

# From the Cradle to Adolescence – *Every Child Really Does Matter*



# What is Relationship and Sexuality Education ( RSE)?

**Relationships and Sexuality Education is a lifelong process encompassing:**

- **the acquisition of knowledge, understanding and skills; and**
- **the development of attitudes, beliefs and values about sexual identity, relationships and intimacy.**

**For pupils, the learning process has begun informally, with their parents or carers, long before any formal education takes place at school. Sexuality includes all aspects of the human person that relate to being male or female: it changes and develops throughout life. Sexuality is an integral part of the human personality and has biological, cultural, psychological, social and spiritual dimensions. (CCEA 2015)**

# Milestones in Developing an Integrated Model of Teacher Training for Schools

2006

- **Education Order NI: legislative framework to implement the revised statutory curriculum**

2007

- **Implementation of Revised Curriculum NI of which Relationship and Sexuality Education became a statutory component**

2011

- **Agreement from PHA and DENI to continue commissioning and supporting Belfast Health and Social Care Trust's Sexual Health Training Team's (SHTT) Model of Regional Teacher Training Programme in Post Primary. BHSCT's SHTT's formed and chaired RSE forum - Multi agency steering group taking membership from PHA, ELB's, Health and Social Care Trusts – meets yearly.**

# Training Model

## Stage 1

**2 x day training course for teachers**

**5 courses per year**



## Stage 2

**Whole school development training**

**Each school who has attended stage 1**



## Stage 3

**Development programmes for teachers/ policy development**

**Parents workshops/ Board of Governors**

# Stage 1

2 day  
teacher  
training  
Sub cover  
provided

Impact of  
relationships  
on children  
and young  
people's  
lives

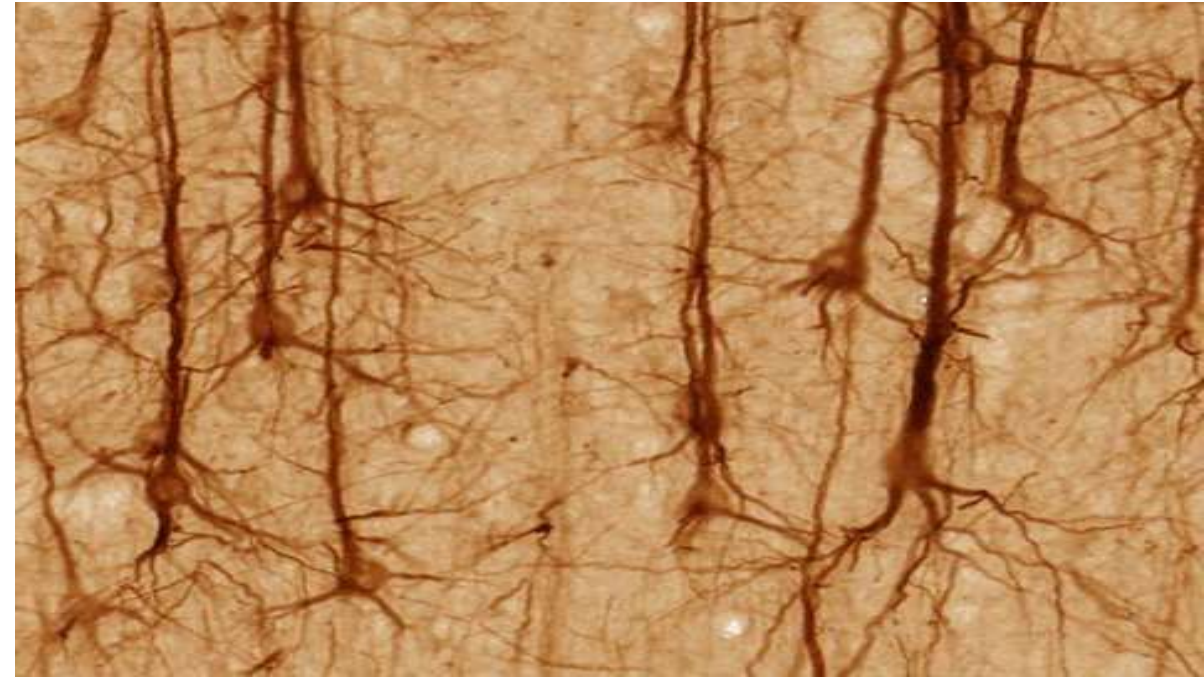
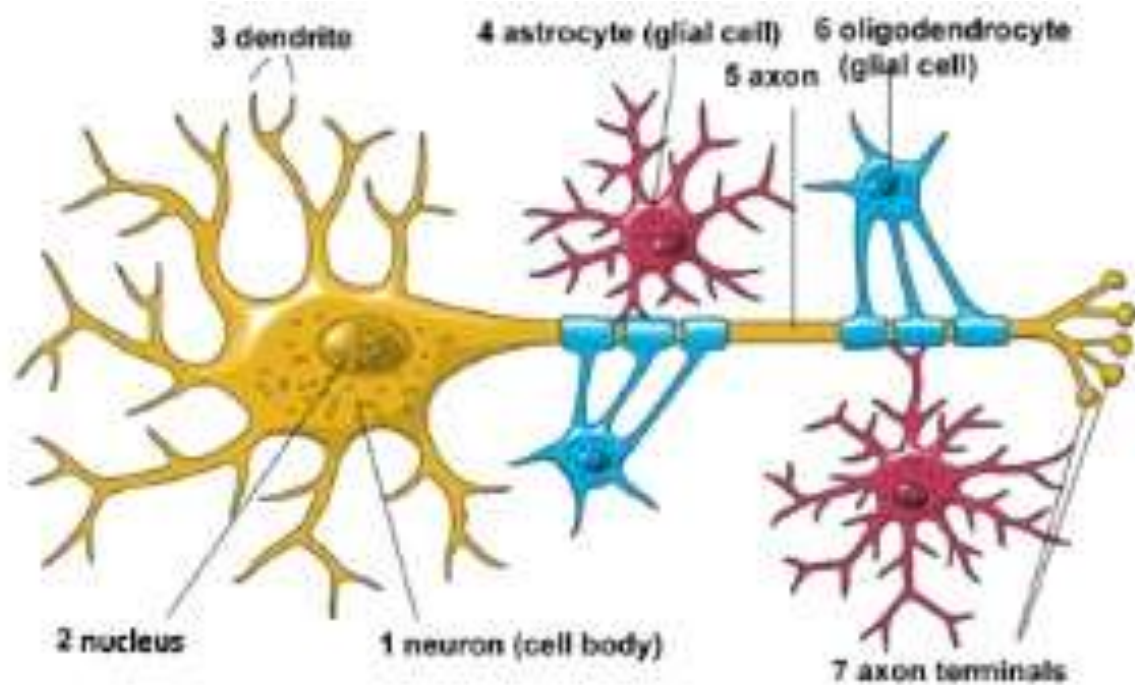
Developing  
Sexuality

