

RELATIONSHIP & SEXUAL
EDUCATION (RSE)

POLICY

CRUMLIN
INTEGRATED
COLLEGE

RATIFIED: 28/05/26
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Relationships & Sexuality Education Policy (RSE)



Crumlin Integrated College

Introduction & Rationale

The ethos of Crumlin Integrated College centres around the maintenance of a safe, happy and caring learning environment in which pupils, parents and staff work together to develop self-respect and respect for others. This document reflects the aims and objectives of this school, in addition to taking account of the Relationship and sexual education and Department of Education guidelines.

Relationships & Sexuality Education (RSE) encompasses acquiring the necessary knowledge, understanding and personal skills to aid development of positive attitudes and values regarding personal relationships, wider social relationships and issues arising with gender. Both relationships and the capacity for sexual feelings are central to our humanity and are influenced by a wide range of family, social, cultural, biological, psychological and spiritual dimensions. RSE within the curriculum at Crumlin Integrated College reflects our integrated ethos and our mission statement “Celebrating Difference: Learning and Achieving Together” and aims to create a climate where everyone has a voice, feels valued, respects difference and engages positively with it.

RSE directives and legislation

This policy follows guidance from DE advice for schools on developing or reviewing their RSE policy is provided in DE Circular 2001/15 “Relationships and Sexuality Education” and the accompanying guidance for primary and post-primary schools (DE Circulars 2001/15a and 2001/15b) which are available on the Department’s website: www.educationni.gov.uk. In addition, pupils should also have the opportunity to provide feedback about the content of the programme of RSE delivered by the school so that it can be responsive to their needs. As emphasised in the DENI 2015 publication on teaching RSE in Post-Primary schools, whilst unique to Crumlin Integrated College this policy should cater for and meet the needs of all pupils and ensure clarity and consensus on how Relationships and Sexual Education will be taught. This includes the right of pupils to an education that adequately prepares them for adult life irrespective of gender identification [The Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006 www.legislation.gov.uk] and is accessible to those pupils who may be vulnerable [Special Educational Needs (SEN) or Looked After Child (LAC)].

DE Circular 2024/01 – Guidance on Amendments to the Relationships and Sexuality Education (RSE) Curriculum Content

DE Circular 2023/15 – Relationships and Sexuality Education (RSE) in Schools

Revised DE Circular 2017/04 (Updated September 2023) – Safeguarding and Child Protection: A Guide for Schools:

DE Circular 2023/02 – Parental Responsibility:

DE Circular 2015/22 (Relationships and Sexuality Education Guidance)

DE Circular 2022/02 – Children Who Display Harmful Sexual Behaviour:
DE Circular 2013/16 (RSE Policy in Schools)
DE Circular 2023/15 (and subsequently **Circular 2024/01**).
ETI Report on the Preventative Curriculum in Schools and EOTAS Centres
(2022/2023).

DE Circular 2023/15 Relationships and Sexuality Education Guidance.

DE Circular 2023/15 (supported by **DE Circular 2024/01**).

DE Circular 2024/01 Guidance on Amendments to the Relationship and Sexuality Education Curriculum Content.

The school's RSE policy is developed in accordance with the statutory requirements of the Education (Curriculum Minimum Content) (Amendment) Regulations and is anchored by the Department of Education's DE Circular 2024/01 (*Guidance on Amendments to the Relationships and Sexuality Education Curriculum Content*), alongside the updated digital resources provided via the CCEA RSE Hub."

"The Department considers that every school should have a policy setting out how the school will address relationships and sexuality education within each pupil's curriculum. The policy should be the subject of consultation with parents and should be endorsed by the school's Board of Governors. All teachers, whether or not they are centrally involved in teaching the programme should be aware of its details and their implications"

The school's RSE policy endeavours to support The Equality Act (Sexual Orientation) Regulations (NI) 2006 which requires that all pupils have the right to learn in a safe environment, to be treated with respect and dignity and not to be treated less favourably on grounds of their actual or perceived sexual orientation. The 2006 Regulations were signed into law in late 2006, but officially came into operation on 1 January 2007.

The Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023, outlined circumstances in which a pupil may be excused from sexual and reproductive health and rights education.

