



**LOVEFORLIFE**  
informing choice

School programmes for children and young people with Special Educational Needs

LOVE FOR LIFE IS  
COMMITTED TO HELPING  
YOUNG PEOPLE ACROSS  
NORTHERN IRELAND DEVELOP  
A HEALTHY RESPECT FOR  
THEMSELVES, RELATIONSHIPS  
AND SEX.

### GET IN TOUCH

If you would like to speak  
to a local school about their  
experience of Love for Life  
then please contact us and  
we will put you in touch.

“  
Really enjoyable session.  
Presented clearly and at  
a level appropriate to the  
needs of the pupils.”  
- **Special Needs Teacher**

We fully support the Revised Curriculum which aims to empower young people to achieve their potential and make informed and responsible decisions throughout their lives. We are particularly keen to see the application of these aims in Special Educational Needs settings.

Love for Life recognises and respects the unique value and worth of each individual. We believe that the ability to make informed and responsible decisions, within a clear values framework, is absolutely essential in relationships. Our aim is to influence change within society so that young people have a healthy respect for themselves, relationships and sex.

# ACCESS ALL AREAS

We are delighted to offer a range of programmes that are specifically designed for children and young people with intellectual disability, whether they find themselves in a MLD or SLD setting, or in a specialised unit within mainstream education.

All young people share the same hopes, dreams, worries and uncertainties as they prepare for puberty, adolescence and beyond. The transitions between life's stages are difficult to navigate for any young person, but for someone who also has to deal with a learning difficulty, the journey can be particularly unsettling. The Access All Areas programmes offer support to young people along this journey, and form part of our vision that every child or young person should be able to access excellent Relationships and Sexuality Education.



As Northern Ireland's most established provider of RSE, we have partnered with a variety of MLD and SLD settings, gaining valuable experience and insight in this unique area of education. We are delighted to offer accessible, interactive and flexible programmes to enhance and augment the RSE provision that already exists in your school setting.

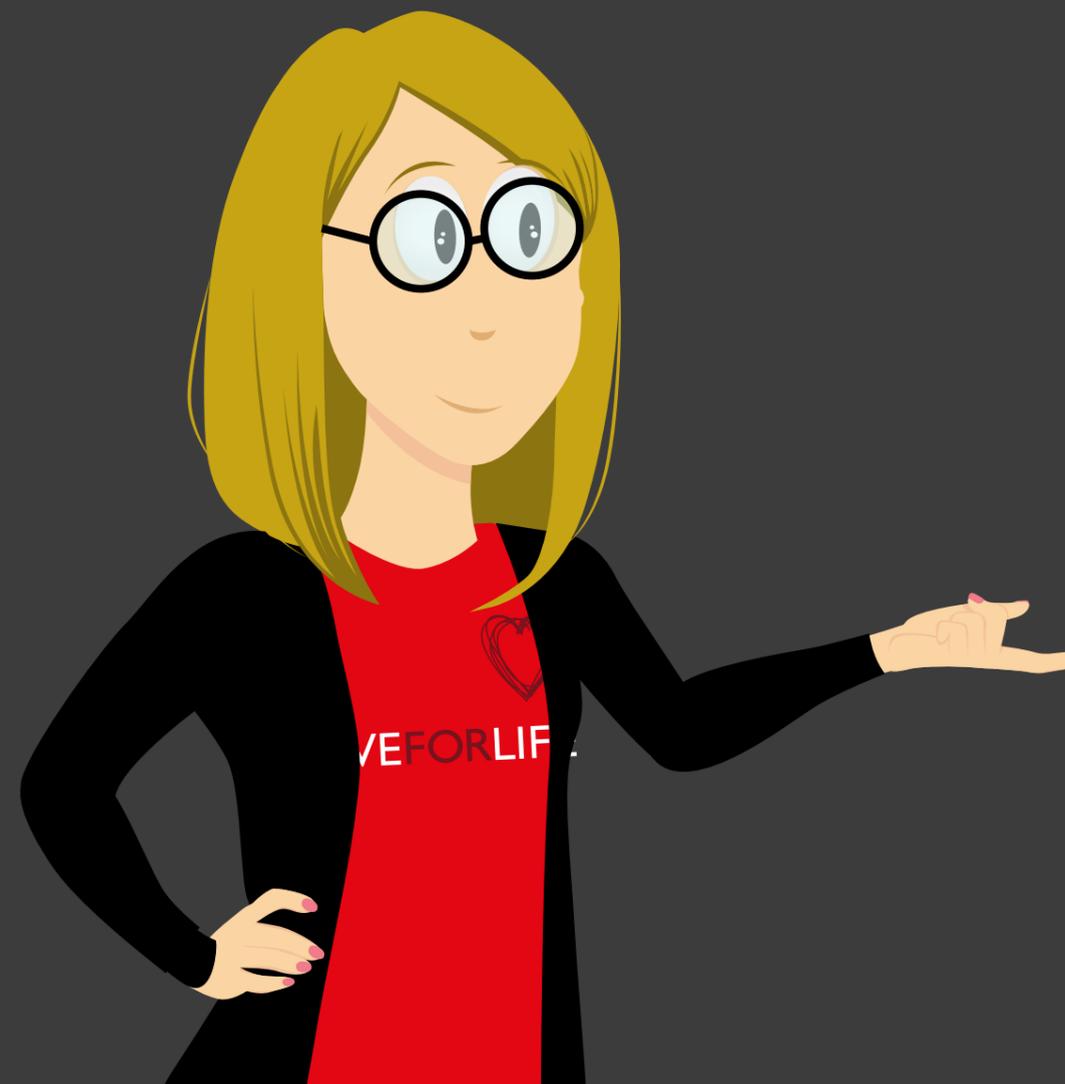
At Love for Life we are very aware of the diverse range of abilities and needs found in special educational settings, and the material that we have developed reflects this. On the following pages you will see the programmes available for Key Stages 2, 3 and 4.