# Impact of Relationships on Children and Young People's Lives

- **“Human relationships, & the effect of relationships on relationships are the building blocks of healthy development. From the moment of our conception to the finality of death, intimate and caring relationships are the fundamental mediators of successful human adaptation.” (National Research Council and Institute of Medicine 2000)**
- **A child's first relationship, the one with the mother, acts as a template – it permanently moulds the capacity to enter into all later emotional relationships (Allan Schore 2001)**



# Understanding the Impact of Relationships on the developing brain



**Brain development is not just genetically encoded it needs social experiences**

**Influence child's perception on the world  
Emotional development  
Cognitive development  
Response development  
Identity (Bowlby, Ainsworth)**

- **The self organisation of the developing brain occurs in the context of a relationship with another self, another brain (Shore 1996)**
- **Baby needs access to the mothers social and emotional brain in the first year of life – dyadic relationship, mirroring, cuddling, sensitive tone**
- **Communication of positive emotional states and negative emotional state**
- **Emotional and social development of infants not just cognitive development**
- **Adolescent brain: More intense emotions than an infants brain**
- **Pruning, myelination and forming new synaptic connections**
- **Nature’s preparation to prepare for adulthood**
- **Subcortical zones within limbic system influencing the brain Emotionality is a healthy part of developing brain**
- **Trauma may be communicated through behaviour**
- **Interpreting the language of trauma**
- **Fostering resilience through supportive relationships in schools – creating the nurturing classroom**



# Developing Sexuality

- I AM I CAN I HAVE
- Emotional Intelligence :Essence of adolescence (Siegel)
- Building Resilience
- Building Optimism in young People (Seligman)
- Sexual Orientation – An inclusive model for education
- Dealing with sensitive issues
- Protecting against Child Sexual Exploration

# Stage 2 Training

- Whole School Development
- Whole Staff Team
- Pastoral Care Team
- Senior Management Team
- Key Concepts of Stage 1:
  - Impact of Relationships on Children and Young People's lives
  - Building optimism in Young People
  - Emotional Intelligence
  - Resilience
  - Local services available from Health and Social Care Trusts

# Stage 3 Training

- Available to all schools who have completed Stage 1 and 2 training
- 3 session plan for staff unfamiliar with facilitating RSE in schools. Designed and developed in collaboration with teaching staff
- Policy Development for schools reflecting framework from CCEA's RSE Guidance 2015
- Workshops for parents to create home school integrated approach
- Resilience training available from local Health and Social Care Trusts
- Workshops/Seminars for Board of Governors

# Success!!!

April 2012

- 198 teachers have completed Stage 1 training

to

- 2265 teachers have completed Stage 2 training

March 2015

- Established Multi Agency RSE Steering Group

# Moving forward

- Every teacher in every school appreciates the importance of RSE within the curriculum as an essential component to supporting the development of healthy, happy, resilient young people.
- Every child in every school receives an education that adequately prepares them for adulthood
- Every child whilst at school is able to say 'I AM I CAN I HAVE'
- External evaluation of RSE Teacher Training Programme

# Thank you

- PHA for continuing commissioning of Teacher Training Programme
- DENI for continuing support of Teacher Training Programme
- CCEA for advice and support
- Sexual Health Training Team
- Members of RSE Steering Group
- Every teacher who actively develops supportive nurturing relationships with their pupils
- Every child/young person whose potential is yet to be realised, coping with the complexities of managing relationships.



A TEACHER AFFECTS ETERNITY;  
HE CAN NEVER TELL WHERE HIS INFLUENCE ENDS

(Henry Adams)