



NEWRY HIGH SCHOOL

POLICY GUIDELINES ON

- **PASTORAL CARE**
- **PERSONAL DEVELOPMENT CURRICULUM**
- **MISUSE OF SUBSTANCES/DRUGS
EDUCATION**
- **RELATIONSHIPS & SEXUALITY
EDUCATION**
- **ACCIDENT PROCEDURES / FIRST AID**

SEPTEMBER 2013

FOREWORD

This document outlines our schools approach to a range of Pastoral Care issues. Its main function is to provide ethical direction and practical guidance for all those employed within our school and those external agencies working with young people within the school environment.

The four sections are outlined as follows:

Section A Pastoral Care: This section should be viewed as an umbrella document outlining our school's ethos and the emphasis we place on the growth and development of our pupils.

Section B Personal Development Curriculum: This section provides guidelines on the delivery of the Personal Development taught curriculum in line with the revised NI Curriculum..

Sections C Misuse of Substances and Drugs Education: This section outlines our approaches to drugs education and responses to drug related incidents.

Section D Relationships and Sexuality Education: Provides guidelines on the incorporation of a RSE programme within the schools personal development education policy and our approach to a range of sensitive issues relating to RSE.

Section E Accident Procedures and First Aid Policy: Provides procedures for staff on how to respond in the event on an accident.

This document should be used in conjunction with a range of other school policies and guidelines including:

- Child Protection / safeguarding
- Positive discipline policy / Behaviour Management
- First Aid
- Health & Safety.
- Storage and Administration of Medication
- Anti Bullying

Whilst Individual sections of this document will be salient depending on a given situation, it is essential to note that the school's commitment and holistic approach to the personal development of each pupil is the lynchpin connecting all sections.

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GLOSSARY

- **Young People** - Any young person/pupil/child who is attending our school or participating in programmes exclusively run by our school.
- **Personal Development** as used throughout this document encompasses the terms Personal, Social and Health Education (PSHE), Personal Social Development (PSD) and Life Skills.
- **Guidance and Counselling Skills** - those skills developed by teachers through the person-centred approach to supporting young people.
- **Counsellor** - an appropriately qualified individual who adheres to the BAC guidelines, particularly in relation to supervision.
- For the purpose of this document, **substance misuse** is any drug, including alcohol, which, when taken, has the effect of altering the way the body works or the way a person behaves, feels, sees or thinks. This includes alcohol, tobacco, “over the counter” and prescribed medication, volatile substances and controlled drugs.

INTRODUCTION

Pastoral Care is not a frill or option; it is the oxygen essential for the learning process to occur.
McGuinness (1989)

Parents are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the adult person.

However, there are numerous other influences which come from a wide range of other sources. Central to these influences is the role of schools, and more specifically teachers, who will have contact on a daily basis with children and young people from 4 to 18 years of age. It is paramount that those charged with the responsibility of educating young people must be aware of the crucial importance of their role. This document will provide the support that teachers need to give direction to their work with young people.

To develop as a person is to develop in all five dimensions of life – physically, intellectually, emotionally, socially and spiritually. However, it is widely recognised that our educational system to date has tended to neglect both the emotional and spiritual dimensions of our lives. In recognition of this we must adopt a proactive stance in taking a holistic approach to the development of our young people.

Personal Development provides the means for our young people to clarify their values and attitudes. It assists young people in the development of personal skills which in turn leads them to an acceptance of responsibility for themselves and for their actions. Personal Development must be firmly rooted in the belief that all people have value in their own right, and that their feelings, opinions and actions are important, regardless if these correlate with those of others or not. In practice this means that we as teachers endeavour to communicate openly and honestly with our pupils and enter into genuine sharing relationships. Most significantly, it means that we must place confidence and trust in the ability of others to take responsibility for themselves, their behaviour, their feelings, their attitudes and their learning. We must provide and allow for the development and awareness of self, and all that this entails.

The mutually beneficial outcomes of developing an honest approach to Personal Development through Pastoral Care are:

- increased self awareness
- development of high internal self-esteem
- confidence and independence of thought
- sensitivity to the needs of others.

In addition, young people especially develop the necessary skills to cope with possible risks to their personal safety from a range of threats. They become empowered to meet the demands and challenges of adult and working life with confidence.

Having accepted this approach in its entirety the objective of this document is to:

- give specific guidance on Pastoral Issues
- highlight current legislation on the care and health of young people
- support the implementation of the NI Curriculum
- encourage continuous monitoring and evaluation of the effectiveness of provision in the area of Pastoral Care
- provide guidance on the handling of specific Pastoral issues including Substance Misuse/Drugs Education and Relationships and Sexuality Education
- promote the value of a proactive, rather than a reactive, approach to Pastoral issues.

PASTORAL CARE POLICY

Rationale

We define Pastoral Care as the created ethos through which our pupils develop and learn to their optimum potential. We provide the opportunity for **every** pupil to develop into responsible, self-aware, confident, and capable young people equipped to cope with the challenges of the 21st century. Our school accepts that Pastoral Care must form the basis of, and permeate, all aspects of the curriculum.

Vision, Values and Aims

Mission statement - Newry High School exists to serve the community of Newry and surrounding district by providing an appropriate and challenging curriculum for all pupils. Providing '*Quality Education for All*'.

We believe the success of our students is in part based upon the school aims and shared values. We are committed to providing an excellent standard of education for all students, whatever their ability or background. We aim to foster the all-round development of each individual, so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

Our approach to Teaching and Learning is based upon high expectations and positive relationships which show mutual respect, trust and a desire to achieve the very best. We aim for Newry High School to be a purposeful and happy place where everyone is actively engaged in, and stimulated by, the process of learning. We want to demonstrate awareness that students all learn in a variety of ways and that learning is a life long experience. The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. The objectives are to develop the young person as:

- an individual
- a contributor to society and
- a contributor to the economy and environment

Our overarching aim is to provide an inclusive and diverse curriculum which is balanced, broad, relevant and appropriate. The curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of students
- prepare students for the opportunities, responsibilities and experiences of adult life
- actively challenge each pupil ensuring all students reach their full potential

Our school subscribes to the view that every pupil has a right to feel safe and secure on all levels. We will actively promote a Pastoral Care ethos which allows for the development of the whole person, and which leads to **every** pupil making good choices which will form the basis for a healthy and positive lifestyle.

