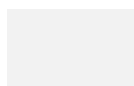


Saintfield High School



RELATIONSHIPS & SEXUALITY POLICY

Reviewed June 2017



INTRODUCTION AND RATIONALE

Sexuality includes all aspects of the human person that relate to being male or female and is subject to change and development throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. It especially concerns the ability to form relationships with others generally, the capacity to be affectionate, give and receive love, and reproduce.

DESCRIPTION OF POLICY FORMATION AND CONSULTATION PROCESS

The Relationships and Sexuality Education Co-ordinator and their team drafted the Relationships and Sexuality Education Policy, using the revised DENI circular 2001/15 and the CCEA guidelines. Members of staff, governors, parents and selected pupils were consulted and invited to respond to the draft policy. All responses were discussed and any appropriate amendments were made to the policy document.

The policy closely links with the School Pastoral Care Policy and the DENI Circular 1999/10 Pastoral Care in Schools: Child Protection.

SCHOOL ETHOS

Our mission statement: 'All that can be expected from the most perfect institution is that they should make it possible for individual excellence to develop itself, not that they should produce the perfect individual.'

A FRAMEWORK FOR MORALS AND VALUES

Relationships and Sexuality Education should enable pupils to clarify what they believe and why they believe it and develop a respect for and interest in the beliefs of others. Pupils need opportunities to explore values and to consider how they and others are affected by them. There should be an appreciation that friendships and relationships should be based on self and mutual respect, non exploitation, honesty, trust and commitment. Within relationships there should be recognition that rights, duties and responsibilities are involved.

Relationships and Sexuality Education is not intended to be value free. It should be tailored to the age, maturity and understanding of pupils. The programme therefore aims to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour. Pupils should be encouraged to appreciate the value of family, marriage, and permanent loving relationships, and the responsibilities of parenthood. They should be helped to consider the importance of self restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity. They should be enabled to recognise the physical, emotional and moral implications and risks of certain types of behaviour and to accept that both sexes must behave responsibly in sexual matters. Teachers acknowledge that many children come from backgrounds that do not reflect such values and experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families, and to encourage the development of their sense of worth.

(adapted from DfEE Circular No 5/1994 Education Act 1993: Sex Education in Schools (Paragraph 8).

The following key messages will be promoted throughout the school:

- An appreciation of the value of family life, marriage, permanent loving relationships, and the responsibilities of parenthood.
- The deferment of sexual activity until marriage/young people are physically and emotionally mature enough to understand the inherent responsibilities.
- A recognition of the positive benefits of seeking sexual fulfilment within a permanent committed relationship with one person.
- A recognition that sexual abstinence outside of marriage and fidelity within it, is a positive (and desirable) option which is an achievable reality to which young people can aspire.
- A recognition that sexual responsibility belongs to each person. How we respond to our sexual feelings is our responsibility.
- A recognition that both genders, male and female, are to be appreciated, respected, valued and seen as equal, different and complimentary.
- An appreciation that friendships and relationships should be based on self and mutual respect, empathy, non exploitation, honesty, trust and commitment.
- Compassion, forgiveness, tolerance and care are essential skills and dispositions to develop in relationships.
- Within relationships there should be recognition that rights, duties and responsibilities are involved.
- Consideration for pupils who may be sensitive re single parent families.

In line with our school this is a list of the values in Relationships and Sexuality Education which we wish to endorse.

- a respect for self;
- a respect for others;
- non-exploitation in relationships;
- commitment, trust and bonding within relationships;
- mutuality in relationships;
- honesty with self and others;
- a development of critical self-awareness for themselves and others;
- an exploration of the rights, duties and responsibilities involved in relationships;
- compassion, forgiveness, tolerance and care in relationships;
- self-discipline.

THE RELATIONSHIPS AND SEXUALITY EDUCATION CURRICULUM

The Education Reform (Northern Ireland) Order 1989 requires all grant aided schools to offer a curriculum which:

- (A) Promotes the spiritual, moral, cultural, intellectual and physical development of pupils at the school and thereby of society; and
- (B) Prepares such pupils for the opportunities, responsibilities and experiences of adult life.

Relationships and Sexuality Education is a statutory element of the Northern Ireland Curriculum and will continue to be so as part of the revised curriculum for Northern Ireland through Learning for Life and Work in this Post Primary School.