All programmes are designed for 2 session, one day delivery.

We have indicated suggested guidance for the appropriate age of the young people, but this may vary in individual cases. Main topics are shown for each programme but this is not an exhaustive list. Contact us if there is a particular area you would like addressed.

A booking with us includes a consultation with a Love for Life staff member to talk through material and discuss what would be most suitable in your setting.

**This is not a prescriptive portfolio, but rather offers guidance and ideas. Please contact us to discuss the specific needs of your pupils.**



# LOVE FOR LIFE PRINCIPLES

## OF EXCELLENT RELATIONSHIPS AND SEXUALITY EDUCATION IN SCHOOLS

*Love for Life is committed to the value of excellence in all that we do because we believe that young people deserve the best. We are therefore committed to delivering excellent RSE in partnership with schools, which provides pupils with every opportunity to develop a healthy respect for themselves, relationships and sex.*

*Love for Life has broad and varied experience of delivering RSE in schools across Northern Ireland and beyond. From that experience we have gained a vast understanding of the key principles that underpin the teaching of excellent RSE. The following guidelines inform and shape our practice and delivery:*

### **Pupil centred**

Excellent RSE succeeds when a young person can develop a healthy respect for themselves, relationships and sex. In order to do this, good quality RSE will be orientated towards the pupil, encouraging them to learn, process, reflect and develop. Resources must be engaging and therefore a wide range of active teaching methodologies should be employed to meet the needs of various learning styles. When the needs of the pupil are placed at the centre of the learning, then age-appropriate, relevant and helpful information will be shared, thus creating the best opportunity for the pupil to benefit from the lesson.

### **Pastorally motivated**

Pupils learn best when they feel safe and secure and so it is imperative that RSE takes place within a context which is seeking to promote the overall holistic welfare of the pupil. School leaders should demonstrate an active engagement with RSE by ensuring that an effective policy is in place, staff training is offered and additional pastoral support is available where appropriate. RSE must be delivered in a manner which demonstrates respect for the pupils and is primarily concerned with their best interests.

### **Professionally delivered**

Facilitators of RSE must demonstrate a level of knowledge and confidence that removes any

potential embarrassment or awkwardness for the participants. Love for Life is proud of our professional staff who receive specific, relevant and on-going training to ensure that they are offering pupils the very best learning experience. There are sensitivities in teaching RSE that are unique and it is therefore important that people with those skills and abilities are employed to deliver this important area of curriculum. It is our practice to send two facilitators to each school presentation, one male and one female, thus creating a safe, respectful and healthy environment for learning.

### **Partnership based**

In a recent report, ETI found that 92% of schools across Northern Ireland valued the support and expertise of an external agency when delivering RSE. At Love for Life, partnership is one of our core values because we believe that when a community works together, young people are better resourced. The model of home, school and external agency working together in partnership to help young people develop a healthy respect for themselves, relationships and sex is, in our experience, the ideal one. It is also vital that when working in partnership that the distinct ethos and culture of the school is protected and promoted. External agencies should complement the excellent work of schools in this area by demonstrating an awareness and respect for these essential elements of school life.

