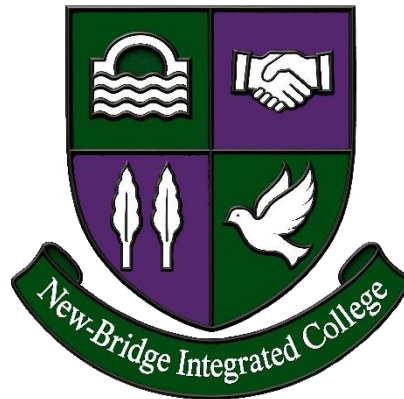


New-Bridge Integrated College



Relationships and Sexuality Education (RSE) Policy



Section 1: Contextual information

At New-Bridge Integrated College, our Relationships and Sexuality Education (RSE) Programme is taught in the context of our College **Mission Statement**:

"New-Bridge Integrated College is an integrated all-ability school welcoming children of whatever creed, culture, class or gender. We are committed to ensuring that all our pupils are provided with the opportunity to achieve to their full educational potential in a challenging and stimulating environment in which they all feel cherished and valued."

New-Bridge Integrated College Aims:

- ✓ To enable our pupils to grow mature in their own beliefs, culture and tradition.
- ✓ To promote peace and reconciliation by actively seeking knowledge and understanding of other beliefs, cultures and traditions
- ✓ To develop in our pupils, the self-esteem and self-discipline necessary for responsible citizenship in a pluralistic society
- ✓ To provide a challenging and stimulating environment in which the academic, sporting and personal success of pupils is promoted and celebrated.
- ✓ To cherish, nurture and respect each other regardless of race, gender or other differences
- ✓ To encourage individual spiritual development and to work and pray for peace in our lives
- ✓ To promote the involvement of all members of the College community, whether governors, parents, pupils or staff in the development of the College
- ✓ To foster a caring and responsible attitude to the College and the local environment
- ✓ To create effective links between the College and the wider community

1.2 Date of policy: January 2024

Date to be reviewed: June 2026 Once ratified by the College Board of Governors, the RSE policy will be reviewed biannually and in line with current guidance and legislation...

1.3 Related Policies

This policy should be read in conjunction with the following policies:

1. *Child Protection & Safeguarding Policy*
2. *Anti-bullying Policy*
3. *Drugs Policy*
4. *Critical Incident Response Policy*
5. *Positive Behaviour Policy*
6. *Use of Mobile Phones and Digital Technologies/Photographs/Images Policy*
7. *Health & Safety Policy*

8. Educational Visits

9. eSafety Policy

1.4 The policy takes account of [The Equality Act \(Sexual Orientation\) Regulations \(Northern Ireland\) 2006](http://www.legislation.gov.uk), available at www.legislation.gov.uk

Sexual Orientation and Gender Identity

The Equality Act (Sexual Orientation) Regulations (NI), 2006
<http://www.legislation.gov.uk/nisr/2006/466/contents/made>

We are aware that as young people grow up, they can experience sexual identity and orientation confusion. In keeping with the legal requirements within the UK and NI, it is important that abstinence is promoted for all pupils regardless of their sexual orientation.

All pupils have the right to learn in a safe environment, to be treated with respect and dignity and not be treated any less favorably on grounds of their actual or perceived sexual orientation. Relationships and Sexuality Education will help to promote positive views regarding sexual orientation and gender identity which in turn will help to raise the self-esteem of young people who may feel different. The school will handle all issues of sexual orientation and gender identity in a sensitive and reassuring way.

Bullying on the grounds of sexual orientation, is as unacceptable as it is on any other situations where someone is mistreated. All issues relating to homophobic language and bullying will be dealt with appropriately in accordance with the School's Anti-Bullying Policy. Use of unkind language will be challenged and deemed unacceptable.

1.5 :The policy references the relevant sections of the [United Nations Convention on the Rights of the Child](http://www.unicef.org.uk), available at www.unicef.org.uk

The RSE policy is written with the UNCRC Rights of The Child at the centre of its philosophy.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status" (Article 2).