AIMS OF RELATIONSHIPS AND SEXUALITY EDUCATION

- 1 To enhance the personal development, self-esteem and well-being of the young person.
- 2 To develop self respect and self confidence.
- 3 To help the young person learn how to develop and enjoy healthy and respectful friendships and relationships which are based on responsibility and mutual respect.
- 4 To foster an understanding of and a healthy attitude to human sexuality and relationships in a moral, social and spiritual framework.
- 5 To promote responsible behaviour and the ability to make informed decisions.
- 6 To help the young person value family life and marriage and the responsibilities of parenthood.
- 7 To promote an appreciation of the value and uniqueness of human life and the wonder of birth.

OBJECTIVES OF RELATIONSHIPS AND SEXUALITY EDUCATION

The Relationships and Sexuality Education curriculum as part of the statutory minimum entitlement for personal development teachers should ensure that pupils are given worthwhile experiences which enable them to explore:

- self esteem, self confidence, and how they develop as individuals
- their own and others feelings and emotions
- strategies to promote personal safety and health and resist various forms of abuse
- relationships with friends and families, valuing them as a source of love and mutual support
- similarities and differences between people
- dignity, uniqueness, well being and sense of responsibility for themselves and others
- differing family structures and patterns

- strategies to make decisions, solve problems and implement actions
- growth and change and understand that their developing sexuality is an important aspect of self identity
- the development of personal and inter-personal skills including communication and social interaction, in order to help establish and sustain healthy relationships
- the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- the impact of internal influences and external influences (such as peer pressure and conflict) on lifestyle and decision making
- sexual development and identity including aspects of sexuality such as gender roles, stereotyping and cultural influences
- the physical, social and emotional changes which occur during puberty
- how babies are conceived, grow and are born

SHARING RESPONSIBILITY FOR RELATIONSHIPS AND SEXUALITY EDUCATION

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

ROLE OF THE RELATIONSHIPS AND SEXUALITY EDUCATION CO-ORDINATOR

Mrs R Bradley is the member of staff responsible for co-ordinating all issues related to Relationships and Sexuality Education policy and programme development.

Her role includes:

- Ensuring that the programme is taught effectively and is appropriate to the age and maturity of the pupils.
- Liaising with the Principal, designated teacher for child protection, Board of Governors, all staff, parents, health and educational visitors on Relationships and Sexuality Education matters.
- Attending in-service training and disseminating appropriate information to other members of staff.
- Organising training for staff as and when appropriate
- Liaising with outside agencies for curriculum purposes.

TEACHING RELATIONSHIPS AND SEXUALITY EDUCATION

All teachers are responsible for teaching aspects of relationships and sexuality education, appropriate to the age, maturity, stage of development, and family background of their pupils. It will be delivered primarily through the personal development curriculum but also through a range of subjects each covering aspects of the relationships and sexuality education programme. Appendix 2 shows how and where relationships and sexuality education is taught throughout the school.

EQUAL OPPORTUNITIES

The provision of relationships and sexuality education is an equal opportunities issue (Section 75). All pupils, male and female; have a right to an education which adequately prepares them for adult life, regardless of their age, gender, culture, disability status, religion or social class. Good relationships and sexuality education plays an integral part.

The relationships and sexuality education programme will meet the needs of both genders and aims to be a positive experience for all participants. It is developmental, accessible and appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age, teachers need to be sympathetic to the personal and emotional circumstances of each individual pupil. They need to be aware of, and take into account the variety of existing pupil knowledge, differing attitudes and beliefs and the pupil's capacity to understand issues. This will be particularly important in relation to children with special educational needs where physical development may outstrip emotional maturity.

“ Children/young people with special education needs have the same rights and needs as all pupils but the content and delivery of the relationships and sexuality education programme will be different. . . tailored to pupils' needs in terms of content, methodology and the resources used.” (Guidance for Primary/Post-Primary Schools, CCEA page 16/19)

Generally, relationships and sexuality education will be taught in mixed groups, so that boys and girls are encouraged to work with each other and gain an understanding of each others perspectives. However, in certain circumstances, normal mixed gender classroom arrangements may be changed when it appears more appropriate to teaching gender specific issues to single sex groupings.

THE INVOLVEMENT OF PARENTS

Many parents/carers are keen that their children are well prepared to handle situations around relationships and sexuality. Frequently parents/carers are uncomfortable when talking to their children about these issues. Some parents/carers feel unsure about the facts and worry about giving their child the wrong information at the wrong time. There are also many unhelpful and confused messages that young people receive from their peers and from television, videos, newspapers and magazines. Schools can provide opportunities for pupils to consider these messages and ensure they receive accurate information. However, whilst the classroom teacher has a significant role to play in the implementation of relationships and sexuality education in school, this role cannot be considered in isolation to the role of the parents and should ideally be additional and complementary. The home exerts a major influence on all aspects

of a young person's life and especially so in the domain of relationships and sexuality.