In this particular area of curriculum delivery, Love for Life can use our skills, knowledge and values to help teachers and pupils alike overcome the difficulty that can be experienced when RSE is delivered by teachers who may feel ill-equipped or poorly resourced. Our presentations, along with our lesson support material, can create a platform for learning and inspire a confidence that will help pupils and staff in their development.

### **Positively framed**

Love for Life exists to equip young people to develop a healthy respect for themselves, relationships and sex. We believe that the good news about identity, relationships and sex should be at the core of RSE and that information should be presented in a manner which reflects our positive approach to learning in this area. We believe that scare tactics, personal guilt or judgemental comments would be detrimental to the learning of the pupils. We want to create a positive atmosphere where young people can have positive conversations about positive relationships.

### **Pragmatically facilitated**

It is essential that young people receive age-appropriate and sensitively delivered information that is useful in helping them make good decisions. The delivery of excellent RSE will include sharing knowledge about a wide range of issues including conception and pregnancy, various forms of

“  
92% of schools across Northern Ireland valued the support and expertise of an external agency”

contraception and sexually transmitted infections. At Love for Life we believe that young people deserve access to relevant, factual and up-to-date information that will help them navigate their way through these complex issues. In order for pupils to engage with RSE, it must be coherent, relevant and credible.

### **Points to services**

The delivery of excellent RSE will raise both questions and concerns for pupils. Some will seek reassurance, others will require professional services. Love for Life believes that, where appropriate, excellent RSE will signpost pupils to the relevant statutory service and commits to ensuring that the information that we share regarding services will be as up-to-date, relevant and local as possible.

### **Practically applicable**

Pupils must be able to translate the information delivered into language that they can understand and see the immediate opportunities for integration into aspects of their lives. Strategies

for keeping safe, managing relationships and where appropriate, engaging in safer sex should be included in good quality RSE. An increased level of knowledge and efficacy should be evident. Reducing the risk is an important element of excellent RSE and therefore Love for Life will encourage young people to avoid and reduce risk taking behaviours in their personal lives.

### **Personally reflective**

Excellent RSE must always provide opportunities for pupils to engage in reflection and identify opportunities in their own lives for integration. Excellent RSE should encourage pupils to establish a vision for their own relationships, to consider their value and worth and consider ways in which they can demonstrate respect for others in relationships.

### **Pro-active**

Excellent RSE should give pupils opportunities to receive information that protects them from danger, risk or harm before they are in such a situation. Love for Life is committed to tackling the tough issues, including CSE and the digital world, to equip pupils with the information and resilience that they need. We believe that ignorance cannot lead to good choices, but that well informed pupils will be more likely to make choices in relationships that demonstrate a healthy respect for themselves, relationships and sex.