The Curriculum (Circumstances in which a Pupil may be Excused from Sexual and Reproductive Health and Rights Education) Regulations (Northern Ireland) 2023

Furthermore, the RSE policy attempts to deliver on the principles cited in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC articles cover all aspects of a child's life, from the right to education, health and protection from abuse to the right to freedom of expression and access to information. It also says what governments and adults must do to ensure all children can enjoy all their rights. In particular articles 2 and 4 state that the convention applies to "all children whatever their ethnicity, gender, religion language or ability" and article 4 that "every child has a right to express their views and have their view considered and taken seriously."

The RSE policy supports the school development plan's ethos of including the rights and responsibilities of "EVERYONE" in the school community.

On January 1 2024 the Department of Education issued circular 2024/1 RSE to support the guidance documentation. This circular stated Guidance on Amendments to the Relationships and Sexuality Education (RSE) Curriculum Content.

Linked Policies

The content of the RSE policy reflects and should be taken in conjunction with school policies on Addressing Bullying, Safeguarding, Positive Behaviour and E-safety.

Aims and Objectives of the RSE Policy

Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour and to enhance their confidence and self-esteem such that they value themselves and others.
- understand the consequences of their actions and behave responsibly within sexual, family, social and other relationships.
- communicate effectively by using and developing appropriate terminology for sex and relationship issues. There is much lewd and malicious vocabulary associated with sex and sexuality which impacts negatively on attitudes, diminishes respect and can be very offensive. Usage of this type of language is highly inappropriate within the school community.
- develop awareness of their sexuality and understand human sexuality.
- challenge sexism, prejudice, and promote equality and diversity.
- avoid being exploited, exploiting others or being pressured into unwanted or unprotected sex.
- understand the arguments and benefits for delaying sexual activity
- recognising that abstaining from sexual relations at a young age may have health and emotional benefits and should be respected as a positive individual life choice.
- understand the reasons for having protected sex and have sufficient information and skills to protect themselves from unplanned pregnancy and sexually transmitted infections.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

Attitudes and Values

- learning the importance of values, individual conscience and moral choices
- learning the value of family life, stable and loving relationships & marriage
- learning about the nurturing of children
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision-making
- challenge myths, misconceptions and false assumptions concerning sexual issues and attitudes to relationships.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others.
- learning to make choices without ignorance or prejudice.
- developing an appreciation of the consequences of choices.
- promote openness and help to manage conflict.
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages.
- understanding human sexuality, reproduction, sexual health, emotions and relationships.
- learning about contraception and the range of local and national sexual health advice, contraception and support services.
- learning the reasons for delaying sexual activity, and the health and emotional benefits to be gained from such delay.
- the avoidance of unplanned pregnancy but also where to seek advice should unwanted pregnancy arise.

Delivering RSE on our curriculum

Any RSE lesson may consider questions or issues that some students will find sensitive. When students ask questions, we aim to answer them honestly, within appropriate ground rules established at the start of the sessions. RSE is delivered to mixed gender classes to encourage mutual respect from both sexes. Where sensitive issues arise from lessons pupils are encouraged to approach the relevant teacher discretely who can facilitate additional advice or direction for more help

We recognise that the wider community can offer a variety of resources, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers. The organisation “Love for Life” is employed to deliver core sections of RSE on our curriculum which may then be explored further in LLW lessons. The “Love for Life” programme with assistance from the Head of LLW helps provide support to teachers who may be uncomfortable with teaching certain aspects of the curriculum.

A variety of teaching approaches are used including discussion, debating and workshops which encourage pupils to develop decision making and problem solving skills and evoke a sense of responsibility for their actions.

Where outside agencies are used, such as “Love for Life” for example, the Head of LLW should ensure that:

- the content of the programme is in keeping with the aims and ethos of the school’s RSE policy.
- the programme is appropriate in terms of pupils’ age and ability.
- consult Senior Leadership before commencing the programme.
- ensure those persons delivering the programme have been properly vetted to work within a school setting.
- a member of staff is present during the delivery of the programme.

The Head of LLW should ensure that any RSE information passed to pupils is age appropriate, relevant, up to date and factually correct.