There is no statutory parental right to withdraw a child from classes in relationships and sexuality education. Saintfield High School will consider any parental concerns expressed, attempt to deal with any misunderstandings, identify the specific issues and lessons which are problematic and explain the implications for the pupils in terms of the parts of the statutory programmes of study which will be missed. The social and emotional effects of exclusion should be considered as well as the likelihood that pupils will discuss the content of the relationships and sexuality education lesson outside the classroom. However, the school will as far as possible try to arrive at a mutually acceptable resolution.

DEVELOPING A RELATIONSHIPS AND SEXUALITY EDUCATION PROGRAMME

PLANNING ISSUES

In developing the relationships and sexuality education programme the school adopted the protocols outlined in appendix 2.

METHODICAL APPROACH

A relationships and sexuality education 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. Relationships and sexuality education 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 is most beneficial. (CCEA Guidance for Primary/Post-primary schools).

THE STATUS OF THE FAMILY

The school supports the institutions of marriage and the family, while being sensitive to those with different family circumstances. Marriage will be presented as the ideal to which most aspire, being achieved for many through hard work and commitment.

THE PROMOTION OF ABSTINENCE

In line with the school ethos, sexual abstinence should be promoted until young people are physically and emotionally mature enough to understand the consequences and their inherent responsibilities. Sexual abstinence before marriage, and fidelity within it, will be presented as a positive and desirable option and an achievable reality.

THE SACREDNESS OF LIFE

In line with the ethos of the school, the value and sacredness of life will be actively promoted.

HOMOSEXUALITY

Heterosexual relationships will be presented as the main context for sexual intimacy, reflecting the Christian ethos of the school. Respect for all people regardless of sexual orientation will be promoted in line with the school ethos ~ no pupils should be isolated on the grounds of their sexual orientation. Pupils should have the right to hold different views/lifestyles in a peaceful manner. Antagonism/bullying or other forms of abuse against pupils who reveal that they are homosexual will not be tolerated by the school.

CONFIDENTIALITY AND CHILD PROTECTION

Staff cannot give a guarantee of confidentiality to pupils around issues relating to child protection. If details are revealed that would lead staff to suspect that sexual abuse is involved, the teacher must follow the child protection procedures outlined in our policy.

THE USE OF RESOURCES AND OUTSIDE AGENCIES

All resources (books, videos, TV programmes, internet sites, CD roms etc) are vetted before use to ensure they are consistent with the school's policy and ethos.

When education and/or health professionals from statutory or voluntary organisations are invited into the school, the activities which the agency or individual undertake will complement the ongoing programmes within the school. Care will be taken to ascertain that they have read and are willing to comply with the school policy, and that they know what has been taught in preparation for their visit and what will be done as follow-up.

The teacher will always be present when an individual or a representative from an agency is taking a class. Such a visit is not to be seen as *the* relationships and sexuality education programme, but as an integral part of it. (Appendix 1)

ANSWERING PUPILS' QUESTIONS

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

TERMINOLOGY

All staff teaching relationships and sexuality education related issues should use the proper biological names for body parts and sexual acts, where appropriate and relevant to the relationships and sexuality education programme. The use of common slang will be avoided where possible. Parents should have an opportunity to view the programme and become familiar with the language used within it.

APPENDIX 1

VISITING AGENCIES/PERSONNEL

- The school will wish to ensure that any representative from an agency or other individual is clear that confidentiality cannot be maintained in accordance with our school Child Protection Policy. The principal or designated teacher for Child Protection must be informed of any disclosures, which might suggest that a pupil or others are at risk. Where there is a case of suspected abuse, the designated teacher or principal will take the appropriate action.
- The teacher responsible for inviting the agency or individual into school should look at the resources which are to be used and judge the appropriateness of the materials for the age range and maturity of our pupils.
- Teachers will always be present when a representative from an agency or an individual is taking a session with a class.
- After the session, the teacher will discuss the positive aspects and any difficulties which arose with the agency/individual. Any issues or concerns about the session will also be raised. The teacher will also obtain feedback from the pupils and check they were comfortable and happy with topics dealt with and the appropriateness of the methodologies used.
- The school has the right to terminate the work of any agency/individual if it is felt appropriate to do so.