The Convention must be seen as a whole: all the rights are linked, and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28).

Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

1.6 : The policy contributes to [Every School a Good School](#), the [Community Relations, Equality and Diversity in Education Policy](#) and the [Inspection and Self-Evaluation Framework](#), and [The Empowering Improvement Framework for Inspection](#) available at www.education-ni.gov.uk and www.etini.gov.uk

1.7 School Development Planning

Care and Welfare of all pupils is at the heart of our School Development Plan. We work hard to build self-reliant and resilient learners through our LLW and PD programme and indeed across the curriculum. This is to encourage students to form healthy lifestyles and relationships and educate them to make safe decisions.

Contextual Information in Northern Ireland:

The Legislative changes made to the curriculum by the Secretary of State for Northern Ireland which came into force on 1 July 2023. The Department requires all grant-aided schools to have an RSE policy and taught RSE programme. It is a matter for individual schools to decide who will deliver their RSE programme and how it will be delivered. This has not changed. The change to legislation means that the curriculum for every grant-aided school will, in relation to Key Stages 3 and 4, **include age-appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion.**

The changes have been made to the curriculum for Learning for Life and Work in post-primary only. The Department consultation closed in November 2023 on proposed regulations which will specify the circumstances in which you can ask to have your child excused from age appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion or an element of it (as determined by the Department).

It applies only to specific elements of the RSE curriculum at KS3 and KS4 in post-primary schools, namely that: **“The curriculum for every grant-aided school shall, in relation to key stages 3 and 4, include age-appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion.”** The Regulations also require the Department to make provision for, at the request of a parent/carer of a pupil in KS3 and KS4 to be excused from [RSE] education that contain age-appropriate, comprehensive and scientifically accurate education on sexual and reproductive health and rights, covering prevention of early pregnancy and access to abortion or an element of it (as may be determined by the Department). The Department launched a 12-week consultation on this aspect of the changes on 1 September 2023 which will run to 24 November.

This policy has been revised to reflect DENI Circular 2015/22

Defining Relationships and Sexuality Education:

Relationships and Sexuality Education is about more than simply educating young people about biological sexual reproduction. Although it is often referred to as 'sex education', this terminology is misleading.

Relationships and Sexuality Education is a lifelong process encompassing:

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

For our pupils, the learning process has begun informally, with their parents or carers, long before any formal education takes place at school. Sexuality includes all aspects the human person that relate to being male or female: it changes and develops throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions.

At New-Bridge we accept that effective Relationships and Sexuality Education is essential if young people are to make responsible and well-informed decisions about their lives.

Relationships and Sexuality Education at New-Bridge is a fundamental aspect of Personal Development, and should build on the learning experiences from the primary curriculum, and provide our young people with:

- the opportunity to develop the skills to build healthy and respectful relationships, stay safe, and develop their own moral thinking and value system; and
- up-to-date, accurate and accessible information about reproduction, sex and sexual health matters.

We recognise that Relationships and Sexuality Education is effective when it is taught in a sensitive and inclusive manner, and in a way that is appropriate to the pupil's emotional and physical age and stage of development. All our young people have the right to quality teaching and learning across the curriculum;

Relationships and Sexuality Education is no exception. An absence of such provision may leave pupils with a learning and skills deficit, making them more susceptible to inappropriate behaviours, sexual abuse and exploitation.

(Adapted from 'Relationships and Sexuality Education Guidance'- An update/or Post Primary Schools -CCEA 2015)

Rationale:

Why Relationships and Sexuality Education is Important?

The RSE and Preventative Curriculum at New-Bridge Integrated College provides opportunities for our pupils to acquire knowledge and understanding of human relationships, growth, development and sexuality through processes which enable them to form values and establish behaviour within a moral, spiritual and social framework. Pupils are encouraged to explore the various friendships in their lives and to learn how to develop and enjoy friendships that are based on responsibility and mutual respect. Such knowledge and skills enable them to build the foundations for developing safe, secure personal relationships in later life.