RSE at Key Stage 3

RSE at KS3 is predominantly covered within the Personal Development Strand of Learning for Life & Work (LLW) and Home Economics with some input from Science in Year 10 on the areas of puberty, human reproduction, sexually transmitted infections & contraception.

The organisation “Love for Life” are used to assist in the delivery of elements of the RSE curriculum. See their website for more information which can be found in “Useful resources” under the subheading “curriculum” at the back of this policy.

Feedback from the pupil consultation indicated a preference for specific Love for Life sessions to be delivered in single-sex cohorts (male and female groups). Pupils noted that this environment would foster greater comfort and confidence when posing sensitive questions. Furthermore, pupils requested a designated staff member be identified as a primary point of contact for follow-up queries regarding the presentation.

The school will communicate these preferences to Love for Life and implement single-sex delivery where operationally feasible. A designated teacher will be appointed and made known to the pupils prior to the session."

KS3 Strand	Year 8	Year 9	Year 10	Year 11	Year 12
	1 period of LLW per week	1 period of LLW per week	2 periods of LLW per week	1 period of LLW per week	1 period of LLW per week
1.Explore and express a sense of self.	•	•	•	•	•
2.Explore personal morals, values and beliefs.	•	•	•	•	•
3.Investigate the influences on a young person.		•		•	•
4.Explore the different ways to develop self-esteem.		•		•	•
5.Explore the concept of health as the development of the whole person.	•	•	•	•	•
6.Investigate the influences on physical and emotional/mental health.		•		•	•
7.Develop understanding about, and strategies to manage the effects of change on body, mind and behaviour.		•		•	
8.Develop strategies to promote personal safety.		•	• Sci	•	
9.Explore the qualities of relationships including friendship.	•	•	•	•	•
10.Explore the qualities of a loving respectful relationship.			•		•
11.Develop coping strategies to deal with challenging relationship scenarios.		•	•		•
12.Develop strategies to avoid and resolve conflict.		•		•	•
13.Explore the implications of sexual maturation.	•		• Sci	•	
14.Explore the emotional, social and moral implications of early sexual activity.			•		•

RSE is also covered within Religious Education at Key Stage 3 under “Morality”. Pupils are given the opportunity to consider relationships and responsibilities towards:

- Family.
- Peers.
- People with additional needs.
- Gender equality issues.
- Ethnic and religious groups.

Also included are physical changes at adolescence, puberty and sexuality and how there are responsibilities and consequences attached. These consequences are explored from a moral, physical, emotional and social perspective.

The KS3 Home Economics key concept Home & Family Life also has a contribution to the delivery of RSE as outlined below.

KS3 Strand	Year 8	Year 9	Year 10
1.Explore the roles and responsibilities of individuals within a variety of home and family structures.	•		
2.Develop awareness of parenting skills.			•
3.Investigate some of the changing needs of family members at different stages of the life cycle.		•	
4.Explore strategies to manage family life.			•

RSE on the curriculum at Key Stage 4

RSE at KS4 is predominantly covered within the Personal Development Strand of Learning for Life & Work (LLW) through LLW GCSE and OCN Level 2 Certificate in Personal Success and Wellbeing where the unit “Sex and Relationships” is covered in year 12. Details of what are included and when it is delivered through LLW is outlined in the table below. Most strands are developed across KS4 at different points in the year.

The organisation “Love for Life” are used to assist in the delivery of elements of the RSE curriculum. See their website for more information which can be found in “Useful resources” under the subheading “curriculum” at the back of this policy.

