupil ask his parents or, if this is an inappropriate option, the teacher may decide to answer the question in a sensitive manner, which may require the presence of another colleague. If the question asked raises child protection issues, this will be referred to the Designated Teacher for Child Protection.

All staff teaching RSE-related issues will use the proper biological names for body parts and sexual acts, where appropriate and relevant to the RSE programme. The use of common slang will be avoided where possible. Parents are welcome to view the programme and become familiar with the language used in it.

7. DISSEMINATION OF THE POLICY

The contents of this policy will be made available to all members of the Board of Governors and to all teaching staff. It will be publicly available on the College website and made available to all parents on request. All health and educational visitors discussing issues related to RSE will be provided with a copy of the school policy and will be encouraged to adhere to and follow its aims and objectives.

The College believes that the responsibility for Relationships and Sexuality Education should be appropriately shared between teachers, male and female, parents and the school community as a whole. Its effectiveness depends on a collaborative process involving teachers, parents, governors and other educational and health professionals. Each of the partners has distinctive contributions to make and the school will endeavour to define and fulfil its responsibility, providing an opportunity for teachers, governors and parents to raise any issues and concerns they might have about the RSE policy and programme.

8. MONITORING AND EVALUATION

This policy will be reviewed and updated periodically. The ongoing process of monitoring and evaluation will be linked to assessment for learning within the NI curriculum and developed as an integral part of the programme.

Questionnaires are issued to students following the 'Love for Life' presentation and confidential feedback is given to the College.

Information gained will then be correlated by the RSE co-ordinator and used to adapt the programme for the future.

APPENDIX

PROGRAMME OF RELATIONSHIP AND SEXUALITY EDUCATION

**The exact programme may vary from year to year*

KEY STAGE 3

	Year 8	Year 9	Year 10
TUTORIAL PROGRAMME / LEARNING FOR LIFE AND WORK	The following themes are covered each year in Years 8-10 through the Personal Development strand of Learning for Life and Work: • Health and the whole person • Feelings and emotions • Managing influences and making choices • Self-concept		
	• Staying Safe Online • Self-Awareness • Consent in friendships • Self-esteem and worth • Images and online sharing • Comparison and social media • Cyberbullying and how we treat people • Healthy relationships	• Media and self-esteem • Body image • Staying Safe Online • Social media • Online friendships • Cyberbullying • Sharing photos and videos	• Stereotyping and its influence on attitudes and behaviour • Cyberbullying • Sexting and staying safe online • Identify and value • Impact of media and peer pressure • Body image and social media • Pornography • Attitudes to, and expectations around, sex and relationships • Communication in relationships • Consent • Pregnancy, STIs, contraception
SCIENCE		• Physical changes that occur during puberty • Male and female reproductive systems, sexual intercourse; the biological aspects of human fertility and conception • The development of the child from conception to birth • Factual information about the types of contraception	
NUTRITION AND HEALTH SCIENCE		• Family Life • Roles and Responsibilities within families • Gender roles and stereotyping • Adolescence – recognising feeling, moods and emotions • Maintaining positive relationships • Considering peer and other influences • Different types of relationships • Fostering and adoption	• Nutritional needs during pregnancy • Development of the child from conception to birth • Encouraging sensitivity towards different ways of life, beliefs and opinions
RELIGIOUS EDUCATION	• Who am I? / I am unique	• Love • Stereotyping	

KEY STAGE 4

	Year 11	Year 12
TUTORIAL PROGRAMME / LEARNING FOR LIFE AND WORK	• The impact of online pornography on young people's lives	• Positive relationships • Consent and the consequences of non-consent • Consent and the Law • Domestic violence and abusive relationships • Violence against women and girls • Impact of media and peer pressure • Cultural awareness • The qualities of a healthy relationship • Relationship skills • Communication in relationships • Sexting • Pornography • Pregnancy, STIs, contraception • Pregnancy pathways • Values and expectations
BIOLOGY		• Physical changes that occur during puberty • Male and female reproductive systems, sexual intercourse; the biological aspects of human fertility and conception • The development of the child from conception to birth • Sexually Transmitted Diseases and safer sex practices • Factual information about the types of contraception • Adolescence – recognising feeling, moods and emotions • Teenage pregnancy
HEALTH AND SOCIAL CARE	• Nutritional needs at pre-conception and during pregnancy • Physical and emotional changes that occur in males and females during puberty	
RELIGIOUS EDUCATION		• Families • Religious and secular views on sex • Marriage • Divorce

KEY STAGE 5

TUTORIAL PROGRAMME	• Self-Awareness and understanding difference • Relationship skills • Communication in relationships • Abusive relationships • Sexting • Pornography • Consent • Pregnancy, STIs, contraception • Pregnancy pathways • Sex and Alcohol / Spiking • Preparing for independence • Grooming
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EXTERNAL PROVIDERS



The College invites the team from Love for Life to give presentations at Key Stages 3, 4 and 5.

Love for Life is an independent charity, working to equip young people with the knowledge, skills and values necessary to make good choices when it comes to relationships and sex. Recognising the inherent worth and value of each individual, Love for Life believes that young people can choose to avoid damaging behaviours, including alcohol, drugs and underage sex, when adequately supported and equipped to do so.

They deliver programmes to over 30,000 young people across Ireland each year, as well as supporting parents and carers and all those working with young people and contribute to regional health and education policy.



White Ribbon is a global organisation which aims to communicate the message that violence against women in all its forms is unacceptable. They deliver a “Listen – Learn – Lead” programme in schools which helps to inform boys and young men about the problem of violence against women in Northern Ireland and encourages them to consider how they can learn from this and be leaders of change in both attitude and behaviour.