APPENDIX 2

ORGANISATION

Within Saintfield High School relationships and sexuality education will be taught through the Personal Development strand of the Learning for Life and Work programme. In Years 8 - 10 the pupils will be taught by specialist teachers. This programme of study will be augmented by other departments and visiting speakers eg the relationships and sexuality education programme in Year 10 may be delivered with the assistance of the School Nurse. In Years 8 – 10 the pupils will receive two Personal Development lessons per week for a term and in Years 11 – 12 three lessons per week for a term will be allocated for Personal Development as part of the Learning for Life and Work statutory requirements.

The content of the programme will take account of the age and level of maturity of the majority of pupils in each class or year group. Parents/carers who wish to discuss aspects of the syllabus may do so by making an appointment with the relationships and sexuality education Co-ordinator or the Principal. This programme reflects the CCEA guidance and relates to the pupils' experiences, including those young people considered to be most at risk. Pupils are encouraged to talk about their experiences, feelings, attitudes and opinions in a way that is helpful to them but which will not place staff in a compromising position, in terms of our Child Protection Policy. Staff will be aware of the fact that pupils may have varying attitudes towards relationships and sexuality, which are influenced by their cultural and religious background. In addition, pupils' direct experience of relationships will be handled in a sensitive manner, eg single parent families, separation or divorce, or gender issues.

APPENDIX 3

Relationships and sexuality education is a lifelong process where there is a need to acquire information and develop attitudes, beliefs and values about personal and social relationships and gender issues. The learning process begins informally with parents/carers, and continues throughout their school and adult life.

The age at which sexual intercourse first takes place has been decreasing over the past few decades. The Young Persons' Behaviour and Attitudes Survey (2010) of 77 Post Primary schools, found that in terms of sexual experience and knowledge, 8% have had sexual intercourse. 80% of these pupils had sexual intercourse for the first time between the ages of 13 and 15 years and 79% of these sexually active pupils have used some form of contraception. Northern Ireland has one of the highest teenage pregnancy rates in Europe and the incidents of transmitted diseases continue to rise. There is also an increasing concern over the continuing rise of HIV infection in Northern Ireland.

The majority of Year 11 and 12 pupils knew HIV (91%) and AIDS (88%) are sexually transmitted diseases whilst 40% knew that syphilis, 39% knew that warts and 29% knew that Hepatitis B are sexually transmitted diseases.

It is against this backdrop that the Department of Education has commissioned CCEA to produce guidance for Relationships and Sexuality Education (2002) and have stated that every school should have a policy setting out how the school will address Relationships and Sexuality Education within the curriculum.

YEAR 8 – 10 RELATIONSHIPS AND SEXUALITY EDUCATION PROGRAMME

RESOURCES : BOOKS ~ Learning for Life and Work in Close-Up Year 8 -10
Colourpoint – Paula McCullough
~ GCSE Learning for Life and Work for CCEA
Hodder Education – Amanda McAteer, David McVeigh, Michaela O’Boyle

CONTENT

- **Gender and Identity:**

- to identify the differences between boys and girls self-images
- about misconceptions each might have about each other
- to respect the views and opinions of others when discussing assumptions about typical gender behaviour.

- **Types of Relationships:**

- to develop an understanding of the range of relationships experiences by young people (including friendships)
- to identify their own web of relationships
- to explore the significance of roles, responsibilities and relationships within the family.

- **Qualities of Friendship:**

- to explore the qualities of a good friendship
- to make links between cause and effect by discussing the effects of behaviour on friendship.

- **Managing Difficulties and Conflict within Relationships:**

- to understand that conflict can arise with relationships, including friendships, when certain qualities are not present
- to develop strategies to avoid and resolve conflict.

- **Challenging Relationships:**

- to use a range of methods to collate, record and represent information by analysing newspaper articles
- to develop skills and knowledge to promote personal safety and be aware of various sources of support.

- **Sexual Maturation:**

- to explore and understand the main physical and emotional changes that take place in puberty
- to be aware of the importance of personal hygiene issues during and after puberty.
- To be aware of effective ways to promote their sexual health.

**YEAR 11 AND 12 RELATIONSHIPS AND SEXUALITY EDUCATION
PROGRAMME ~ LLW**

BUILDING AND MAINTAINING HEALTHY RELATIONSHIPS

CONTENT

Demonstrate knowledge, understanding and skills in relation to the: positive factors that contribute to the development and maintenance of healthy relationships in families, their peer group and in sexual relationships.