Pastoral Care will be the setting where our young people will acquire values and standards on the basis of observing these at work at every level. It is also important to remember that schools are centres of *education* and we therefore accept the validity of a personal development approach rather than a delivery which is service driven. The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

Our school aims are therefore:

- To provide a stimulating, exciting, caring, disciplined and supportive learning environment amongst all stakeholders
- To work in an open and honest partnership with students, parents and outside agencies with effective channels of communications
- To promote the Christian ethos of the school

- To have high expectations for all students and monitor progress by effective use of data and enhance standards by mentoring, target setting and tracking
- To offer a full range of extra-curricular activities to offer students a sense of belonging and teach skills beyond the classroom
- To ensure that the school is an active and vibrant part of the community
- To celebrating success and achievement of all students and staff

School Values:

We have identified central values upon which to build and sustain our work as a school. We hope that everyone associated with the school will seek to promote these values. At Newry High School we value:

Excellence

We expect to achieve the highest possible standards in all areas of our work with parents and students. We will strive for continuous improvement in all that we do through effective and rigorous self evaluation

Responsibility

We consider that an educated person can think for themselves and act in a moral way. We expect students to learn to take more responsibility for their own learning as they grow older

Respect

We expect people to take full account of other people's views and feelings: always remembering that individuals have responsibilities to other people. Considerate behaviour, trust, courtesy and cooperation are all elements of this key value. We expect people to work together and develop positive relationships

We, therefore, hope to create an inviting and positive pupil centered learning environment where individuals are valued for their own personal strengths. We expect everyone to take pride in our school, show a 'can-do' attitude and be fully committed to all aspects of school life.

Ethos

Ethos is an intangible concept with a tangible effect. It is our intention to establish an ethos which may be detected in the feelings of security at every level within our school. This may be achieved through:

- creating a sense of belonging amongst all strands of our school community
- developing an atmosphere of mutual respect and caring
- creating an explicit Pastoral Care programme which allows for a fair and equitable exchange of views/ideas/attitudes, etc. in an atmosphere of trust
- implementation of a Behaviour Management policy which creates a full sense of justice and fair play amongst our school community
- providing opportunities for **every** person to succeed and to be affirmed in their self-worth
- promoting positive relationships at every level
- working with parents for the mutual benefit of all
- establishing and maintaining links with the wider community
- affirming and actively promoting staff to develop positive attitudes towards themselves and to the pupils in our care
- creating a sense of self-worth at every level.

Child Protection

We in Newry High School acknowledge our pastoral responsibility towards our pupils and recognise that all children and teenagers have a fundamental right to be protected from harm. Young people cannot learn effectively or develop unless they feel secure.

We in Newry High School have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we will carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. Our safeguarding policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school.

Professional Counselling

The value of professional counselling should never be underestimated. A counsellor can offer immense support to a young person who needs help and guidance. Our school will endeavour to fully utilize the School Counsellor to assist our young people to develop towards a more concise and definitive awareness of self.

Counselling/Relationships

Teachers will endeavour to build effective, empathetic relationships with our pupils in order to provide advice and support whenever necessary. However we retain awareness of the need for other avenues of support.

Managing External Agencies (Ref Appendix A and B)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. The school needs to be aware of the importance of a contract being agreed upon by all contributory parties.

Training and Support

In order to support staff our school recognizes the importance of training as a priority area in the establishment of a caring and pastoral environment.

Related School Policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies :

- Pastoral Care Policy
- Behaviour management / Discipline policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- First Aid Policy
- Storage and Administration of Medication policy

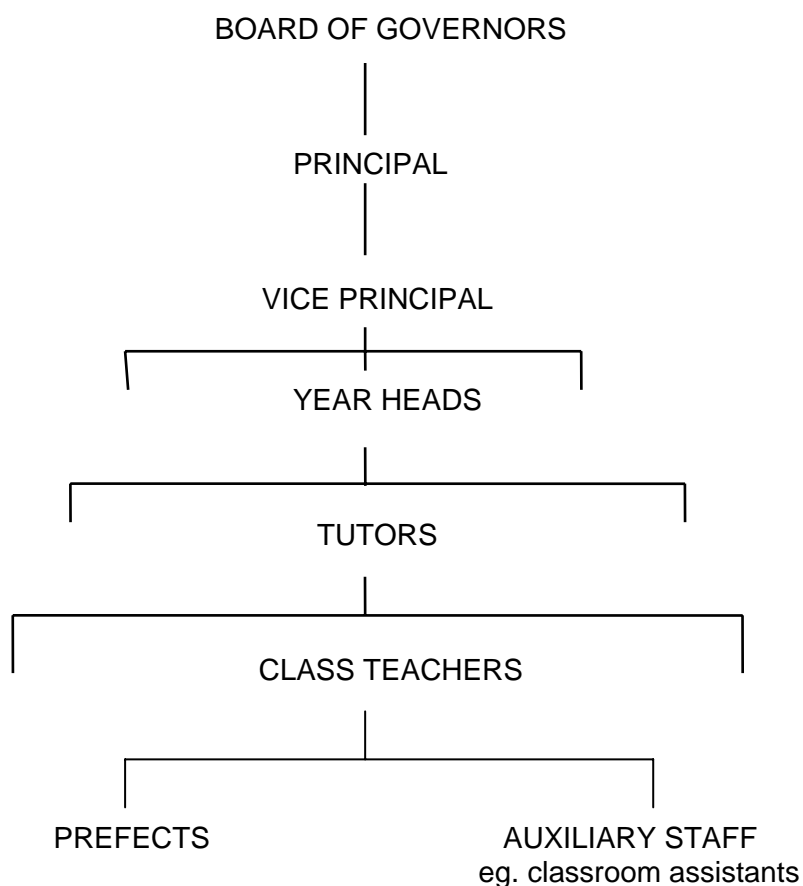
Evaluation and Monitoring (Ref Appendix C)

This school recognizes and accepts the importance of monitoring and evaluating all aspects of Pastoral Care at every level. To this end we will follow the underpinning principles of 'Every School a Good School' and the procedures for self evaluation as outlined in the DE document ' Together Towards improvement'.

A Pastoral Care development plan is produced annually. Key targets are identified in consultation with staff. The Pastoral Care development plan is monitored and reviewed throughout the year with a final full evaluation completed at the end to the academic year.

ORGANISATION OF THE PASTORAL CARE SYSTEM

Each pupil is a member of a tutor group and stays in it with the same tutor (whenever possible) for five years. The tutor meets the group daily and is concerned with their welfare, progress, punctuality and behaviour and builds a special relationship with them. The tutor is the pupil's first line of help. For each form there is also a year head who co-ordinates the work of the form tutors and assists them in the counselling of their pupils.



ROLE OF THE SENIOR LEADERSHIP TEAM

The SLT is actively involved in the management of the Pastoral Care System. The Principal leads the staff in all pastoral matters and liaises with the Board of Governors, communicating policies, strategies and information to all concerned parties. The Principal and VP operate “open-door policies” to encourage maximum communication links within the school, with parents and with other agencies.

Their roles include:

- (i) liaising with parents, staff and pupils
- (ii) chairing the Pastoral Care Committee
- (iii) organising Detention and Supervised Support
- (iv) supporting the operation of the policies that pertain to pastoral care in any way

The EWO assigned to the school meets with Vice-principal on a regular basis for a minuted review of pupil welfare issues.

