



## Relationship & Sexual Education Policy

This policy should be read in conjunction with the following policies:

1. Child Protection & Safeguarding Policy
2. Anti-bullying Policy
3. Drugs and Solvent Policy
4. Critical Incident Response Policy
5. Promoting Positive Behaviour Policy
6. Intimate Care Policy
7. Use of Mobile Phones and Digital Technologies/Photographs/Images Policy
8. Health & Safety Policy
9. Educational Visits
10. eSafety Policy



# POLICY STATEMENT

## *Members of Staff Responsible for Drawing up Policy*

- Principal
- Deputy Principal
- Assistant Principals
- Mrs C. Parish, RN, RM  
**College Nurse**  
April 2014
- PSD Co-Ordinator

## *Additional Notes*

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Updated: February 2016

by Mrs Àine Leslie and Mr Gary Brennan

*To be circulated to BoG  
February/March 2016*

*Legal framework for Relationships and  
Sexuality Education (RSE)*

The Education (Northern Ireland) Order 2006 requires all grant aided schools to offer a curriculum which:

- Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and thereby of society;  
**and**
- Prepares such pupils for the opportunities, responsibilities and experiences of life by equipping them with the appropriate knowledge, understanding and skills.
- Updated: September 2023  
by Tracy Beare – Assistant Principal  
for Curriculum &  
Ciara McGrath – PSD Co-Ordinator

# Sharing Responsibility for Relationships and Sexuality Education

In September 2007 a revised school curriculum introduced personal development and mutual understanding (PDMU) in primary schools, which develops into Learning for Life and Work (LLW) in post-primary schools. In September 2007, Relationships and Sexuality Education became a statutory component of both the Personal Development and Home Economics statements of requirement for Key Stage 3. At Key Stage 4 Relationships and Sexuality Education is a statutory component of the Personal Development strand of Learning for Life and Work. The flexibility which the Northern Ireland Curriculum offers also allows schools to teach Relationships and Sexuality Education through other areas of learning. Schools have flexibility to decide on the content of their taught RSE programme and how to deliver it.

Relationships education is a statutory element of the Northern Ireland Curriculum through Learning for Life and Work and through other lessons across the curriculum or through a combination of both. External providers may also be used to help support the delivery of certain aspects. It supports the curriculum aim which is 'to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'

## ***Definition***

Relationships and Sexuality Education is about more than simply educating young people about biological sexual reproduction. Although it is often referred to as 'sex education', this terminology is misleading. 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.

## ***Aims and objectives***

The delivery of Relationships and Sexuality Education contributes to 'promoting pupils' personal growth and development and in supporting their academic achievement' (ETI, 2011, page 22) – that is, developing each child as a whole. Effective RSE is essential if young people are to value themselves and others as individuals.

*The aims and objectives of the RSE programme are to:*

- Acquire and develop an understanding of self.
- Help pupils to develop skills necessary to establish and maintain healthy, responsible and fulfilling personal relationships based on informed decisions.
- Develop positive and informed attitudes towards family life and the responsibilities of parenthood.
- Develop self-respect, confidence and self-discipline.
- Develop skills necessary to cope with peer pressure, conflict and threats (social, emotional and physical) to personal safety.
- Help students understand the arguments for resisting casual sexual relationships.
- Learn about changes as they progress towards adolescence.
- Develop a critical understanding of external influences on lifestyle and decision

making.

- To use a range of teaching strategies to allow students to deal with sensitive issues and know what to do or who to go to if they feel unsafe.
- To encourage respect and understanding between the genders on issues discussed in LLW lessons/Assemblies through the use of mixed gender classes.
- Begin to develop their own moral thinking and value systems
- Recognise and communicate their feelings and emotions, and those of others.
- Where possible, to provide male role models for boys engaged in the delivery and co-ordination of the RSE programme.
- To liaise with the SENCO, Nurse and Support Staff when teaching RSE issues to students with SEN.
- To prevent bullying on the basis of sexual identity, sexual orientation or sexual harassment such as homophobic bullying, transgender bullying or bullying for other reasons in relation to sex, gender or relationships.