RSE Curriculum Map at Key Stage 4

YEAR 11 (OCN)		
TAUGHT IN	PD/RSE	PD/RSE
RSE TOPIC	KEY CONCEPT - SELF-AWARENESS	KEY CONCEPT - PERSONAL HEALTH/RELATIONSHIPS
UNIT/RESOURCE	Mental Health, Well-Being and Building Resilience	Using Interpersonal Communication Skills
ASPECT OF RSE CURRICULUM	RSE Topic - Self-Awareness	RSE Topic - Personal Health/Relationships
	InSync	InSync
	Theme 2 - Feelings and Emotions	Theme 3: Qualities of Friendship
	Theme 3 - Managing Influences and Making Decisions.	Theme 9: Relationships and Sexuality - Sub-Theme 3
	Theme 4 - Self - Concept	Qualities of friendship.
	Theme 5 - Managing Change	Theme 9: Relationships and Sexuality - Sub-Theme 4
	Theme 6 - Morals Values Beliefs.	Managing difficulties and conflict within relationships, including friendships.
		RSE Hub
		Unit 1 - Consent in relationships
		Unit 2 - What does consent mean and why is it important in a healthy relationship.
		Unit 3 - Stereotypical Behaviour - The impact on consent.
		Understanding Drugs and Substance Misuse
WHEN	Term 1	Term 2
YEAR 12 (OCN)		
TAUGHT IN	PD/RSE	PD/RSE/HISTORY
RSE TOPIC	KEY CONCEPT - SELF-AWARENESS	KEY CONCEPT - PERSONAL HEALTH/RELATIONSHIPS
UNIT/RESOURCE	Understanding and dealing with Bullying	Understanding Healthy Lifestyles
ASPECT OF RSE CURRICULUM	RSE Topic - Self-Awareness	RSE Topic - Personal Health/Relationships
	InSync	InSync
	Theme 2 - Feelings and Emotions	Theme 3: Qualities of Friendship
	Theme 3 - Managing Influences and Making Decisions.	Theme 9: Relationships and Sexuality - Sub-Theme 3
	Theme 4 - Self - Concept	Qualities of friendship.
	Theme 5 - Managing Change	Theme 9: Relationships and Sexuality - Sub-Theme 4
	Theme 6 - Morals Values Beliefs.	Managing difficulties and conflict within relationships including friendships
	RSE Hub - LGBTQ+ Matters	RSE Hub
	Unit 3 - HBT Bullying	Unit 1 - The Characteristics of Postive Relationships
		Unit 2 - What makes a relationship romantic or sexual
UNIT/RESOURCE	Understanding Cyber-Bullying	Understanding Sex and Relationships
ASPECT OF RSE CURRICULUM	RSE Hub - Social Media and its effects on Relationships and self-esteem.	InSync
	Unit 1 - How media may affect self-esteem	Theme 3: Qualities of Friendship
	Unit 2 - Selfies and Self-esteem.	Theme 9: Relationships and Sexuality - Sub-Theme 3
	RSE Hub - Internet Safety	Qualities of friendship.
	Unit 3 - Sexting	Theme 9: Relationships and Sexuality - Sub-Theme 4
	RSE Hub - Domestic and Sexual Violence and Abuse.	Managing difficulties and conflict within relationships including friendships
	Unit 5 - Online abuse and Sexting	RSE Hub - Consent
		Unit 1 - Consent in relationships
		Unit 2 - What does consent mean and why is it important in a healthy relationship.
		Unit 3 - Stereotypical Behaviour - The impact on consent.
		Unit 5 -Consent in a sexual relationship.
		Unit 6 - Consequences of Non-consent in a sexual relationship.
		RSE Hub - Developments in Contraception
		Unit 1 - What is contraception and how do I make the right choice.
		Unit 2 - Taking control of my sexual health and well-being.
		RSE Hub - Domestic and Sexual Violence.
		Unit 1 - Relationships and abuse
		Unit 2 - Types of Domestic Abuse.
		Unit 3 - Identifying domestic abuse.
		Unit 4 - Domestic abuses and its impact.
WHEN	Term 1	Term 2

YEAR 12 (GCSE LLW)	
TAUGHT IN	PD/RSE
RSE TOPIC	KEY CONCEPT - SELF-AWARENESS/PERSONAL HEALTH/RELATIONSHIPS
UNIT/RESOURCE	Section 1 Personal health and well-being
	Section 2 Emotions and reactions to life experiences
	Section 3 Relationships and Sexuality
	Section 4 Personal safety and well-being
	Section 5 Responsible parenting
WHEN	Term 1 and 2

There is some extended input to RSE from GCSE Child Development at KS4 which includes the following:

Child Development

- Family members' roles and responsibilities
- Family members influence the child's development
- Factors that affect the decision to have a baby
- How having a baby affects family life
- Understanding of children's rights
- Parental responsibilities
- UN Convention on the Rights of the Child

Reproduction

- Identify the parts of the female and male reproductive systems
- Understand functions of the female and male reproductive systems
- Understand how the menstrual cycle works
- Explain conception
- Explain the functions of the following hormones during pregnancy and childbirth:
 - progesterone;
 - oxytocin;
 - oestrogen; and
 - prolactin.