- Understand the processes of personal development eg physical, emotional, academic, spiritual, moral and sexual.
- Encourage development of respect for themselves – self respect, self esteem and self confidence.
- Identify and know how to manage influences and messages from peers and media.
- Understand the personal messages given through body language, fashion, make-up and language used.
- Examine the different types of relationships and the factors needed in establishing and maintaining relationships.
- Understand the rights, roles and responsibilities within relationships – sharing, commitment, mutual respect, stereotyping and a willingness to accept responsibility for actions.
- Be aware of different sexual identity and orientation.
- Develop knowledge of sexually transmitted infections (STI's) and HIV and understand how to avoid them.
- Be aware of and understand sexual harassment, sexual abuse.
- Understand how different contraception works and explore abstinence as a positive option, examine the consequences of teenage pregnancy and develop an awareness of the moral implications.
- Develop knowledge of the range of supports services and how to access them.

UNDERSTANDING THE ROLES AND RESPONSIBILITIES OF PARENTING

Demonstrate knowledge, understand and skills in relation to:

- The challenges faced by young parents eg emotional issues, financial issues and career prospects
- Understand the main roles of a parent eg providing a loving and safe environment, financial provision, schooling, feeding and clothing, developing morals and values, providing opportunities for social development and tending to their children's health.

- Identify and explain the problems faced by a young parent: career prospects, social life, social stigma, health risks, financial burden, impact on schooling, mental health, absence of father and pressure on other relationships.

Home Economics – RSE Programme

Year 8

Scheme of work

Curriculum area: LLW - Home Economics Subject Coordinator: Suzanne Conwill

Unit 5: The Family

Number of weeks: 8 weeks

Key concepts Young people should have opportunities to:	Learning Intentions Young people should be able to:	Learning Experiences/Activities	Resources needed
<p><u>Healthy Eating</u> Develop practical skills in the safe, hygienic, healthy and creative use of foods.</p> <p>Develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of dishes.</p> <p><u>Home and Family Life</u> Explore the roles and responsibilities of individuals within a variety of home and family structures.</p> <p>Explore strategies to manage family scenarios.</p> <p><u>Independent Living</u></p>	<ul style="list-style-type: none"> • That there are a variety of different family structures. • How families often share roles and responsibilities. • That within some families, roles are reversed. • To work with others to make family meals which will include a pasta bake and a jacket potato and fruit crisp. • To develop 	<p>Activity 1 - read case study about Grace and her family and answer questions.</p> <p>Activity 2 - famous families on TV or celebrities. Class discussion about their roles and responsibilities. Use pictures to stimulate discussion.</p> <p>Read section on role reversal, shared roles and the importance of family mealtimes.</p> <p>Activity 3 - Match pictures of families with their correct structure.</p> <p>Pupils can complete making family life happy card game.</p> <p>Activity 5 - the family board game. In groups of 4 make this game.</p> <p>My Family Tree activity</p> <p>Review - self assessment of</p>	<p>Pupil booklet Pupil homework booklet</p> <p>Pictures of famous families are available.</p> <p>Cards</p> <p>squared paper colouring pencils coloured paper dice counters</p>

<p>Develop a range of skills to promote independence through planning, managing and using resources.</p>	<p>my own ideas when creating a family board game and compare my approach with others in my class.</p> <ul style="list-style-type: none"> To develop routines of turn-taking, sharing and cooperating. 	<p>their team work skills.</p> <p>End of year 8 evaluation</p>	
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Assessment for learning opportunities	Learning Outcomes	Links to the assessment of Thinking Skills and Personal Capabilities	Learning styles	Key words
<p>Completed homework -</p> <ul style="list-style-type: none"> A day in the life sheet Family portrait Helpful/unhelpful sheet Family tree homework <p>Completed booklet</p> <p>Finished Board Game</p> <p>Successful practical lessons</p>	<p>Demonstrate skills in the safe, hygienic, healthy and creative use of food.</p> <p>Research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate</p> <p>Show deeper understanding by thinking critically and flexibly, solving problems and making</p>	<p><u>Managing information</u> Communicate with a sense of purpose</p> <p><u>Being creative</u> See opportunities in mistakes and failures Take risks for learning Make ideas real by experimenting with different design, actions, outcomes</p> <p><u>Self management</u> Seek advice when necessary Organise and plan how to go about a task</p> <p><u>Working with others</u> Take personal</p>	<p>Visual - pictures of famous families, food in practicals.</p> <p>Auditory - class discussion, teacher instruction.</p> <p>Kinaesthetic - practical cookery, card game, making the family game.</p>	<p>Nuclear Extended Family Roles Responsibilities Shared Roles Role Reversal</p>