## ***Morals and Values Framework***

Mindful of the principles on which the College was founded and the diverse religious and cultural groups in the school pupils are taught RSE within a framework that encourages the following:

- a respect for self;
- a respect for others;
- non-exploitation in relationships;
- commitment, trust and bonding within relationships;
- an exploration of the rights, duties and responsibilities involved in relationships;
- honesty with self and others;
- a development of critical self-awareness for themselves and others;
- an acknowledgement and understanding of diversity regarding religion, culture and sexual orientation.

## ***Inclusion***

*RSE should:*

- be relevant, accessible and age appropriate to all young people;
- be set in a moral framework which is inclusive with respect to culture, religion, sexual orientation and social background;
- seek to develop and clarify values and attitude towards sex, sexuality and relationships and to encourage respect for and empathy with the values and attitudes of others;
- respect the diversity of cultural identity and encourage pupils to be aware of the traditions and beliefs of others, promoting respect, mutual understanding and tolerance;
- include activities to allow both genders to talk about their interests, attitudes, emotions, concerns and feelings;
- explore sexual orientation and stereotyping from a range of perspectives and promote the use of appropriate language.
- 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
- help children to keep themselves safer in the digital world.

## ***Confidentiality***

The classroom is an open environment and confidentiality cannot be maintained. Therefore, staff and pupils are not encouraged to talk about their personal relationships or experiences during class discussions.

Teachers do not promise confidentiality.

Teachers can provide all pupils with information about where and from whom, they can receive confidential advice and support.

Teachers encourage young people, where possible, to discuss their concerns with parents or guardians.

In line with the College's Child Protection and Safeguarding Policy, teachers inform the Designated Teacher for Child Protection of any disclosures which might suggest that a pupil is at risk.

## ***The Role of the Teacher***

Teachers provide general educational advice to all pupils as part of the curriculum. This general advice can be given to pupils individually or within group situations.

Teachers can provide all pupils with information about where, and from whom, they can receive advice and support.

Only appropriate medical professionals should give medical advice to pupils.

Any disclosures that might suggest a pupil is at risk is reported as outlined in the Child Protection and Safeguarding Policy.

## ***Ground Rules for RSE***

It is important to remember that all pupils have a right to age appropriate, accurate and objective information no matter how sensitive the issue is.

There will be occasions when teachers will be required to exercise discretion in dealing with particularly explicit issues raised by individual pupils. It is not normally be appropriate to deal with such issues with the whole class.

It may be appropriate to discuss the pupil's concerns with the Pastoral staff alongside the parents, and if necessary, individually with the pupil.

No one (pupil or teacher) is allowed to ask or is expected to answer any personal questions. No-one is forced to take part in a discussion. (Participants have the 'right to pass'.)

The use of proper terms for parts of the body and body functions is encouraged so that these terms are given a status and respectability.

Everyone's contribution will be valued and respected.

## ***The Use of External Agencies***

When visiting speakers and external agencies are used in RSE, the College checks the aims, objectives, lesson plans and resources to ensure they are appropriate and support the ethos of the College. Visitors are given a copy of our RSE Policy, Child Protection Policy and the Values and Aims Statement, and asked to adhere to them. The College ensures that visitors are clear about the limits of confidentiality and that the Designated Teacher must be informed of any disclosures which might suggest that a pupil is at risk or that physical or sexual abuse is suspected.

Parents/guardians are informed when an outside agency is being used. A teacher is present when a visitor is taking a class.

### ***RSE programme***

Our current RSE is covered through:

- Curriculum subjects; Science/HE/RE/PSD
- Learning for Life and Work classes / Pastoral Programmes
- Workshops
- Assemblies

The objectives and skills of the RSE are reinforced by the positive climate and constructive everyday interactions between pupils and staff, both inside and outside the classroom.

### ***In the Junior School, pupils have opportunities to:***

- explore the qualities of relationships including friendship;
- explore the qualities of a loving, respectful friendship;
- develop coping strategies to deal with challenging relationship scenarios;
- develop strategies to avoid and resolve conflict;
- explore the implications of sexual maturation;
- explore the emotional, social and moral implications of early sexual activity;
- opportunities to manage risk, e.g. use of internet.