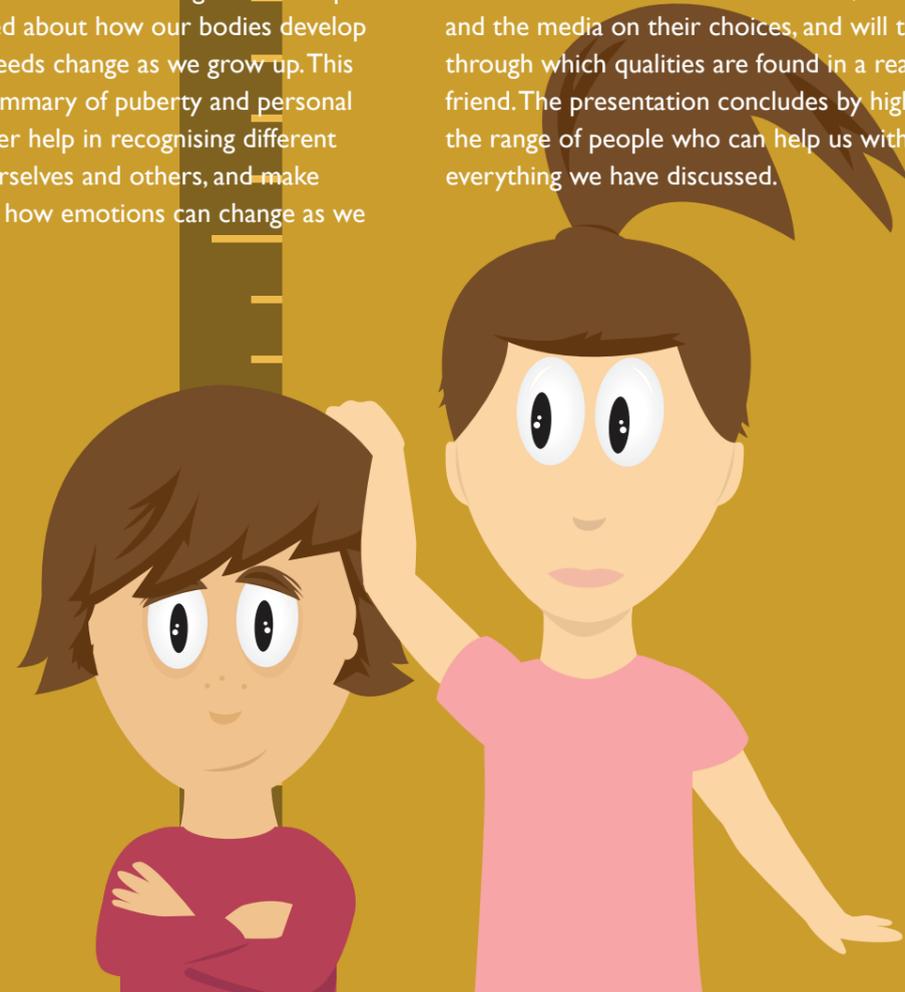
# TOP TO TOE

Top to Toe is an exciting programme designed for Key Stage 2 pupils (age 9-11). We encourage pupils to think about who they are and what makes them unique. We consider how, although our bodies and personalities are different we are all special and have something to offer. Pupils will be reminded about how our bodies develop and how our needs change as we grow up. This introduces a summary of puberty and personal hygiene. We offer help in recognising different emotions in ourselves and others, and make pupils aware of how emotions can change as we grow up.

## Topics covered in the presentation:

- The value and uniqueness of each individual
- Identifying physical and personality traits
- Human development, puberty, and personal hygiene
- Recognising emotions
- Coping with physical and emotional changes
- Body boundaries: keeping your body safe
- Qualities of a good friendship
- Influence of the media
- Support network: who can help?

Throughout this presentation topics will be addressed through fun and engaging activities and the use of visuals. Having considered the body and emotions we help pupils to think about how they can keep safe and cope with feelings. Pupils will consider the influence of friends, family and the media on their choices, and will think through which qualities are found in a really good friend. The presentation concludes by highlighting the range of people who can help us with everything we have discussed.



TITLE: **TOP TO TOE**

KEY STAGE: **2**

TIME: **2 HRS**

The Top to Toe programme embraces the methodologies and ideas of the Revised Curriculum by encouraging participants to play an active role (where possible and appropriate) in their learning experience.

## Personal Development & Mutual Understanding

At Love for Life we aim to support and resource teachers as they help their Key Stage 2 pupils develop knowledge, understanding and skills in the following areas:

### Personal Understanding and Health:

- Their self-esteem, self-confidence and how they develop as individuals;
- Their management of a range of feelings and emotions and the feelings and emotions of others;
- Effective learning strategies;
- How to sustain their health, growth and well-being and coping safely and efficiently with their environment.

### Mutual Understanding in the Local and Wider Community:

- Initiating, developing and sustaining mutually satisfying relationships;
- Human rights and social responsibility;
- Causes of conflict and appropriate responses;
- Valuing and celebrating cultural difference and diversity;
- Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

## Suggested learning intentions:

Pupils are learning:

- To recognise that everyone is different and worthy of respect
- To cope with change and talk about feelings
- To recognise emotions in self and others, and respond accordingly
- To identify traits of a healthy friendship
- To understand the need to maintain physical boundaries and respect those of others
- To be aware of the influence of the media on their lives
- How to say no with confidence
- To seek advice from their own personal support systems

*Love for Life realises that the needs of individual schools are very specific and are therefore happy to customise our presentations to ensure that the needs and ethos of every partner school are met and considered. All of our programmes are interactive and employ a range of learning styles in order to promote learning for every student. The designated time period allows for a break and/or extended time for activities. At Love for Life we always seek to create a comfortable and non-threatening environment in which pupils can learn.*