	<p>informed decisions.</p> <p>Demonstrate creativity and initiative when developing ideas and following them through</p> <p>Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance</p> <p>Work effectively with others to make a family board game, a quick and easy pasta bake, fruit crisp and a jacket potato.</p> <p>Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>	<p>responsibility for work with others</p> <p>Be fair</p> <p>Develop routines of turn-taking, sharing and cooperating.</p> <p><u>Links to the assessment of Cross-Curricular Skills</u></p> <p><u>Communication</u> - Communicate effectively in oral, visual, written, mathematical and ICT formats.</p> <p><u>Using Mathematics</u> - weighing and measuring, the family board game</p> <p>Using ICT - Simpsons' powerpoint</p>		
<p>SEN Provision/Differentiation:</p> <p>Differentiated booklet will be</p>	<p>Potential links with other</p>	<p>Attitudes and dispositions:</p> <ul style="list-style-type: none"> • Concern for others 	<p>Links to the Promotion of Spelling, Punctuation and Grammar:</p>	

<p>provided for those who need it.</p> <p>Extra assistance during practical classes.</p>	<p>Learning areas:</p> <p>ART - designing a board game, family portrait and family tree.</p> <p>Personal Development - managing conflict in families.</p> <p>English - A day in the life ...</p>	<ul style="list-style-type: none"> • Commitment - determination - resourcefulness • Openness to new ideas • Self belief - optimism - pragmatism • Curiosity • Flexibility • Tolerance • Respect 	<p>Pupils are given a key words booklet. Key words are explained and written on the whiteboard. Pupils are encouraged to learn spellings of key words. Spelling, punctuation and grammar taken into consideration in controlled assessment. Pupils are encouraged to check work for spelling, punctuation and grammar.</p>
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Year 9

Scheme of work

Curriculum area: Home Economics Subject Coordinator: Suzanne Convill

Unit 2: Life is a rollercoaster!

Number of weeks: 6 weeks

<p>Key concepts Young people should have opportunities to:</p>	<p>Learning Intentions Young people should be able to:</p>	<p>Learning Experiences/Activities</p>	<p>Resources needed</p>
<p><u>Healthy Eating</u> Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals.</p>	<ul style="list-style-type: none"> • To explore strategies for coping with a range of family situations. • To work with others to create 	<p><u>Activity 1</u> In groups pupils discuss case study about Lauren Mallins.</p> <p>Allocate each member of the group with a role to play in their discussion group. This may be:</p> <ul style="list-style-type: none"> • A contributor • A manager • A recorder 	<p>Pupil booklet Pupil homework booklet Laminated case study</p>

<p>Develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes.</p> <p>Explore ways to achieve a healthy diet.</p> <p><u>Home and Family Life</u> Explore strategies to manage family scenarios.</p> <p>Investigate some of the changing needs of family members at different stages of the life cycle. Explore the roles and responsibilities of individuals within a variety of home and family structures.</p> <p><u>Independent Living</u> Develop a range of skills to promote independence through planning, managing and using resources.</p>	<p>resources to suit different people in different situations.</p> <ul style="list-style-type: none"> To develop their communication skills during a group discussion. 	<ul style="list-style-type: none"> A reporter <p>Use the laminated role cards to explain each roles.</p> <p>A BBC newscast clip has been downloaded.</p> <p>Discuss the types of issues that can arise in families that may be challenging - both positive and negative.</p> <p>Read information in pupil booklet about being a young carer like Lauren.</p> <p><u>Activity 2</u> Use the pictures in pupil booklet to guess the different situations that are illustrated.</p> <p>Read information about sibling rivalry and divorce. Highlight possible sources of help and support and our own support systems at Saintfield High School.</p> <p><u>Activity 3</u> In groups select one of situation that may be challenging for young people and create resources that would help teenagers in your school who may be facing challenging situations in the home. Remember to include sources of help on the resource. They could include:</p> <ul style="list-style-type: none"> Leaflets for a stand Information for notice boards Fact sheets for distribution Articles for school newsletter <p>Display the resources.</p>	<p>Laminated role cards</p>
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		Complete end of unit review.	
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Assessment for learning opportunities	Learning Outcomes	Links to the assessment of Thinking Skills and Personal Capabilities	Learning styles	Key words
<p>Completed homework -</p> <ul style="list-style-type: none"> • Comparison of family life • Problem page letter • Self-assessment <p>Completed booklet</p> <p>Completed group resources</p> <p>Successful practical</p> <p>Practical assessment - Pizza pasta bake</p>	<p>Demonstrate skills in the safe, hygienic, healthy and creative use of food.</p> <p>Research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate.</p> <p>Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions.</p> <p>Demonstrate creativity and initiative when developing ideas and following them through.</p> <p>Demonstrate</p>	<p><u>Managing information</u> Communicate with a sense of purpose</p> <p><u>Being creative</u> See opportunities in mistakes and failures. Take risks for learning Make ideas real by experimenting with different design, actions, outcomes</p> <p><u>Self management</u> Seek advice when necessary Organise and plan how to go about a task</p> <p><u>Working with others</u> Take personal responsibility for work with others Be fair Develop routines of turn-taking, sharing and cooperating.</p> <p><u>Links to the assessment of Cross-</u></p>	<p>Visual - pictures of a range of situations, food in practicals, using ICT.</p> <p>Auditory - class discussion, teacher instruction.</p> <p>Kinaesthetic - practical cookery, use of laminated cards, making the resources.</p>	<p>Family Discussion</p> <p>Young carer</p> <p>Illness</p> <p>Bereavement</p> <p>Divorce</p> <p>Sibling rivalry</p>