Pupils learn about themselves as unique human beings, about their spiritual, social, emotional and physical growth and about the various changes that occur as they progress towards adolescence and adulthood. The RSE / PD programme provides pupils with the information and skills to critically evaluate the wide range of information, opinions, attitudes and values offered today. Pupils are encouraged to make responsible choices about themselves and others and the way they lead their lives. Teenagers today are exposed to a profusion of information through magazines, newspapers, music, television, videos and most recently the internet. The RSE / PD programme aims to give our pupils the best information available, provided in a caring and balanced way, in a safe environment. The RSE / PD programme helps our pupils to recognise potentially exploitative and dangerous situations and to equip them with the skills and knowledge to take preventative action.

An Age and Stage appropriate RSE Curriculum will:

- *Respect the rights of children and young people.*
- *Promote a better understanding of diversity and inclusion.*
- *Help young people keep themselves safe in the digital world.*
- *Help young people to recognize and challenge inappropriate behavior and touch.*
- *Provide reliable, accurate and age-appropriate information.*
- *Increase young people's awareness of sexual health.*
- *Promote pupils' personal growth and development and in supporting them to achieve their full academic and creative potential.*
- *enhance the personal development, self-esteem and well-being of the pupils enabling them to make informed decisions.*
- *promote positive attitudes towards respect for self and others with an understanding and appreciation of diversity and inclusion.*
- *help pupils to develop healthy and respectful friendships and relationships.*

- *foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework.*
- *promote responsible behaviour and recognise and challenge inappropriate behaviour.*
- *help pupils 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.*

1.8 Current RSE Guidance

This policy relates to current [Relationships and sexuality education](#) guidance issued through the Department of Education (DE) and CCEA's guidance on the RSE Hub ([Relationships and Sexuality Education \(RSE\)](#))

RSE is an area of significant political and public interest. In light of this, and of changing social issues and attitudes, teachers are asking for clarity on classroom strategies for teaching RSE, particularly in the priority areas below.

CCEA RSE Hub provides access to a range of up-to-date, relevant resources and sources of support for these priority areas.

Opinions differ on many aspects of relationships and sexuality and are often strongly held so we review resources before using them to check that they're appropriate for our pupils and in line with our school's ethos and RSE policy.

Section 2: Policy formation and Consultation Process

2.1 :

This policy was drawn up in response to the changes in legislation enacted in June 2023 by the Secretary of State who brought forward regulations under Section 9 of The Northern Ireland Act 2019, The Relationships and Sexuality Education Regulations 2023 (Northern Ireland Amendment)

Who was consulted ?

The consultation of the policy was completed in collaboration with all stakeholders including pupils, through questionnaires and focus groups. Parents through questionnaires which sought their views and through teachers and staff in the College as well as the College Board of Governors. Governor updates and training as well as updates to teachers and pupils are regular and reviewed in line with policy and changes to current legislation. The following consultation supplemented the production of this policy.

- RSE strategy Group(SIT) with VP
- Pupil Consultation and focus groups
- Parental consultation and questionnaires
- Governor Consultation

2.2: Dissemination and Access

The policy once ratified is published to the College website. It is disseminated to key stakeholders throughout the College. It must be noted that delivery of RSE and updated resources will continue to be under regular review in seeking teacher and pupil voice to evaluate how it promotes healthy relationships and lifestyles for our young people.

Section 3: RSE Objectives

3.1

Objectives of Relationships and Sexuality Education:

The RSE programme enables pupils to :

- acquire and develop knowledge and understanding of themselves
- provide reliable, accurate and age appropriate information about reproduction, sex and sexual health matters.
- 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 friends and in wider contexts
- develop awareness of different 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 respectful relationships, stay safe and develop their own moral thinking and value system.
- 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
- understand human physiology with particular reference to the reproductive cycle, human fertility, sexual health and sexually transmitted infections
- understand sexual development and identify and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality
- develop skills for coping with peer pressure, conflict and threats to personal safety
- strengthen partnerships between school and home and the wider community to promote the well-being of pupils
- support all staff when dealing with sensitive issues surrounding sexual orientation, gender identity and homophobic bullying

Skills Development through RSE Programmes

The RSE programme at New-Bridge will enable pupils to develop the skills necessary to form and maintain positive relationships and to make informed choices and decisions regarding health and well-being. Pupils will also be helped to develop skills to critically evaluate the wide range of information, opinions, attitudes and values.