Evaluate family planning methods and assess the benefits of family planning;

- Causes and treatments for male and female infertility
- Pregnancy
- Signs of pregnancy and how it is confirmed
- Ectopic pregnancy and miscarriage
- Discuss the three stages of labour

- Evaluate the following birth options: – home birth; and – hospital birth
- Types of pain relief available during labour, including medical and complementary
- Types of delivery: – induction; – breech; – forceps; – caesarean; and – ventouse extraction.
- Analyse the role of the birthing partner

There is some extended input to RSE from GCSE Single Award & Double Award Science at KS4 which includes the following:

KS3

- Sexual reproduction – male & female reproductive systems
- Fertilisation
- Puberty
- Menstruation & ovulation
- Giving birth
- Methods of contraception – male & female
- Emergency contraception
- Sexually Transmitted Infections'

KS4

- Reproduction, fertility and contraception, male and female reproductive system
- Sperm formation and pregnancy
- Sex hormones
- Menstrual cycle
- Infertility
- Contraception
- Reproductive system,

Also, pupils who opt to follow the GCSE Religious Education course will explore RSE as part of the “Christian Ethics” unit of work. Pupils will learn and discuss issues including:

- The meaning and purpose of sexual relationships.
- What is a sexual relationship?
- Christian views on homosexuality.
- Civil partnerships.
- Pre-marital sex.
- Marriage & divorce.

Right of Withdrawal of Students from RSE

The teaching of Relationships and Sexuality Education (RSE) is mandatory for all pupils of compulsory school age. All grant-aided schools are required to have an RSE policy that is based on consultation with parents and pupils. It is the responsibility of the Board of Governors of each school to ensure that a comprehensive programme is delivered which meets the needs of its pupils and aligns with its RSE policy.

Parents will be consulted on the implementation of our RSE policy and are encouraged to share in the responsibility of this element of their child’s education. Parents may wish to independently educate their child on certain aspects of RSE and have the right to withdraw their children from sections of the sex and relationship education beyond those included in the statutory national curriculum. Parents are encouraged to discuss their concerns and are welcome to review any RSE resources the school uses. If deemed necessary by parental request alternative arrangements can be made to withdraw pupils from some RSE lessons.

The Curriculum (Circumstances in which a Pupil may be Excused from Sexual and Reproductive Health and Rights Education) Regulations (Northern Ireland) 2023 – <https://www.education-ni.gov.uk/sites/default/files/publications/education/SR%202023%20No.%20222.pdf>

The Statutory Rule makes provision about the circumstances in which, at the request of a parent, a pupil may be excused from receiving the education required to be provided by virtue of Article 5(1A) of the Education (Northern Ireland) Order 2006 (as inserted by regulation 2(2) of the Relationships and Sexuality Education (Northern Ireland) (Amendment) Regulations 2023); that is to say "Article 5(1A) education" or specified elements of that Article 5(1A) education which are prevention of early pregnancy and access to abortion – <https://www.education-ni.gov.uk/sites/default/files/publications/education/Explanatory%20Memorandum%20-%20SR%202023%20No.%20222.pdf>

For pupils in years 8, 9, 10 and 11 the circumstances are, where a parent makes a request for a pupil to be excused from Article 5(1A) education or a specified element of it by confirming which elements of the education, the pupil should be excused. <https://www.education-ni.gov.uk/articles/relationship-and-sexuality-education-rse>

To withdraw a child from RSE lessons in Year 8,9,10 and 11, parents must complete and return the form found in Appendix 1.