	<p>self-management by working systematically, persisting with tasks, evaluating and improving own performance</p> <p>Work effectively with others to make resources to help young people deal with a range of situations.</p> <p>Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>	<p><u>Curricular Skills</u></p> <p><u>Communication</u> - Communicate effectively in oral, visual, written, mathematical and ICT formats.</p> <p><u>Using Mathematics</u> - weighing and measuring.</p> <p>Using ICT - creating resources in relation to challenging family situations.</p>		
<p>SEN Provision/Differentiation:</p> <p>Differentiated booklet will be provided for those who need it.</p> <p>Extra assistance during practical classes.</p>	<p>Potential links with other Learning areas:</p> <p>RE and Personal development - managing conflict in families.</p>	<p>Attitudes and dispositions:</p> <ul style="list-style-type: none"> • Concern for others • Commitment - determination - resourcefulness • Openness to new ideas • Self belief - optimism - pragmatism • Curiosity • Flexibility • Tolerance • Respect 	<p>Links to the Promotion of Spelling, Punctuation and Grammar:</p> <p>Pupils are given key words in each booklet. Key words explained and written on whiteboard. Pupils encouraged to learn spellings of key words. Spelling, punctuation and grammar taken into consideration in controlled assessment.</p>	

			Pupils are encouraged to check work for spelling, punctuation and grammar.
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Year 10

Scheme of work

Curriculum area: Home Economics Subject Coordinator: Suzanne Convill

Unit 3: Parent Power

Number of weeks: 5 weeks

Key concepts Young people should have opportunities to:	Learning Intentions Young people should be able to:	Learning Experiences/Activities	Resources needed
<p><u>Healthy Eating</u> Develop practical skills in the safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals.</p> <p>Develop practical skills in the safe use of a range of utensils and appliances in the preparation, cooking and serving of a variety of dishes.</p> <p>Explore ways to achieve a healthy diet</p> <p><u>Independent Living</u> Investigate a range of factors that influence consumer</p>	<p>Understand how being a parent can change your life.</p> <p>Be aware of the skills necessary to become a good parent.</p> <p>Know how parents can cope in a range of scenarios.</p> <p>Use a range of methods for collating, recording and representing information in order to produce an information leaflet for parents.</p> <p>Work with others to plan,</p>	<p>Activity 1 Read Jessica's story on page 1 of pupil booklet. Get pupils to discuss what thoughts and feeling Jessica and David may have.</p> <p>List three ways having their child, Callum have changed their lives.</p> <p>Read section on how to be a good parent.</p> <p>Activity 2 Watch episode of supernanny. Get pupils to identify three problems the family face and suggest solutions. Record in pupil booklet.</p> <p>Read Top 10 rules on how to be an effective parent in pupil booklet.</p> <p>Activity 3 - Use Microsoft Publisher to produce a leaflet to show first time parents how to be an effective parent. List of</p>	<p>Pupil booklet Pupil homework booklet Ingredients</p> <p>Supernanny episode</p> <p>Internet access ICT suite</p>