Pupils develop the following skills:

- Practical Skills - for everyday living, supporting others, for future parenting, for assessing health and advisory services.
- Communication Skills - learning to listen to others points of view, putting their own views forward clearly and appropriately, giving and receiving feedback, handling and resolving conflict appropriately and being assertive.
- Decision making and problem solving - the steps in making personal decisions and sensible choices in the light of relevant information, making informed judgments about what to do in actual situations and putting these judgments into practice.
- Pupils are encouraged to develop a sense of independence into thought and action and forming and defending their own moral and value framework.
- Interpersonal and Leadership skills - for managing relationships confidently and effectively, for developing as an effective group member or leader, for taking initiative and managing others responsibly.
- Self Reflection - being able to positively assess previous actions, evaluate them and to draw conclusions which will guide further actions.

Section 4: The management and co-ordination of RSE in the school

4.1 Key members of staff in the College are responsible for planning and delivery of RSE

Mrs H.Harbinson-Vice Principal

Ms LA. Phillips-Head of Junior School

Mrs D. Manson-Head of Senior School

The Safeguarding team

Year Coordinators

Form Tutors

RSE Strategy Group /School Improvement Team

Care and Welfare Tutors

4.2 Organisation and Structure: Delivery of RSE

Key Stage 3

Relationships and Sexuality Education is an integral component of the Personal Development programme, delivered by Form Teachers during time-tabled LLW - Personal Development lessons

The key concepts involved in the delivery of RSE include:

1. Self Awareness
2. Personal Health
3. Relationships

RSE is also a statutory component of Home Economics: Key Concept - Home and Family Life;

1. Explore the roles and responsibilities of individuals within a variety of home and family structures
2. Develop awareness of parenting skills
3. Changing needs of family members at different stages of the life cycle
4. Explore strategies to manage family scenarios.

Key Stage 4

Relationships and Sexuality Education is an integral component of the Personal Development programme, delivered by Form Teachers during LLW (although some of these periods will be used for Senior Assemblies, Year Assemblies and external workshops). The key concepts are as follows:

- develop an understanding of how to maximise and sustain their own health and well-being;
- reflect on, and respond to, their developing concept of self, including managing emotions and reactions to on-going life experiences;
- recognise, assess and manage risk in a range of real-life contexts;
- develop their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- develop an understanding of the roles and responsibilities of parenting;
- develop further their competence as discerning consumers in preparation for independent living.

Post16

The Post 16 LLW/ Enrichment Personal Development programme allows students to explore further in an age appropriate way human relationships and development. The programme is supported through use of external agencies such as Women's Aid and Mood Matters.

Cross-curricular

Many subjects contribute to the delivery of Relationships and Sexuality Education. RSE also shares content with the Programme of Study for Science, Physical Education and Child Development. This broad base for its delivery allows the transfer and reinforcement of learning to occur in a range of contexts.

External Agencies

The expertise and skills of educational and health professionals supports the RSE programme. All such agencies are asked to adhere to the school's RSE policy.