Role of Year Head

In addition to the Senior Leadership Team, there is a two-tier system of Pastoral Care consisting of Form Tutors and Year Heads. While Tutors work closely with small groups of pupils, the Year Heads work with year groups. The role of the Year Head is to encourage consistency of approach to pastoral care and to provide an effective hierarchy of discipline. The role of the Year Head is to assist in the formulation and implementation of disciplinary and support procedures throughout the school. Some of the duties of the Year Head include a responsibility:

1. To assist in the formulation of the school's discipline and pastoral care policy.
2. To attend Pastoral Care meetings.
3. To liaise between Leadership Team and Form Tutors.
4. To co-ordinate the work of Form Tutors.
5. To evaluate the pastoral care programme
6. To advise and support Tutors on matters of discipline and pastoral care.
7. To monitor pupils progress through their Progress Cards.
8. To interview parents when deemed necessary.
9. To liaise with members of staff when a pupil has problems.
10. To organise and conduct year assembly.
11. To help to familiarise pupils with the school rules and to encourage them to adhere to them.
12. To implement the supervised support system and monitor after school detention
13. To be responsible for events specific to a year group.
14. To encourage donations to charity.
15. To undertake the duties of a Tutor when the need arises.

Other duties and administrative tasks as required by the Principal.

ROLE OF THE FORM TUTOR

The aims, duties and responsibilities of a Form Tutor include the following, although the list is not intended to be exhaustive, nor in any order of priority:

1. To know pupils in the Tutor group as well as possible, and to become accepted as a person to whom the members can turn for guidance.
2. To ensure that his/her Tutor group meets regularly and understands the policy of the School on all matters
3. To co-ordinate all information received regarding his/her pupils and check that action is taken when necessary.

4. To encourage and to co-operate with subject teachers in discussions with other senior staff and to inform the Principal of the development of the group.
5. To have a close watching brief over the academic progress of pupils in the group, taking action when necessary, in conjunction with other colleagues.
6. To co-ordinate the keeping and updating of written records of individual pupils concerning academic, social and personal development and all other relevant details.
7. To provide summaries on pupils' School Reports and Progress Cards.
8. To check for irregularity of attendance and to check reasons and requests for absence.
9. To liaise with parents, in conjunction with the year head, in order to acquaint them with School policy, or to discuss the welfare and general problems arising with any particular pupil.
10. To assist in the supervision of Major Assemblies where the Form is gathered as a whole.
11. To assist in the completion of Records of Achievement.
12. To help advise pupils on time-table changes or subject choices.
13. To ensure that Homework Diaries are properly kept.
14. To advise the Principal, through the year heads, on all matters concerning the daily life and ethos of the School, especially where pupils are concerned.
15. To be involved thoroughly with the induction of new pupils or with the Form as it goes into a new or important phase of its development (e.g. Year 8 entry, KS4, post 16 education)
16. To deal with Staff complaints about pupils or vice-versa at an initial stage and to have a full disciplinary brief for the Tutor group.

PERSONAL DEVELOPMENT CURRICULUM POLICY

Rationale

We recognise that young people live in a period of rapid and often dramatic social, economic and technological change. In this climate our young people should ideally develop intra-personally and inter-personally through the role models of significant adults in their lives. As a result, they will automatically become more emotionally intelligent and witness the importance of having the right values and practices in the employment of life skills. However, in the absence of this, a taught curriculum is required in which teachers will act as facilitators providing young people with the knowledge and opportunity to practice vital life skills.

Aims

In line with our ethos and values it is our view that the personal development of our young people is as important as their academic development. We believe that the holistic approach to development on all levels produces well rounded “whole” people equipped with the skills to deal with life. In recognition of this, when delivering the personal development programmes, we focus on the development of skills and values centred firmly on the person.

In addition we recognise that schools are centres of *education* and therefore they must accept the validity of a personal development approach to the delivery of the curriculum rather than a service driven direction.

Objectives

Through the delivery of the Personal and Social Education (PSE) programme our young people should be able to:

1. develop skills, attitudes, values and abilities which will enable them to be effective in a variety of adult situations and occupations
2. develop knowledge and understanding of themselves and others as individuals – their strengths and limitations, abilities, skills, personal qualities, potential, needs, attitudes and values
3. develop independence of mind and take responsibility for their own decisions and actions
4. develop self-reliance, self-discipline, self-respect and self-esteem
5. adopt an enterprising and persistent approach to tasks and challenges
6. develop a respect for ways of life, opinions and ideas different from their own, provided these are based on consideration and respect for others
7. develop a concern for, and a readiness to act on behalf of, the legitimate interests of others who cannot effectively so act themselves
8. develop knowledge and understanding of the world in which they live and of employment and other opportunities that are available
9. gain a concern for conservation of the natural world and for the physical, including the built environment
10. become effective independent learners.

Methodology

- In recognition of the fact that we all learn in different ways a range of learning styles and teaching strategies will be employed related to active/experiential learning. These approaches will emphasise group and collaborative strategies, maximising opportunities for pupil input, decision-making and problem-solving.
- Lessons will be conducted in a non-judgemental atmosphere with the teacher in the role of the facilitator, creating and maintaining a safe and secure environment. Empathetic relationships based on mutual respect will be developed to create a place where fears and concerns can be expressed openly without risk of ridicule or reproach.
- The delivery of lessons will be concerned with the systematic and purposeful development of the whole person with emphasis on the active involvement of pupils in the learning process.
- In line with our commitment to giving Personal Development equal status with other subjects, each pupil will have access to a minimum of two hours per week of specific timetabled Personal Development.

Personal Development Programme

All staff become involved in our PD programme as it is delivered through the whole life of the school. It is delivered through:

- Whole school Assemblies taken by the Principal
- Head of Year Assemblies taken by the Heads of Year
- PSE / PD Periods (Year 8,9,10,13 & 14 – 1 period per week and Year 11 & 12 25 minutes)
- Learning for life and Work (Compulsory for all Year 11 & 12 – 1 to 4 periods per week)
- Registration with the Tutor
- The School Council - all tutor groups elect a representative from whom a year rep is selected to sit on the School Council. The Head Boy and Girl are also members.
- Extra Curricular Activities - Games, Drama, Public Speaking, Duke of Edinburgh Award, Junior and Senior Horizon, Choir etc. allow pupils develop a range of skills.

Managing External Agencies

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school.

Related school policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Relationships and Sexuality Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- Behaviour Management Policy

Misuse of Substances / Drugs Education Policy

Rationale

In today's society many young people are exposed to glamorous and unrealistic messages in relation to drugs and their effects. Combined with ineffective Government policies, this often leads to misuse and abuse by impressionable and vulnerable young people. Whilst we recognise that parents are the primary educators of their children, we realise that our school is well placed to provide strong support and care in the area of substance misuse. As such we encourage all pupils to develop personal and social skills that will enable them to make informed decisions regarding substance misuse. We recognise that an asserted approach for supporting young people in substance education is to create an ethos within the school which promotes individual empowerment, and values, such as tolerance, openness, honesty, respect and caring for ones self and others.