# ALL SORTS

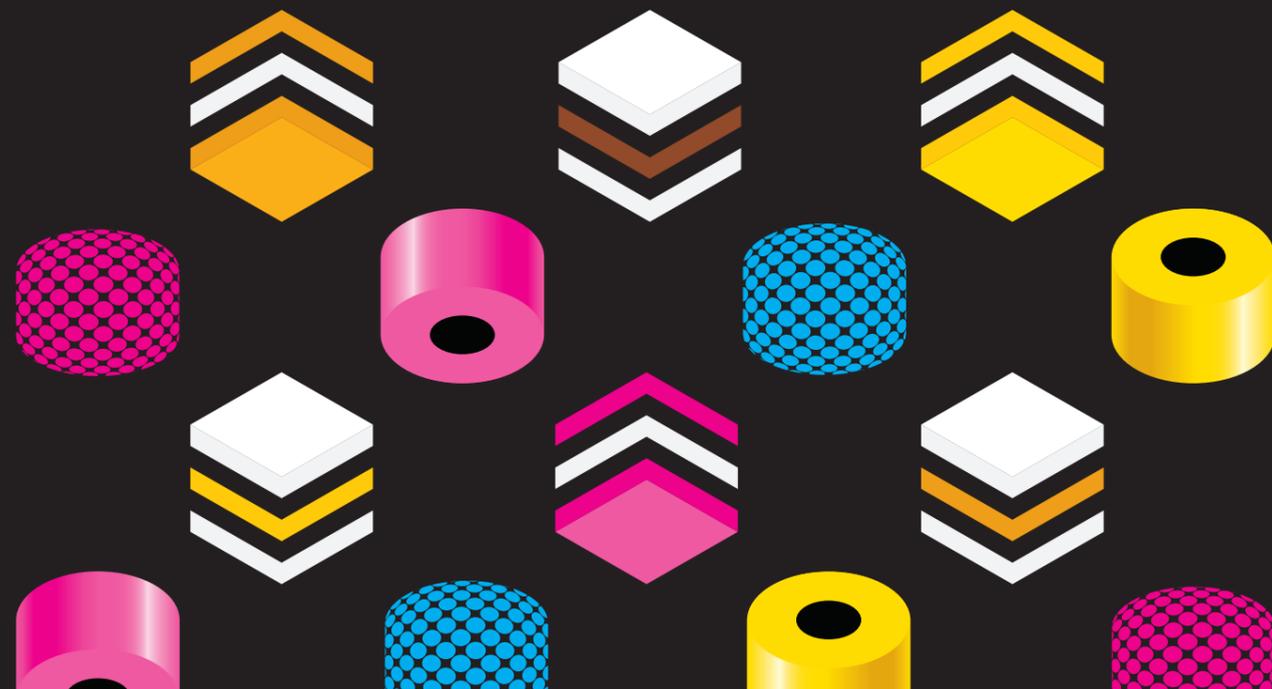
As young people reach Key Stage 3 (age 11-14) they are faced with new challenges to their self-esteem and confidence, especially as they experience changes in their bodies and emotions. The All Sorts programme is designed to address these challenges by considering identity, influences and interactions.

From the outset pupils are reminded that we are all different, and that our differences are to be celebrated. We highlight how amazing our bodies are, and discuss how most of the images we see online and around us are not real. Through

games and quizzes the pupils will think through influences in their lives, especially those from different types of media and the online world. The impact of physical changes during puberty will also be addressed, including great advice around personal hygiene and coping with change. From this foundation of identity and influence the All Sorts programme introduces the concept of healthy friendships and relationships, including having good boundaries and knowing who to go to for help. We differentiate love, friendship and sex and encourage pupils in assertive behaviour, so they will know how to say no with confidence.