<p>choices and decisions.</p> <p>Develop a range of skills to promote independence through planning, managing and using resources.</p> <p><u>Home and Family Life</u></p> <p>Explore the roles and responsibilities of individuals within a variety of home and family structures.</p> <p>Develop awareness of parenting skills.</p> <p>Explore strategies to manage family scenarios.</p>	<p>prepare, cook and serve a range of dishes suitable for a family.</p>	<p>useful web sites in pupil booklet. This will be a CCEA ICT task from next academic year.</p> <p>Review - get pupils to compare their leaflet with others in the class and make suggestions as to how they could improve their work.</p>	
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Assessment for learning opportunities	Learning Outcomes	Links to the assessment of Thinking Skills and Personal Capabilities	Learning styles	Key words
<p>Completed homework - Homework 1 - pizza illustration Homework 2 - Kevin the teenager Homework 3 - self assessment of practical work Homework 4- job advertisement for perfect parent</p> <p>Completed booklet</p> <p>Successful practicals</p> <p>Completed parenting leaflet</p>	<p>Demonstrate skills in the safe, hygienic, healthy and creative use of food.</p> <p>Research and manage information effectively to investigate Home Economics issues, using Mathematics and ICT where appropriate.</p> <p>Show deeper</p>	<p><u>Managing information</u> Communicate with a sense of purpose</p> <p>Use own and others' ideas to locate sources of information</p> <p>Use a range of methods for collating, recording and representing information</p> <p><u>Being creative</u> See opportunities in mistakes and failures</p>	<p>Visual - supernanny, using the computer</p> <p>Auditory - class discussion, teacher instruction.</p> <p>Kinaesthetic - practical cookery, using the computer</p>	<p>Parenting Effective Discipline Conflict</p>

	<p>understanding by thinking critically and flexibly, solving problems and making informed decisions.</p> <p>Demonstrate creativity and initiative when developing ideas and following them through.</p> <p>Demonstrate self-management by working systematically, persisting with tasks, evaluating and improving own performance</p> <p>Work effectively with others to make a range of dishes.</p> <p>Communicate effectively in oral, visual, written, mathematical and ICT formats, showing clear awareness of audience and purpose.</p>	<p>Learn from and value other people's ideas</p> <p><u>Self management</u> Seek advice when necessary</p> <p>Review learning and some aspect that might be improved</p> <p><u>Working with others</u> Take personal responsibility for work with others</p> <p>Be fair</p> <p>Links to the assessment of Cross-Curricular Skills</p> <p><u>Communication -</u> Communicate effectively in oral, visual, written, mathematical and ICT formats.</p> <p><u>Using Mathematics -</u> weighing and measuring.</p> <p>Using ICT - Supernanny video. Create parenting leaflets using Microsoft publisher.</p>		
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<p>SEN Provision/Differentiation:</p> <p>Differentiated booklet will be provided for those who need it.</p> <p>Extra assistance during practical classes.</p>	<p>Potential links with other Learning areas:</p> <p>LLW - PD HSC - life cycle stages</p>	<p>Attitudes and dispositions:</p> <ul style="list-style-type: none"> • Concern for others • Commitment - determination - resourcefulness • Openness to new ideas • Self belief - optimism - pragmatism • Curiosity • Flexibility • Tolerance • Respect 	<p>Links to the Promotion of Spelling, Punctuation and Grammar</p> <p>Pupils are given key words in each booklet. Key words are explained and written on the whiteboard. Pupils are encouraged to learn spellings of key words. Spelling, punctuation and grammar taken into consideration in controlled assessment. Pupils are encouraged to check work for spelling, punctuation and grammar.</p>
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GCSE Health & Social Care - Relationships (3 weeks)

Students should be able to:

1. identify the different types of relationships an individual may have throughout his/her life, which are:
 - family;
 - friendships;
 - intimate, personal; and sexual, and
 - working;
2. demonstrate knowledge and understanding of how relationships may influence an individual's social and emotional development; and
3. Evaluate the effect relationships may have on an individual's personal development; and
4. Demonstrate knowledge and understanding of the effects of unhealthy relationships on an individual's personal development (for example, abuse, domestic violence and bullying).

MONITORING AND EVALUATION

As is the practice with other school policies, this policy will be reviewed and updated bi-annually.

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

DISSEMINATION

The contents of this policy will be made available to all members of the Board of Governors, teaching staff and those providing sub cover. It will also be available to all parents on request. All health or educational visitors discussing issues related to relationships and sexuality education programme, specifically the school nurse, will be provided with a copy of the school policy and will be encouraged to adhere to and follow its aims and objectives.