For the purpose of this document the term 'drugs' includes tobacco, alcohol, over-the-counter and prescribed medication, volatile substances and controlled drugs. **Newry High School** does not condone the misuse of drugs but recognises that there has been a considerable increase in the abuse of drugs in recent years in Northern Ireland. Drug misuse appears to be affecting an ever-younger population and the so-called "recreational" use of drugs can lead to a dangerous acceptance of illegal and harmful drug misuse as part of everyday life.

We believe that **Newry High School** has a vital preventative role to play in combating the misuse of drugs by young people and we therefore include a Drug Education programme in our curriculum.

Newry High School sees its role as that of a caring community committed to the physical, mental, social, emotional, moral and spiritual health, safety and well being of our pupils and staff.

We want our pupils to make informed and responsible decisions about drugs by increasing their knowledge and by developing in them appropriate values, attitudes and skills. However, we recognise that drug misuse is a whole-community issue and that schools alone cannot solve the drugs problem; the school is only one of a number of groups and agencies which must play a part, in the education of young people and we make use of the expertise, where possible, of these agencies, in the delivery of the programme.

"There is a public perception that drug misuse is mainly an issue in disadvantaged inner city areas Drug misuse is just as much an issue in rural areas and affluent communities: it extends across socio-economic, geographical and cultural boundaries. Educationally successful young people are just as likely to put themselves at risk as low attainers."(DENI 1996/16)

All staff (teaching and non-teaching), should familiarise themselves with the information included in full Drugs policy and copies may be obtained from the Principal. **Below is a summary of the key aspects of the policy**

Legal Legislation

It is the policy of this school to comply with the legal requirements laid down in The Misuse of Drugs Act (1971) and other relevant legislation. In keeping with requirements we will publish relevant sections of our Misuse of Substances/Drugs Education Policy in our school prospectus. A copy of the policy may also be obtained from the school.

Copies of the guidance on which this policy is based (**DRUGS:GUIDANCE FOR SCHOOLS Circular No: 2004/9**) are available from the Department of Education website www.deni.gov.uk

It is understood that the Statutory Requirements for schools from 1996 (**Circular No: 2004/9**) are:

- Teach Drugs Education as part of their Health Education programme

- Have a drugs education policy and publicise it in their prospectus
- Inform the police where it is believed or suspected that a pupil is in possession of a “controlled drug”.

Whole School Approach & Ethos

It is the view of this school that education surrounding drugs/substance misuse should not be taught in isolation, but rather as an integral part of our Personal Development Programme. This involves developing a set of values and skills that will aid in producing rounded ‘whole’ pupils - physically, intellectually, emotionally and spiritually. The aims stated above are fulfilled through pupils’ experiences in the taught curriculum, the informal curriculum and through opportunities in extra-curricular activities.

Aims

- To establish abstinence/prevention as the main approach to substance misuse.
- To establish an environment free from the misuse of all substances.
- To provide guidance on the protocols to be used in suspected or real substance misuse.
- To have a clear and agreed understanding among everyone in the school community about the implications and possible consequences of drug use/misuse.

Objectives

- To provide factual information and knowledge about drugs/substances.
- To establish and develop personal, social and moral skills that will enable a young person to make positive, informed decisions.
- To empower teaching staff through appropriate training and support to develop and deliver an effective drug education programme.
- To provide all staff (teaching and non-teaching) with adequate training and support to enable them to deal effectively and confidently with incidents of suspected drug misuse, and to ensure that the procedures are sensitively and consistently applied in all situations.
- To provide a drug education programme which:
 - develops pupils’ self esteem and promotes positive attitudes in their relationships with others
 - gives pupils opportunities to develop the values, skills, knowledge and understanding necessary to make informed and responsible decisions about the use/misuse of drugs including tobacco, alcohol and volatile substances, within the context of a healthy lifestyle; and
 - helps pupils develop the skills necessary to assert themselves confidently and resist negative pressures and influences.
- To provide appropriate support and assistance for those pupils affected by drug-related issues.
- To inform parents of the content of this policy and the procedures to be implemented in the management of incidents of suspected drug misuse.

The two are intertwined and mutually supportive.

Roles and Responsibilities

A response to a substance-related issue is not just the responsibility of teaching staff within this school. We use a multidisciplinary approach to deal with all issues relating to drugs/substance misuse. Included are :

- Board of Governors
- Designated Drugs Officer
- Personal Development Curriculum Co-ordinator
- Child Protection Officer
- All Members of Staff
- External Agencies

Recording and Referral

Appendix D, E and F will be used to record and refer information to both the SELB and where employing authority.

Managing External Agencies (Ref Appendix A and B)

We acknowledge the importance of ensuring that any external agencies used to support our work with young people must adhere to the values and ethos particular to our school. Schools need to be aware of the importance of a contract being agreed upon by all contributory parties.

Responding to Misuse of Substances and Related Incidents (Ref Appendix D,E, F, G and H.)

In the unlikely event of an incident occurring we will follow the practices and procedures stated in the Misuse of Substance Flowchart (**Appendix D**) In addition, parents/guardians will be immediately notified as will the Board of Governors and the CSIO PSNI Officer in order that investigations into the source of, and possible trafficking in, illegal substances can be expedited.

Our policy in these matters is to proceed with the utmost discretion and sensitivity bearing in mind the need to protect the rights of the pupil concerned, their families and our school. However, it will be made clear to our pupils that no guarantee of confidentiality can be offered if he/she discloses to an employee that he/she is taking drugs. Due to the seriousness of substance misuse, any incidences/knowledge must be reported to the Designated Teacher who will ensure that proper action is taken to protect that pupil.

Procedures to be followed :

Pupil under Influence - ensure immediate safety of pupil and others, and administer first aid if and when necessary. The Designated Teacher/Principal should then be informed, followed by parents. At this stage both the CSIO and the EWO should be informed.

Pupil Suspected/Known to be in Possession of a Substance - pupil will be asked to surrender the substance whereupon it will be placed under lock and key until collected by CSIO. Upon refusal to comply, the pupil will be escorted to the Designated Teacher/Principal who will make a further request. Upon refusal by the pupil to accompany a responsible adult to the Designated Teacher/Principal, the Principal will be sent for while the adult remains in close proximity to the pupil.

Where a pupil is suspected of concealing a controlled drug on their person or in their personal belongings, they may be **asked** to **voluntarily** turn out their pockets/schoolbags etc. A MEMBER OF STAFF SHOULD NEVER CARRY OUT A PHYSICAL SEARCH OF A PUPIL. If the pupil refuses, the parents/guardians and police should be contacted, if appropriate, to deal with the situation. A search of the pupil's personal belongings, including schoolbag, coat or other items should only be made with the pupil's consent. Such a search should be made in the presence of the pupil and another adult witness. School staff, by law, are permitted to take temporary possession of a substance suspected of being a controlled drug for the purposes of protecting a pupil from harm and from committing the offence of possession. The member of staff should pass this and any associated paraphernalia to the Designated Teacher for drugs for subsequent removal to the PSNI.