- *KS3: Please refer to Year 8 / Year 9 LLW Schemes of Work, Assembly Schedule – Refer to Appendix 2*
- *KS4: Please refer to Year 11 PSD/Science/HE/RE Schemes of work*
- *External Organisations listed in Appendix 2, alongside overview of teaching*

### ***In the Senior School some of the skills that pupils develop are:***

- recognising, assessing and managing risk in a range of real-life contexts ;
- developing their understanding of relationships and sexuality and the responsibilities of healthy relationships;
- an understanding of the roles and responsibilities of parenting;
- self-discipline regarding their sexuality.

- *Please also refer to Appendix 2.*



# RSE AT KS3 AND KS4 IN THE CURRICULUM

The RSE provision is monitored and reviewed by the Principal/Vice Principals and Assistant Principals and the School Nurse. It is also brought to the Pastoral Committee of the Board of Governors and the Designated Governor for Child Protection.

## **PARENTS/GUARDIANS**

The College recognises that parents/guardians have a major influence on all aspects of a young person's life, especially in the area of relationships and sexuality. The College endeavours to help support parents/guardians in this role. The RSE programme is accessible to pupil regardless of age, culture, disability, religion, sexual orientation or social background. It is tailored to the pupils' needs in terms of content, methodology and the resources used.

There is no statutory parental right to withdraw a child from RSE. The College, however, tries to take account of any parental concerns. It will, as far as possible, make alternative arrangements for any pupil whose parent/guardian requests exemption from specific RSE activities.

Where issues of a sensitive nature arise teachers encourage pupils to discuss these with their parents/guardians.

## **REVIEW OF THE RSE POLICY**

The College's policy and RSE programme are informed by the Values and Aims Statement of Hazelwood College, advice from the Department of Education (DENI), e.g. Circulars 2001/5, 2010/01, 2013/16, 2015/22. The Education (Northern Ireland) Order 2006 and CCEA's Guidance for Post Primary Schools, and they are drawn up in consultation with pupils, parents and staff. It is reviewed every three years or more frequently if necessary.

Questions about the policy and programme are initially referred to the Assistant Principal/Deputy Principals.

Chair of the Board of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

## Policy for Visiting Speakers

Hazelwood Integrated College welcomes outside visiting speakers in all subject areas in order to enhance teaching and learning for our pupils. The following procedures MUST be followed to ensure health and safety and child protection.

1. Inform office staff at reception the date and time a guest speaker will be Visiting
2. Meet all visitors at the reception, escort them to your class, remain with them the entire duration of the class and then walk down again to reception
3. Make sure your visiting speaker is Access NI registered before the visit
4. Please remain with the speaker at all times when they are talking to your class
5. Please vet all material your visiting speaker intends to make use of
6. Teachers should review/evaluate the session delivered by the guest Speaker

### CHECKLIST FOR VISITORS

While many agencies and individuals are professional in their approach, it is useful to ask some or all of the following list of questions It is reproduced with the kind permission of the Health Promotion Agency for Northern Ireland.

*Does the agency have a specified Child Protection and Safeguarding Policy and is the individual Child Protection vetted?*

(A copy is to be requested and if necessary, question any points that are unclear or are not in accordance with recognised good practice and check the individual is Access NI registered.)

*How will the issue of confidentiality be dealt with?*

Hazelwood Integrated College wishes to ensure that the representative from the agency or other individual is clear that confidentiality cannot be maintained. The principal or designated teacher for child protection must be informed of any disclosures, which might suggest that a pupil is at risk.

*Are resources such as videos/tapes/role plays appropriate?*

A member of the school staff should look at the resources which are to be used and judge the appropriateness of such materials for the age range and maturity of the pupils.

*Has the agency/individual worked with any other schools?*

We carry out the necessary checks on the individual. Visiting speakers will be checked to see if Access NI registered and they will always be with a member of staff.

*Does the agency/individual have a clear set of aims and objectives as well as lesson plans?*

Schools should ask to see these and question any items they may think are inappropriate or at odds with the school's RSE programme. They should also enquire about the overall mission statement of the agency.

*Has the agency/individual read the school's RSE Policy and are they prepared to adhere to it.*

We always ensure the visiting speaker is aware of our RSE policy.