RSE education in New-Bridge is mapped across the curriculum as detailed below:

	Area of The Curriculum
Key Stage 3	Personal Development component of Learning for Life and Work (LLW)-This includes the use of external agencies such as Common Youth, Love for Life, Made for More, along with support from specific subject areas: Science English Religious Studies Physical Education Home Economics
Key Stage 4	Personal Development component of Learning for Life and Work. This includes the use of external agencies such as Common Youth, Love for Life, Made for More along with support from specific subject areas: GCSE Double Award and Single Award Science GCSE PE GCSE Child Development GCSE HE Food OCN RE GCSE English Literature
Post 16	Learning for Life and Work and Enrichment. This includes the use of external agencies such as Common Youth, Love for Life, Positive Voices and Women's Aid, along with support from specific subject areas: A-Level Health & Social Care A-Level Drama A-Level Psychology A-Level Biology BTEC Level 3 Applied Science A-Level English Literature

4.3 The [RSE Progression Framework](#) provides a non-statutory progression pathway in RSE from the Foundation Stage to post-16. It shows how the different themes cover the following priority areas of RSE:

- **Consent;**
- **Developments in Contraception;**
- **Domestic and Sexual Violence and Abuse;**
- **Healthy, Positive Sexual Expression and Relationships;**
- **LGBTQ+ Matters;**
- **Menstrual Wellbeing;**
- **Internet Safety;**
- **Social Media and Its Effects on Relationships and Self-Esteem; and**
- **Teen Parenting.**

The themes and associated content covered across the key stages in the framework build on the statutory requirements and are aligned to international evidence-based frameworks.

For post-primary (Key Stage 3, Key Stage 4 and post-16), the themes are:

- **Self-Awareness;**
- **Relationships; and**
- **Health**

4.4 Approaches to Learning and Teaching (Learning and Teaching Policy) – with reference to CCEA’s [Active Learning and Teaching Methods for Key Stage 3](#) and to [Teaching Controversial Issues](#)

4.5 Provision for learners with special educational needs (SEN) (refer to Learning Support Policy) and the [SEN](#) section of the CCEA RSE Hub

Equality of Provision

The RSE programme at New-Bridge is relevant and accessible to all pupils in the school regardless of their race, ethnicity, culture, language, gender, perceived or actual sexual orientation, disability and religion. The school ensures pupils with SEN and Newcomer pupils have appropriate, accessible and relevant Relationships and Sexuality Education.

Responsibilities within RSE Policy

Parents/Guardians

The school will never assume the role of parental responsibility. Rather, we view parents as having prime decision-making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to sensitive issues.

Teaching Staff

The responsibility for planning, monitoring and evaluating the RSE Policy within New Bridge is the responsibility of the VP along with the Heads of School, Year Coordinators, and the SIT RSE expert group.

This will involve:

- ✓ Liaise with the Heads of School and Safeguarding Team to ensure the RSE programme supports the pastoral arrangements in the school.
- ✓ Lead the strategic development of RSE across all Key Stages including the revision of the RSE Policy at regular intervals.
- ✓ Facilitate the training of Form Teachers and Year Co-ordinators to aid the effective delivery of the RSE.
- ✓ Map the delivery of RSE across curriculum areas
- ✓ Monitor and evaluate the RSE programme.
- ✓ Report to the Principal in relation to all aspects of RSE
- ✓ Ensures the RSE programme supports the pastoral arrangements in the school and child protection procedures.

- ✓ Enhance the RSE Policy by collaborating with a broad range of potential community based health agencies to enhance resources and organise activities.

4.6 RSE resources and criteria for selection are consistent with our school values and mission statement RSE priority areas on the CCEA [RSE Hub](#) and to CCEA's [RSE Progression Framework](#) are key areas of reference for the lessons covered in LLW.

4.7 Review of Strategies and Resources

Strategies for gathering and disseminating the most current and relevant information and research on RSE issues to inform planning and ensure relevance **are regularly reviewed and revised and in line with** the CCEA [RSE Hub](#), which will be updated regularly

4.8 Dealing with Controversial Issues

How to deal with sensitive issues and respond to pupils' questions – reference can be made to CCEA's materials on [Teaching Controversial Issues](#)

4.9: Monitoring and Evaluation of RSE Delivery

Monitoring and evaluation of RSE provision, including tools for gathering first hand evidence through pupil work, learning walks, pupil and parental feedback are ongoing and reviewed in light of our findings. Reference is specifically made to :

[The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Post-primary](#)

https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/empowering-improvement-new-framework-for-inspection_2.pdf

Care and Welfare; the effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that it is flexible and responsive to the needs of the pupils; the school works effectively with appropriate outside agencies to support the care and welfare of the pupils.