The pupil(s) concerned in a suspected drugs-related incident should be invited to remain in school under the supervision of appropriate members of staff (Designated Teacher for Drugs and/or the Principal and/or another member of staff of the same sex as the pupil concerned) until parents/guardians and police arrive. If the pupil refuses to remain, the school cannot, as a rule,

detain a pupil against their will. School should make an initial phone call to the SELB Designated Officer to alert them to the incident and then make a full written factual record

Pupil Dealing - Designated Teacher/Principal should be informed immediately whereupon the CSIO will be contacted.

Media

The Principal will take responsibility for liaison with the media.

Safety in the School

The school has several qualified First Aiders who are known to all staff and are easily accessible.

All substances and associated paraphernalia will be collected, stored under lock and key and delivered to the CSIO from the PSNI.

Policies and procedures are in place to communicate with parents regarding the safe storage and administration of prescribed and over-the-counter medication during school hours.

Staff Development

We regularly update and train our staff regarding issues surrounding drugs/substance misuse.

Related school policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies :

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy
- Misuse of Drugs/Substances Policy
- Behaviour Management Policy
- First Aid Policy
- Storage and Administration of Medication policy

Monitoring, Reviewing and Evaluating

Periodic review of our Drugs/Substance Misuse Policy will take place to reflect changing circumstances and trends. Evaluation will cover two areas :

- The effectiveness of the policy to assist pupils in resisting the lure of substance misuse.
- The effectiveness of the procedures and practices in place to deal with substance related incidents.

To this end we follow the procedures for self evaluation as outlined in the DE document ' Together Towards improvement'

RELATIONSHIPS AND SEXUALITY EDUCATION (RSE) POLICY

Rationale

The SELB firmly advocates the Personal Development approach where young people are given the skills to help them resist peer and media pressure, and make informed decisions based on their own internal self respect and self esteem. Schools are centres of education and therefore they must accept the validity of the personal development approach rather than a service driven delivery.

Aim

Relationships and sexuality is a major issue for our young people. There has been a disturbing rise in young people's sexual activity and the numbers of underage pregnancies as well as STIs, partly as a result of glamorous and contradictory messages from the media. Men and women are promoted as sexual objects and engaging in sexual activity appears to carry no responsibility or consequence. No consideration is given to the complex set of emotions and interactions required to sustain a healthy loving relationship.

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

Objectives

Through the delivery of RSE our young people should be able to :

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

Outcomes

Desired outcomes are :

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

- appreciation of the value of human life and the wonder of birth

Moral and Values Framework

Education is concerned with the personal, social, emotional and vocational preparation and moral development of young people as well as with their academic attainment.

RSE is an important part of children's preparation for adult life. It must not be value free and it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner. This school recognises the sensitivity of RSE and would strive to present facts within a framework of values, acknowledging N.I. legislation on sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood.

Newry High School fosters a strong Christian ethos and this should always be maintained in the delivery of RSE. Pupils should be assured that where they, and their families, hold a Christian belief that sexuality is a gift from God, to be used only within the sanctity of marriage, this is a perfectly valid ethos on which to base relationships. There should be no stigma attached to the desire to enter marriage as a virgin.

Responding to sensitive issues

We recognise that, on occasion, certain sensitive issues may require consideration. When attempting to deal with these issues the following procedures will be adopted :

- **Pregnancy**

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

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

- **'Risky' Children**

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

- **Sexual Identity and Sexual Orientation**

We are aware that as young people are growing up they can experience sexual identity and orientation confusion. This may be temporary for some while for others it may become clear with time that their orientation is homosexual. It is vitally important that all curricular delivery advocates abstinence as the acceptable option for all young people. Bullying on the grounds of sexual orientation, is as unacceptable as it is in any other situation where someone is mistreated or bullied because of their differences from those who are perceived to be the majority. All issues relating to bullying on the grounds of sexual orientation will be dealt with appropriately in line with the general school anti - bullying policy.

- **School absences for family planning issues**

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

- **Child Protection**
If, for any reason, a young person is deemed to be at risk, then he/she will be informed that confidentiality must be breached, and the reasons for the breach. The young person will also be reassured that he/she will be supported throughout the process.
- **Role of Parents** –. The school will never attempt to assume the cloak of parental responsibility. Rather, we view parents as having prime decision making responsibilities. It is paramount that we work in partnership with parents, particularly in relation to these sensitive issues
- **Recording and Referral** – Clear and concise records will be kept pertaining to all issues outlined above.

Organisation of RSE Programme (Ref appendix I)

RSE is delivered to all pupils of this school through specific subject teachers, tutors and visiting speakers from outside agencies. The taught RSE programme is complemented by messages imparted through assemblies and through the general ethos of the school. A relevant Inset programme to support the delivery of the RSE curriculum is used according to availability and requirement.

Teaching staff must provide a supportive classroom environment where pupils feel at ease to express opinions and feelings. Ground rules must be agreed to help minimise embarrassment and encourage the respect of each other's opinion.

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 are advised.

Resources to be used in RSE need to be reviewed prior to their use with pupils. As in all aspects of delivering the RSE programme, account must be taken of the emotional, intellectual and physical development of the pupils involved. Resources should allow the ethical, social and biological implications of RSE to be fully covered.

Equal Opportunities

Teaching RSE should at all times be appropriate to the maturity and level of understanding of the pupils involved. Teachers need to be alert to the personal and emotional circumstances of an individual pupil. Boys and girls receive the same RSE programme in Newry High School.

Parental Partnership

We recognise that parents have the prime responsibility for bringing up their children and we will therefore seek to ensure that our RSE programme complements and is supportive of the parents' role.

Related school policies

This policy is set within the broader school context of Pastoral Care and as such should be read in conjunction with the following school policies:

- Pastoral Care Policy
- Personal Development Curriculum Policy
- Child Protection Policy

- Misuse of Substances/Drugs Education Policy
- Behaviour Management Policy
- Anti-Bullying Policy
- First Aid Policy
- Storage and Administration of Medication policy

Managing External Agencies (Appendices A and B)

We acknowledge the importance of ensuring that any external agencies used to support our delivery of Personal Development must adhere to the values and ethos particular to our school. We ensure contracts are drawn up to inform all contributory parties

Monitoring and Evaluation

This school recognises and accepts the importance of on-going monitoring and evaluation of all aspects of the RSE programme.

To this end we follow the procedures for self evaluation as outlined in the DE document 'Together Towards improvement'

FIRST AID PROCEDURE

“Teachers and other staff in charge of pupils are expected to use their best endeavours at all times, particularly in emergencies, to secure the welfare of the pupils at the school in the same way that parents might be expected to act towards their children. In general, the consequences of taking no action are likely to be more serious than those trying to assist in an emergency

*Department of Education and Employment
“Guidance on First-Aid for Schools*

In the event of an emergency where a pupil, or a member of staff or visitor, gets hurt the teacher should:

- ASSESS the situation by:
 - Observing what has happened, quickly and calmly.
 - Look out for dangers to yourself and the casualty.
 - Make the area safe.