For pupils in year 12 the circumstances are, where a parent makes a request for a pupil to be excused from Article 5(1A) education or specified elements of it by confirming which elements of the education the pupil should be excused from and confirms that the pupil does not object to being excused. <https://www.education-ni.gov.uk/articles/relationship-and-sexuality-education-rse>

To withdraw a child from RSE lessons in Year 12, parents/carers must complete and return the form found in Appendix 2. This must also be agreed by the Year 12 pupil.

Where a pupil has been excused in accordance with this regulation, the excusal remains in force:

(a) in the case of Article 5(1A) education until the end of the school year in which the request was made;

(b) in the case of a specified element of Article 5(1A) education, until that education has been completed.

Issues arising including confidentiality and disclosures

Where a “disclosure” is made regarding a sensitive child protection issue staff are advised to listen, reassure and record factual details of the disclosure. The pupil should be advised that the member of staff must share the information with the school’s Designated Safeguarding Teacher (Mrs McCabe) or Deputy Designated Safeguarding Teacher (Mr McComb) who will follow up the disclosure to support the pupil. Examples include disclosure of abuse or where a teacher discovers that a pupil is having or contemplating sexual intercourse.

Monitoring and Evaluation of RSE and Staff training

The policy will be reviewed annually by the school’s Senior Leadership Team (SLT) in conjunction with the Head of LLW.

The Head of LLW should make the SLT aware of any specific training requirements for those teachers delivering RSE through the LLW curriculum and actively explore and attend avenues for professional development such as courses delivered by the Education Authority, CCEA and other external agencies.

Useful Resources

Curriculum

Love for Life available at <https://www.loveforlife.org.uk/>

LLW Key Stage 3 curriculum requirements available at <https://ccea.org.uk/key-stage-3/curriculum/learning-life-work>

LLW Key Stage 4 GCSE LLW curriculum requirements available at <https://ccea.org.uk/key-stage-4/gcse/subjects/gcse-learning-life-and-work-2017>

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

OCN Level 2 Certificate in Personal Success and Wellbeing – <https://www.ocnni.org.uk/qualifications/ocn-ni-level-2-certificate-in-personal-success-and-well-being-1>

Keeping young people safer in the digital world

Resources on teaching pupils staying safe online, sexting and preventing sharing of images – www.saferinternet.org.uk

Support and advice about sexting amongst other issues – www.childline.org.uk

In depth advice for teachers to be found in the “hot topics” section including sexting, online grooming, cyber bullying and online gaming safety – www.childnet.com/teachers-and-professionals

Child Exploitation and Online Protection (CEOP) website contains advice and resources for teachers exploring online risks targeting a range of age groups – <https://www.ceopeducation.co.uk/>

Law information from police – www.ceop.police.uk

Keeping Children Safe Online – <https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/child-abuse-and-harm/keeping-children-safe-online>

Relationship issues

Resources to support teachers on relationship abuse issues – www.nspcc.org.uk

Safeguarding board for NI (SBNI) website has resources to raise awareness of child sexual exploitation – <https://www.safeguardingni.org/resources>

Child Exploitation and Online Protection (CEOP) site contains short film called “Exploited” comparing exploitative relationship to a healthy relationship – <https://www.ceopeducation.co.uk/professionals/resources/exploited/>

Sexual health issues

Advice on healthy relationships – <https://www.relateni.org/relateni-services/respectful-relationships-northern-ireland/>

Advice for young people on sexual health and pregnancy – <https://www.nidirect.gov.uk/articles/sexual-health>

Key points of UK law relating to sexual behaviour – <https://www.fpa.org.uk/>

Queens University have produced a resource called “If I were Jack” concerning options and consequences of unintended pregnancy – <https://www.qub.ac.uk/sites/if-i-were-jack/>

Classroom activities, posters, leaflets and teacher training on safeguarding, contraception, sexuality, sexual health and pregnancy advice – <https://www.brook.org.uk/>

Sexual orientation

Tackling homophobia and bullying issues – www.exceedingexpectations.org.uk

Training on homophobic bullying such as awareness raising workshops for pupils and also has educational resources – www.cara-friend.org.uk

Advice on dealing with transgender issues – <https://www.rainbow-project.org/>

APPENDIX 1 – Circumstances in which a pupil may be excused from Article 5(1A) education or a specified element of that education. For pupils in year 8, 9, 10 and 11.