## Topics covered in the presentation:

- The value and uniqueness of each individual
- Positive body image
- Difference between real and fake images
- Coping with change
- Puberty
- Personal hygiene
- Identifying influences, especially from the media
- Healthy friendships
- Boundaries in touch and appropriate greetings
- Love, relationships and sex
- How to say no with confidence
- Support networks



TITLE: **ALL SORTS**

KEY STAGE: **3**

TIME: **2 HRS**



We are keen to enhance the provision for Key Stage 3 pupils within Learning for Life and Work, and particularly in the area of Personal Development. The All Sorts programme is designed to cover the following statutory requirements of the Revised Curriculum:

### Self-Awareness

Pupils should have opportunities to:

- Explore and express a sense of self
- Explore personal morals, values and beliefs
- Investigate the influences on a young person
- Explore the different ways to develop self esteem:

### Personal Health:

Pupils should have opportunities to:

- Explore the concept of health as the development of a whole person
- Investigate the influences on physical and emotional/mental personal health
- Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour

### Relationships:

- Explore the qualities of relationships including friendship
- Explore the qualities of a loving, respectful relationship
- Develop coping strategies to deal with challenging relationship scenarios
- Develop strategies to avoid and resolve conflict

### Suggested learning intentions:

Pupils are learning:

- To recognise that everyone is different and worthy of respect
- To avoid comparing themselves to digitally altered images online or in advertising
- To cope with change and talk about feelings
- To be aware of influences from peers and different types of media
- To identify traits of a healthy friendship
- To understand the need to maintain physical boundaries and respect those of others
- To understand the difference between love, relationships and sex
- How to say no with confidence
- To seek advice from their own personal support systems

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# WHO'S CHOOSING?

At Love for Life we recognise that young people today face pressure from many places, and often find themselves confused about who they should be listening to. Key Stage 4 pupils (age 14+), depending on their individual needs, may find they have more choices around who they spend time with and what they do in their spare time. The Who's Choosing? programme uncovers some of these pressures, from the sexualisation of media to the pressure from peers to have a boyfriend or girlfriend or to engage in risk-taking behaviours.

## Topics covered in the presentation:

- Media and cultural awareness
- Identifying and coping with peer pressure
- Developing self-awareness
- Online issues
- Awareness of consequences to choices
- Healthy dating relationships
- Love, relationships and sex
- Sexually Transmitted Infections
- Pregnancy
- Contraception
- Consent and self-worth
- Support network

The aim of this programme, through interactive activities, is to empower young people in their choices, so that those choices would reflect their self-worth. Pupils will become more self-aware and more aware of the facts around sexual activity and health. We will address consequences to choices, especially with regard to pregnancy and sexually transmitted infections. Contraception and emotional safety within relationships will be discussed, with a recurring focus on the need to make good choices with the help and support of those we trust.

TITLE: **WHO'S CHOOSING?**KEY STAGE: **4**TIME: **2 HRS**

In Personal Development it is essential to plan for progression and so this programme encourages pupils to build on the foundation of our earlier programmes by addressing issues surrounding choice and pressure. This enhances the key concepts of self-awareness, personal health, and relationships. All themes around sexual health will be delivered sensitively according to the needs of the individuals within the class. As with other issues addressed through Personal Development, Relationships and Sexuality Education should be delivered in line with the values and ethos of the school.

## Development of Skills and Personal Capabilities

- Pupils will develop the skills of thinking, problem solving and decision making
- Pupils will develop the skill of working with others as they discuss various issues in groups throughout the presentation
- Pupils will develop strategies for self-management in relation to dealing with influences and behaviour

## Suggested learning intentions:

Pupils are learning:

- To understand the importance of personal responsibility
- To understand the strength of influences such as media, friends and family
- To identify situations in which they feel under pressure, how they presently cope with these situations and the appropriateness of their responses
- To be aware of possible consequences of an action
- To understand the difference between love, relationships and sex
- To identify qualities of a healthy relationship
- To consider pregnancy and contraction of STIs as potential consequences of sexual activity
- About contraception as a way of reducing the risks of sexual activity
- To make choices that reflect their self-worth and a respect for themselves and others
- To seek advice from their own personal support systems