- ASSESS the casualty to determine the treatment.

- REASSURE the casualty and stay with them.

- SUMMON HELP by:
 - Contacting Reception (Ext 201) OR
 - Send a member of staff or a pupil to a teacher with first aid training

It will be a first aider who will treat minor ailments and advise on the appropriate care:

- If the casualty requires hospital treatment.
- Transferring the casualty to hospital either by contacting their parent / guardian, or in extreme circumstances, by ambulance.

Parents / guardians will be notified.

RECORD KEEPING

It is the responsibility of the staff member present to complete an Accident Report as soon as possible after an accident/injury. Accident report slips are kept in the staff room. This information will be kept the injured party's individual pupil/staff file.

If the accident is serious it can be recorded on a yellow SELB Accident / Injury Report Form which are kept in the main office and recorded in the Accident Book which is kept in a locked filing cabinet in the office. Again, it is the staff member's responsibility to complete this as soon as possible

N. B. All Accident / Injury Reports must be kept for a minimum of three years.

Access to these records will only be through the Vice Principal or Principal.

FIRST AID EQUIPMENT & SUPPLIES

First Aid Kits are kept in the Medical Room and in the following locations:

- Home Economics
- Technology & Design
- Science Dept.
- P.E

- Office

There is also a First Aid Travel Kit in the glove-compartment of the School minibus and in room 2 for Geography field trips.

HEADS OF DEPARTMENT

HoD's for the departments above must ensure that their First Aid Kits are:

- CHECKED on a monthly basis.
- RESTOCKED by contacting the L Kennedy for supplies.
- All items within the Kit must be checked for their expiry date.

N. B Items that are out-of-date should be discarded safely.

FIRST AIDERS in Newry High School

- **Mr G Millar** Tech & Design.
- **Mrs E Nelson** Business Studies.
- **Mrs J Houston** Art.
- **Miss L Matthews** Science.
- **Mr C McKee** History.
- **Mrs C Lutton** IT.

Service Level Agreement for Use with External Agencies Working in Schools

I/We have read the school ethos and policies of _____ and

agree to formally adhere to their ethos and policies:

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

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

Senior Management, Teachers, Parents, Governors and other Appropriate Bodies

and agree to fully implement any changes deemed necessary by the above representatives.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our Young people.

I/We formally accept the above terms of reference and in so doing I/We will acknowledge the agreement made.

Signed _____ **(External Agency)**

Dated _____

Countersigned: _____ **(Principal/Board of Governors)**

Dated _____

Checklist for use of Schools Designated Child Protection Officer to vet External Agencies working in schools

- Accredited Body
- Copy of Mission Statement
- Personnel to be used: Police Check
Official Qualification
Key Person
- All statutory requirements fulfilled: i.e. Health and Safety Policy, etc.
- Sufficient Insurance
- Principal Informed and Approval Granted
- School Ethos read and understood
- Service Agreement completed and signed
- Evidence of current legislation
- Established format for feedback
- Evaluation process in place

Baseline/Present Position:
 The provision for pastoral care is satisfactory, but improvements are required for senior staff with whole school responsibility to:

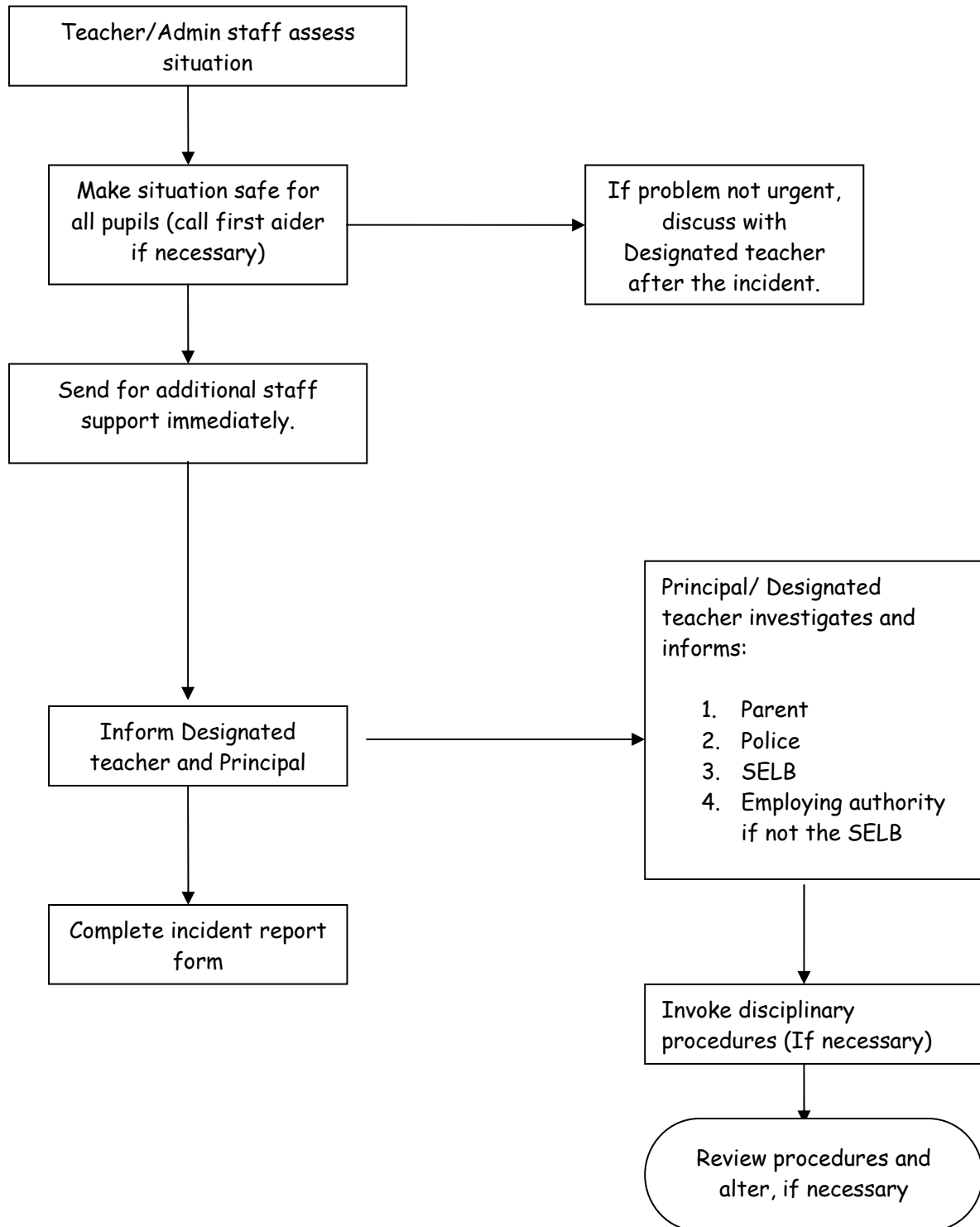
- Consult further with the teachers, pupils and parents when revising pastoral policies and procedures
- Monitor and evaluate more systematically the quality of pastoral provision throughout the school
- Provide appropriate professional development opportunities in pastoral care for all staff, in particular those who have been newly assigned to roles with pastoral responsibilities.