Pupil Focus Groups have been used to good effect to inform planning and delivery of topics and issues young people view as most valuable.

Parental questionnaires and updates are regular and also inform planning for a relevant RSE Programme.

4.10 Staff development and training (refer to Staff Development and Training Materials) as well as the [Training and Professional Development](#) section of the CCEA RSE Hub.

Joe Harris from Belfast Health and Social Care Trust -Sexual Health lead has been instrumental in delivering RSE Ready training throughout 23-24 to key staff and continues to work with the SIT team 24-25.

Section 5: External Agencies which supplement RSE delivery

Procedures for involving outside agencies or individuals in supporting the delivery of RSE are welcomed in New-Bridge and arrange of external agencies are used to good effect to supplement the work delivered across the curriculum. These include:

- **Made for More**
- **Love For Life**
- **Common Youth**
- **Women's Aid**
- **Cara Friend**
- **Informing Choices NI**
- **Victim Support NI**
- **Relate NI**
- **Belfast Health and Social care Trust**
- **Start 360**
- **FutureProof**
- **REACH**
- **Thrive Academy**

Section 6: Procedures for involving and consulting with parents or carers

Parents' or carers' rights and responsibilities, including information on withdrawal from RSE and how the school will provide support for pupils who are removed from part or all of RSE – reference can be made to the [RSE Guidance for Parents and Boards of Governors](#) on the CCEA RSE Hub.

Section 7: Links across the curriculum and to the wider life of the school

Learning and teaching in other subjects also complements RSE across the key stages, for example in Personal Development , Learning for Life and Work, Local and Global Citizenship, Religious Education and Science – CCEA's [RSE Progression Framework](#) can be used to map the cross-curricular delivery of RSE

Section 8: Links to other school policies

8.1 Anti-Bullying policy – specific reference is made to homophobic bullying, transgender bullying, cyberbullying, sexual harassment and bullying for other reasons relating to sex, gender or relationships **(refer to Anti-Bullying Policy)**

8.2 Safeguarding or Child Protection policy – This details how the school will support pupils who are thought to be at risk, and how the school will assess the at risk pupils **(refer to Safeguarding and Child Protection Policy)**

8.3 Procedures around confidentiality (Safeguarding and Child Protection Policy)

8.4 Positive Behaviour policy (Positive Behaviour Policy)

8.5 Internet Safety or E-Safety policy (refer to Internet Safety Policy)

8.6 Drugs Education policy (refer to: Drugs Education Policy)

Section 9: Sources of Further Support and Guidance

All appendices referenced should be listed in the order in which they appear in the policy.

- Pupil-friendly summary of the RSE policy for Banbridge Area Learning Community- Co Designed by our pupils is available on the website
- priority area links and units on the CCEA [RSE Hub](#)
- Relevant DE circulars – refer to [Relationships and sexuality education](#) on the DE website
- Planning framework, schemes of work and/or outline programme across the key stages – for further support, refer to CCEA's [RSE Progression Framework](#)
- Independent counselling service or support services – refer to [Counselling service in schools](#) on the DE website
- Northern Ireland Curriculum links on the CCEA website:
 - [Key Stage 3](#)
 - [Key Stage 4](#)
 - [SEN](#)
- DENI Circular 2010/01
- DENI Circular 2013/16
- DENI Circular 2015/22

- DENI Circular 2024/1
- Equality Commission's Eliminating Sexual Orientation Discrimination in NI, March 2009 Sexual Offences (NI) Order 2008 – Revised February 2009 Supporting Trans Youth in Education.
- SailNI Guidance for Schools
- The Curriculum (Circumstances in which a Pupil may be Excused from Sexual and Reproductive Health and Rights Education) Regulations (Northern Ireland) 2023
- The Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023.

Frequently asked questions regarding RSE is available on the DE website