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# I-CLICK

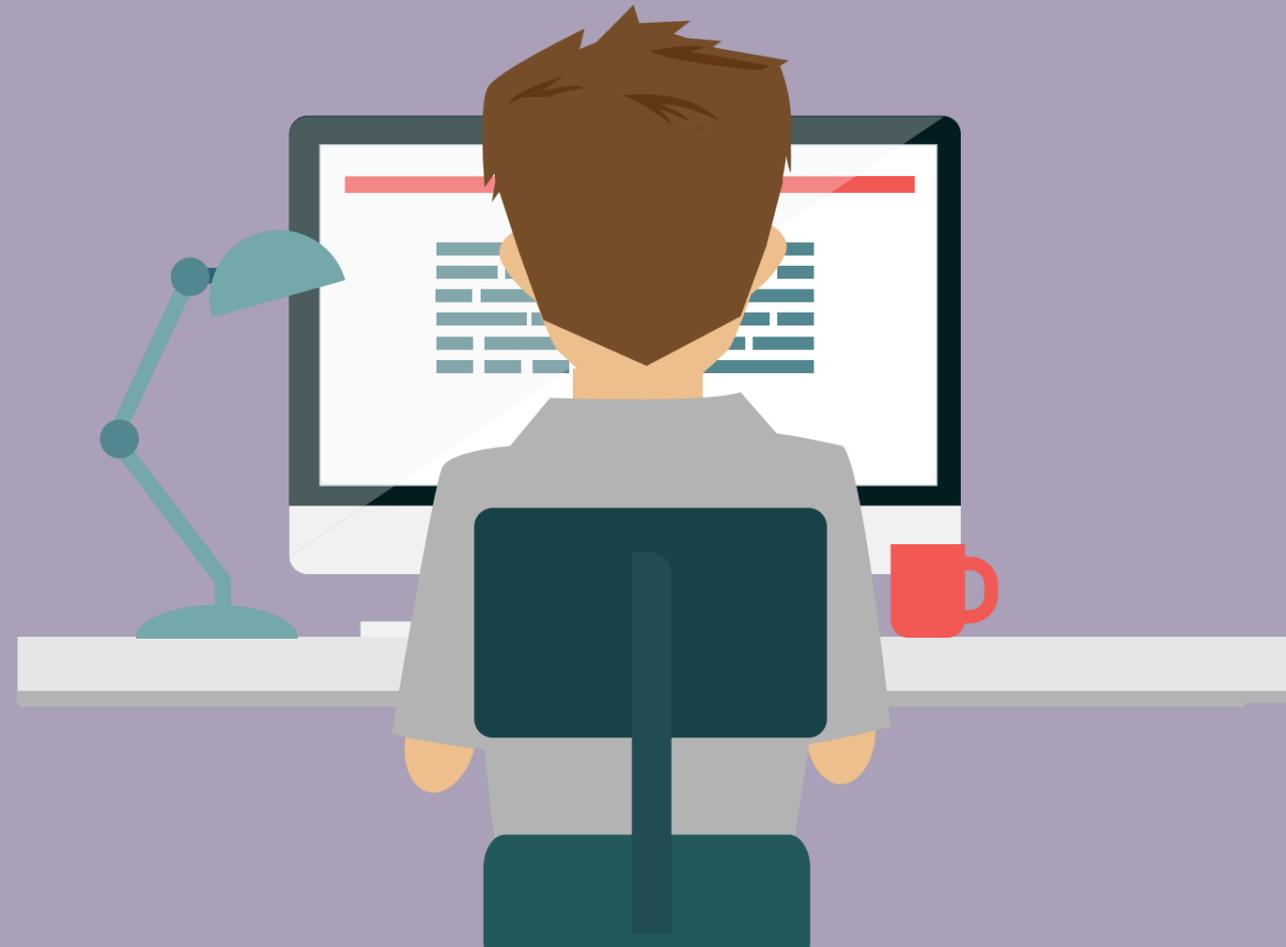
i-click is an interactive and fun workshop designed to give young people the opportunity to develop skills and capabilities to manage relationships in the on-line world and to identify and use strategies to keep themselves safe on-line.

The programme can be delivered to your young people as a one-off workshop. i-click is an up-to-date and relevant programme that deals with the world of social media, networking and general on-line activity. If you are eager to ensure that your young people have the opportunity to develop attitudes towards a healthy and positive internet use then this programme is for you.

#### Issues covered include:

- online gaming
- social media
- safe boundaries
- indecent images
- cyber-bullying

Love for Life always seeks to provide relevant, age-appropriate and accurate information to ensure that young people are signposted to the most suitable agencies and support networks if necessary.



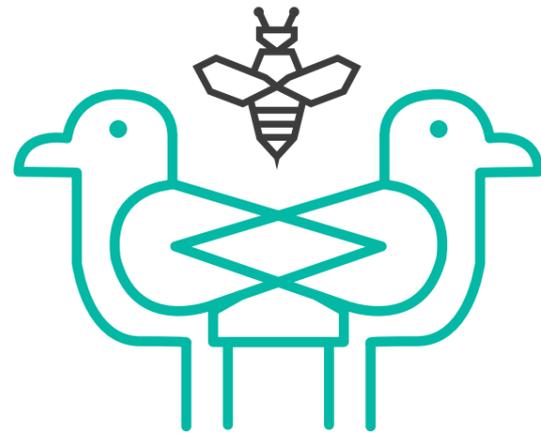
# PARENTS & CARERS



At Love for Life we believe that parents and carers need to be the primary educators of their children in these important and sensitive areas of their development. We want to play our part in equipping adults to have appropriate conversations with their children and believe that parents should endeavour to understand the messages and information that their child receives.