Target(s) (What we want to achieve)	Actions/Tasks (What steps do we take to achieve targets?)	Time	Staff	Success Criteria (How will we know if we are succeeding?)	Resources (What do we need?)	Monitoring (How will we check that progress is being made?)
1. To improve general pupil behaviour, particularly those identified as presenting challenging behaviour	Audit of baseline data eg suspensions, detentions Review of detention and supervised support Review/amend school rules Review Positive Behaviour – Key Stage 4 focus – pupil questionnaire Evaluate pastoral structure Investigate use of SIMS and	December 2011 January 2012 February 2012 December 2011 April 2012 June 2012	SLT SLT Heads of Year SLT Heads of Year All Staff SLT RDM SLT Heads of Year SLT	General improvement in behaviour 10% reduction in suspensions 10% reduction in detentions Improved comments from Staff concerning discipline and behaviour	Time Staff Training	Suspension data Detention data SLT minutes SMT minutes HOY minutes

	Behaviour Management		RDM			
	Develop pupil participation in Assemblies	January 2012	SLT Heads of Year			
	Review use of Counselling Service	June 2012	SLT			
2. To improve the overall level of attendance	Investigate the use of text/call service	February 2012	SLT	Attendance rate improves from 89% to 91%	Staff training time Cost of text service	Education Welfare Minutes and Referrals SIMS reports EMA records
	Review of electronic registration	April 2012	SLT			
	Introduce lesson monitor	June 2012	SLT Heads of Year All Staff			
	Further Staff training on use of SIMS attendance	June 2012	All Staff			
3. To ensure all pastoral care policies are up to date and reflect current practice	Produce updated draft Pastoral Care Policy	January 2012	SLT	Policies updated and summaries provided to parents and pupils	Time	SLT minutes BOG minutes HOY minutes
	Produce Pastoral Care Development 1 Year Plan and 3 Year Plan	December 2011	SLT	Pastoral Care Development Plan approved by Governors		

	Consult Governors, Staff, Parents and Pupils on new Pastoral Care Policy	February 2012	Heads of Year All staff	Consultation completed and amendments made	Time	
	Individual and Whole Staff training	June 2012	All staff	Staff training courses related to Pastoral Care		
4. To continue the ongoing work on Safeguarding	Updated policy	September 2011	Designated Teacher Deputy Designated Teacher Safeguarding Team	All Safeguarding measures in place and improvements made	Time	
	Shorter/leaflet versions produced	January 2012				
	Translated versions produced	January 2012				
	Website information updated	February 2012				
Evaluation: (Have we improved upon our baseline position? Have we achieved our targets?)						

Misuse of Substance Flowchart



Drugs and Substance Misuse Incident Report Form

(Form to be completed by Teacher involved in Incident)

Nature of Incident:

Date: _____ Time: _____ Venue: _____

Pupil(s) involved:

Teacher Response:

Substance given to Principal/Designated Teacher: Yes NO
Report to Designated Teacher: Yes NO
Report to Principal: Yes NO

Signed: _____ Date: _____

School Record and Checklist

(To be completed and held as record by Principal / Designated Teacher)

Date: _____

Nature of Incident: _____

Substance in secure storage: _____ (please tick)
Staff involved: _____

Report from staff attached: _____ (please tick)
Name of Pupil(s) involved: _____ Year: _____

- Informed (Circle as appropriate):
- Parent(s)/Guardian(s) : _____
 - Local CSIO : _____
 - Board of Governors : _____
 - SELB : _____
 - Employing Authority if not SELB : _____
 - Other relevant bodies : _____

Action plan for pupil support in place: _____

Signed: _____
Principal/Designated Teacher

PRO FORMA TO INFORM SELB/EMPLOYING AUTHORITY

Name of School: _____

Address: _____

Telephone No: _____

Date: _____

Principal: _____

Contact Teacher: _____

Details of Incident: _____

Substance (if identified): _____

I have completed the checklist outlined in Appendix E:

Signed: _____

Date: _____

CHECKLIST FOR HANDLING SUSPECTED DRUG RELATED INCIDENTS IN SCHOOLS

This is a guide on the key procedures to undertake when a drug incident occurs in schools.

1. Ensure the safety of the individual pupil involved, of other pupils, yourself and other staff. On finding a situation with a suspected substance:-

- Get help immediately from another adult.
- Assess situation, to see if this is a life-threatening situation or not.

If an emergency:-

- If necessary contact an ambulance.
- Put person under the influence of the drugs in the recovery position.
- Ensure airways are cleared.
- Remove any other bystanders from the immediate vicinity.

Then in all cases:-

- Carefully gather up any drugs / paraphernalia / evidence lying around and keep safely.
- Ascertain which substances / drugs have been taken and how much.
- Secure all drugs and paraphernalia and give to the Principal / Designated teacher immediately, and lock them away.
- Contact the parents as soon as possible.

2. Ensure all incidents are properly investigated and recorded:-

- Never accuse pupils of drug dealing/possession, these are alleged illicit substances until substantiated by the PSNI.
- Conduct search procedures according to school policy. (Never search personal belongings without permission. It is okay to search school property such as lockers, cupboards or desks)
- Ensure all drugs are safely and securely stored or destroyed, making sure that this is witnessed by another adult and recorded.
- Gather details and data from all the eye-witnesses at the scene.
- All statements and phone calls should be recorded, signed and dated.
- Record all information on official incident form and sign and date, or ensure accurate details are given to whoever is writing the form and co-sign.
- Ensure the ELB incident form is filled in and returned to the Advisor for Pastoral Care
- Ensure that you follow all the procedures in your Schools Drugs Policy.

3. Ensure appropriate individuals and agencies are informed and contacted as needed:-

- Principal and Designated Drug Teacher.
- Parents / Guardians
- PSNI (CSIO* or Uniform Branch)
- ELB Pastoral Care Advisor
- Chairperson initially and subsequently the Board of Governors.
- The Education Welfare Officer.
- No media statements, only the Principal should do this.
- Other pupils, parents and staff are only told on a need-to-know basis.

A pastoral / disciplinary response needs to be made by the school, balancing the need for compassion and the pupil's welfare with the need to send a clear message about illegal actions and behaviour and the impact on the school community.

*CSIO is the Community and Schools Involvement Officer.