“Specified elements” of Article 5(1A) education means age-appropriate, comprehensive and scientifically accurate education on – **(a) prevention of early pregnancy**; and **(b) access to abortion**.

(Paragraph 1) The circumstances in which a pupil **may be excused from Article 5(1A) education** at the request of a parent are:

(a) the pupil is in year 8, 9, 10 or 11 at a grant-aided school and a parent’s request confirms that **Article 5(1A) education is contrary to their wishes**.

(Paragraph 2) The circumstances in which a pupil may be excused from **a specified element of Article 5(1A) education** at the request of a parent are:

(a) the pupil is in year 8, 9, 10 or 11 at a grant-aided school and a parent’s request confirms that **a specified element of Article 5(1A) education is contrary to their wishes**.

Dear Mr Conlon,

I am writing to inform you that I wish to exercise my legislative right to withdraw my child from RSE provision under Article 5(1A) education (tick paragraph 1 **or** 2 as appropriate):

Paragraph 1 – excused from **all** “specified elements” Article 5(1A) education. []

Paragraph 2 – excused from **a specified element** of Article 5(1A) education.

(a) prevention of early pregnancy. []

(b) access to abortion. []

as the parent / guardian (circle as appropriate) of:

Name: _____ **Form Class:** _____

I confirm that that Article 5(1A) education or a specified element of Article 5(1A) education (as the case may be) is contrary to their wishes.

Where a pupil has been excused in accordance with this regulation, the excusal remains in force (a) in the case of Article 5(1A) education until the end of the school year in which the request was made; (b) in the case of a specified element of Article 5(1A) education, until that education has been completed.

Signed: _____ **Date (DD/MM/YYYY):** __ / __ / ____

Legislative context: The Curriculum (Circumstances in which a Pupil may be Excused from Sexual and Reproductive Health and Rights Education) Regulations (Northern Ireland) 2023 – <https://www.education-ni.gov.uk/sites/default/files/publications/education/SR%202023%20No.%20222.pdf>

APPENDIX 2 – Circumstances in which a pupil may be excused from Article 5(1A) education or a specified element of that education for pupils in year 12.

“Specified elements” of Article 5(1A) education means age-appropriate, comprehensive and scientifically accurate education on – **(a) prevention of early pregnancy**; and **(b) access to abortion**.

(Paragraph 1) The circumstances in which a pupil may be **excused from Article 5(1A) education** at the request of a parent are:

(b) the pupil is in year 12 at a grant-aided school, a parent’s request confirms that Article 5(1A) education is **contrary to their wishes and the pupil does not object to being excused**.

(Paragraph 2) The circumstances in which a pupil may be excused from a **specified element of Article 5(1A) education** at the request of a parent are:

(b) the pupil is in year 12 at a grant-aided school, a parent’s request confirms that a specified element of Article 5(1A) education is **contrary to their wishes and the pupil does not object to being excused**.

Dear Mr Conlon,

I am writing to inform you that I wish to exercise my legislative right to withdraw my child **without their objection** from RSE provision under Article 5(1A) education (tick paragraph 1 or 2 as appropriate):

Paragraph 1 – excused from **all** “specified elements” Article 5(1A) education. []

Paragraph 2 – excused from a **specified element** of Article 5(1A) education.

(a) prevention of early pregnancy. []

(b) access to abortion. []

as the parent / guardian (circle as appropriate) of:

Name: _____ **Form Class:** _____

I confirm that that Article 5(1A) education or a specified element of Article 5(1A) education (as the case may be) is contrary to their wishes.

Where a pupil has been excused in accordance with this regulation, the excusal remains in force (a) in the case of Article 5(1A) education until the end of the school year in which the request was made; (b) in the case of a specified element of Article 5(1A) education, until that education has been completed.

Signed: _____ **Date (DD/MM/YYYY):** __ / __ / ____

Legislative context: The Curriculum (Circumstances in which a Pupil may be Excused from Sexual and Reproductive Health and Rights Education) Regulations (Northern Ireland) 2023 – <https://www.education-ni.gov.uk/sites/default/files/publications/education/SR%202023%20No.%20222.pdf>