The model of home, school and external agency working together is a successful one. In order to promote clear understanding of roles and the content of programmes, we encourage schools to consider using one or more of our parenting programmes.

## PARENTING PROGRAMMES

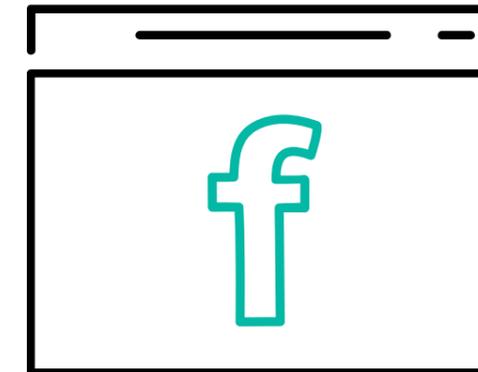
BIRDS &  
THE BEES

How can we ensure that we are equipping our young people with the values, skills and information necessary to make healthy choices in the area of relationships and sex? In the current context of immense media and peer pressure, this programme seeks to empower parents, carers and those working with young people to tackle the sensitive issues, to explore practical methods of communication and to understand healthy boundaries for relationships.

This interactive workshop allows parent and cares to engage with important issues including media awareness and understanding the world of young people. Emphasis on risk and protective factors and putting good boundaries in place will be discussed. It also examines opportunities for further support for parents.

This seminar is a great opportunity to gather parents and carers together to explore some of the topics and ideas that can sometimes leave parents feeling embarrassed, ill-equipped and anxious. Research continues to suggest that parents are the greatest influence on young people so programmes like this are very important.

## PARENTING PROGRAMMES

FACE TO  
FACEBOOK

Increasing numbers of children are accessing the internet and enjoying its benefits. However, the risks of online activity for children are also on the increase. The rapid change in how we communicate and educate can often leave parents and carers feeling out of touch or ill-equipped to deal with important issues.

In response to this, Love for Life has developed Face to Facebook – a programme to help adults understand the online world and identify the potential risks for their young people. Throughout this interactive workshop, participants will identify keys to help them unlock a fresh understanding of technology and identify strategies to help them and their young people as they manage their online profiles.

Dealing with pertinent issues including cyberbullying, safe sharing and sexting. This programme will equip parents and carers with the knowledge and skills to protect their children and young people from online dangers.

## WHAT DO I DO NEXT?

I hope that you have enjoyed reading through this booklet and have got a positive flavour of who we are and what we provide.

Once you have consulted with your colleagues, simply contact our professional team at our office on **(028) 3882 0555** or email **info@loveforlife.org.uk** to arrange your consultation with our staff and secure your preferred date as soon as possible.

Our experienced team will work with you to ensure that our presentations fit around your school day and will discuss logistical arrangements with you.

*We are very aware that every school is different and so if you have specific needs that you would like to discuss, please let us know.*

On the day of the presentations, the professional Love for Life presentation team will arrive at your school with all of the equipment they need to deliver our media rich programmes which means that you can sit back and enjoy the presentation with your pupils.

## ONE

Phone (028) 38 820 555 or email [info@loveforlife.org.uk](mailto:info@loveforlife.org.uk) to book your FREE presentation and other programmes.

## TWO

Receive your confirmation and consult with other stakeholders including parents.

## THREE

The Love for Life team visit your school to deliver our interactive presentations to your pupils.

## So much more than just a presentation

Relationships are key to who we are and so we want to work alongside you and ensure that schools across Northern Ireland are in the best position possible to deliver excellent Relationships and Sexuality Education. In addition to our media-rich pupil presentations, we are also proud to offer:

### Lesson materials

At Love for Life we want to equip teachers to deliver excellent Relationships and Sexuality Education. We would be delighted to help you develop appropriate resources.

### Staff training

Passionate teachers are the best and most valuable resource that a school can offer. Why not take advantage of our teacher training to increase staff confidence in this complex area of RSE?





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