Appendix I

RSE Programme Key Stage 3

TOPICS/THEMES	YEAR	SUBJECTS
Understanding the differences in sexuality and sexual relationships including the media messages.	10	English, PSHE
Values and attitudes about sexuality and sexual relationships, including media messages.	10	English, PSHE
Encouraging sensitivity towards different ways of life, beliefs and opinions.	8 9	English, Music, PSHE PSHE, English, Music French
The range of information, the services and support which are available from relevant agencies.	8 9 10	PSHE PSHE PSHE
Relationships - Adolescence Recognising feeling, moods and emotions (sometimes conflicting) and knowing the language to express these appropriately.	8 9 10	Music, English, PSHE Music, English, PSHE Music, English
Maintaining positive relationships with e.g. friends, parents, other family members and teachers.	8 9 10	PSHE, P.E., English, Music PSHE, P.E., English, Music R.E., P.E., English, Music
Considering peer and other influences	8 9 10	PSHE, English PSHE, English R.E., English
Exploring morals and values in a variety of contexts and recognising the personal implications.	8 9 10	R.E. R.E., PSHE R.E.
Media messages about relationships.	10	English

TOPICS/THEMES	YEAR	SUBJECTS
Relationships The differences between the various types of relationships, e.g. parents, siblings, other family members, peers, teachers, friends and acquaintances.	8 9 10	English PSHE, English English
The factors influencing the different lifestyles of family, friends and acquaintances.	8 9 10	English English English
Different types of friendships, caring and loving relationships, e.g. parents, siblings, friends, neighbours, married couples, partners, work colleagues, acquaintances.	8 9 10	English English English
Establishing and maintaining relationships.	8 9 10	PSHE, English English English
Family issues, e.g. parenting, childcare, lifelong responsibility and the extended family. Single parents - positive and negative issues.	10	English

RSE Programme Key Stage 4

TOPICS/THEMES	YEAR	SUBJECTS
Growth and Development The physical and emotional changes that occur in males and females during puberty; individual variation and rates of development.	11	Science
Hygienic practices associated with the physical changes at puberty.	11 12	PSHE, Science PSHE
The male and female reproductive systems, what happens during intercourse; the biological aspects of human fertility and conception.	12	Science
The development of the child from conception to birth, including understanding of the various stages of pregnancy.	12	Science
Factual information about the types of contraception.	12	Science, PSHE, R.E.
The difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviour.	12	Science, PSHE, R.E.
Safer sex practices in relation to STIs, HIV and AIDS.	12	R.E.
Factual information about abortion.	12	R.E.
The range of information, the services and support which are available from relevant agencies.	11 12	PSHE PSHE

TOPICS/THEMES	YEAR	SUBJECTS
Sexuality An awareness of what it is to be male and female.	12	R.E., Science
Equality and difference.	12	R.E.
Uniqueness and individuality.	11 12	P.E. Careers
My abilities, talents, strengths, weaknesses and vulnerabilities.	11 12	Music Music, Careers
Influences on me, competing priorities.	12	PSHE, R.E.
Responsibility.	11 12	P.E. R.E., P.E., PSHE
My stage of development e.g. physical, emotional, academic, spiritual, emotional, moral and sexual.	12	Science
My motivation, enthusiasms, interests, viewpoints, goals, degree of independence and responsibilities.	12	Careers, R.E.
Respecting myself, my self-esteem and self-confidence.	11 12	P.E. P.E., PSHE
Stereotyping and its influence on attitudes and behaviour.	11 12	Home Economics Careers, R.E.
Media messages about male and female behaviour.	12	PSHE
Sexual identity and orientation.	12	R.E.

TOPICS/THEMES	YEAR	SUBJECT
Understanding the differences in sexuality sexual relationships including the media messages.	11 12	English English, PSHE
Values and attitudes about sexuality and sexual relationships, including media messages.	11 12	English English
Encouraging sensitivity towards different ways of life, beliefs and opinions.	11 12	English, P.E. English, R.E., P.E., Music, French.
The range of information, the services and support which are available from relevant agencies.	11 12	PSHE PSHE
Relationships - Adolescence Recognising feeling, moods and emotions (sometimes conflicting) and knowing the language to express these appropriately.	11 12	English, Home Economics English, Home Economics, Music
Maintaining positive relationships with e.g. friends, parents, other family members and teachers.	11 12	English, P.E Home Ec English, R.E., P.E. Music, Home Economics
Considering peer and other influences.	11 12	English, Home Economics English, PSHE, R.E., Home Economics
Exploring morals and values in a variety of contexts and recognising the personal implications.	11 12	English, Home Economics English, PSHE, R.E., Home Economics

TOPICS/THEMES	YEAR	SUBJECTS
Relationships The differences between the various types of relationships, e.g. parents, siblings, other family members, peers, teachers, friends and acquaintances.	11 12	English, Home Economics English, R.E., PSHE, Home Economics
The factors influencing the different lifestyles of family, friends and acquaintances.	11 12	English, Home Economics English, R.E., PSHE, Home Economics
Establishing and maintaining relationships.	11 12	English English, PSHE, R.E.
Abstinence as a positive option and an achievable reality.	12	R.E., PSHE
Sexual abuse and the support available to young people	12	PSHE
Sharing, commitment, respect, rights and responsibilities within relationships.	12	PSHE
Possible sources of conflict and strategies for dealing with differences.	11 12	Home Economics Home Economics
Media messages about relationships.	11 12	English
Making informed and responsible decisions about personal and social relationships.	12	R.E., PSHE
Family issues e.g. parenting, childcare, lifelong responsibility and the extended family. Fostering and adoption	12	R.E.
Teenage pregnancy.	12	R.E., PSHE
Single parents - positive and negative issues.	11 12	Home Economics R.E., PSHE, Home Economics
Divorce.	12	R.E.
Gender roles, e.g. choice, prejudice, stereotyping.	11 12	Home Economics R.E., Home Economics

Reference Materials

Area Child Protection Committees' Regional Policy and Procedures
April 2005

Children (NI) Order 1995 'The Sexual Offences (Amendment) Bill 2000'¹

DE Circular 'Relationships and Sexuality Education (RSE)' 2001/15

DE Circular 'Drugs: Guidance for schools' 2004/9

DE Circular 'Pastoral Care in Schools' 1999/10

Drugs: Guidance for Schools in Northern Ireland

CCEA

2004 ISBN 1 85885 652 3

Evaluating Pastoral Care 1999

DENI

1999

Guidance for Primary Schools: Relationships and Sexuality Education

CCEA

2001 ISBN 1 85885 209 9

Guidance for Post Primary Schools: Relationships and Sexuality Education

CCEA

2001 ISBN 1 85885 209 9

Integrating Personal Safety Programmes into the Curriculum: Child Protection

CCEA

1999 ISBN 1 85885 202 1

Pastoral Care in Schools: Child Protection

DENI

1999

The Education and Libraries (NI) Order 2003

Together Towards Improvement: A Process for Self-Evaluation

Department of Education ETI

UN Convention on the Rights of the Child

Article 3; Article 12; Article 19