*Do parents/guardians know that an agency/individual is being used by the school?*

Informative letters at the beginning of the academic year are sent out to parents ensuring they are aware of the Personal Development Programme.

*Will teachers/ member of staff be present?*

Teachers are always present when a representative from an agency or other individual is taking a session with a class.

*Will the input by the agency or individual be monitored?*

After the session, the teacher discusses the positive aspects and any difficulties that arose with the agency representative or individual. Any issues or concerns about the session should also be raised.

*Will the pupils be asked how the session/class with the agency/individual went?* The teacher should check that pupils are not uncomfortable or unhappy with the topics being dealt with, and the methodologies used.

*Can the school terminate the work of the agency or individual if the classes or sessions are deemed inappropriate?*

The school may end any input if the school thinks it appropriate to do so. This should be a reciprocal agreement.

*Are evaluations carried out by the agency/individual and if so will the school have access to them?*

The school may wish to see what impact the agency or individual has had, especially if there is a financial arrangement. The school may wish to measure the effectiveness of any such programme along with its own evaluations.

Schools have a responsibility for what is taught to their pupils and therefore it is necessary for schools to clearly define the role of the outside agency/individual and outline the expectations of each planned session.

## Junior School External Organisations:

Name	Focus	LLW - PD
Action for Children	Young Careers	<p><b>Self-Awareness:</b> Develop strategies to promote personal Safety: e.g. responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>
NEXUS	Internet Safety	<p><b>Self-Awareness:</b> Explore personal morals, values and beliefs: e.g. the origin of personal values, developing a moral framework, personal integrity, etc. Investigate the influences on a young Person: e.g. peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</p>
PSNI	Firework Safety	<p><b>Personal Health:</b> Develop strategies to promote personal Safety: e.g. responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>
Action Mental Health & NIABF	Bullying	<p><b>Self-Awareness:</b> Explore and express a sense of self: e.g. temperament, feelings and emotions, personal responsibility, personal needs, aspirations, etc. Explore personal morals, values and beliefs: e.g. the origin of personal values, developing a moral</p> <p><b>Personal Health:</b> Develop strategies to promote personal Safety: responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p> <p><b>Relationships:</b> Develop strategies to avoid and resolve conflict: active listening, assertiveness, negotiation, mediation, etc.</p>

Name	Focus	LLW - PD
PSNI	Personal Safety	<p><b>Personal Health:</b> Develop strategies to promote personal Safety: e.g. responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>
SHARHP (Lisburn YMCA)	Alcohol and Drug Awareness	<p><b>Personal Health:</b> Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse: effects on behaviour, physical and mental health, life and work changes, etc.</p>
Prime Agency: Taken (Band)	Cyber bullying	<p><b>Self-Awareness:</b> Investigate the influences on a young person: peer pressure, media, social and cultural trends, fears, anxieties, motivations, etc.</p>
Smashed project/ corporate responsibility project	Alcohol Awareness	<p><b>Personal Health:</b> Investigate the effects on the body of legal and illegal substances and the risks and consequences of their misuse: effects on behaviour, physical and mental health, life, and work changes, etc.</p>
STEM Event	Robotics	<p><b>Self-Awareness:</b> Explore the different ways to develop self-esteem: enhanced self-awareness, sense of security and self-worth, setting achievable targets, developing resilience, new interests and skills, learning to recognise achievement, etc.</p>
Samaritans	Role of the Charity and how it supports young people	<p><b>Personal Health:</b> Explore the concept of Health as the development of a whole person: defining what makes up a whole person; the need to develop his/her physical, mental, social, moral, cognitive self, etc.</p>
Invest NI	Learn to Earn	<p><b>Self-Awareness:</b> Develop skills and strategies to improve own learning: e.g. self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</p>

Name	Focus	LLW - PD
W5 (STEM)	Careers	<p><b><i>Self-Awareness:</i></b> Develop skills and strategies to improve own learning: e.g. self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</p>
Translink	Personal Safety/Road Safety	<p><b><i>Personal Health:</i></b> Develop strategies to promote personal Safety: e.g. responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>
Amazing Brains	Growth Mindset	<p><b><i>Self-Awareness:</i></b> Develop skills and strategies to improve own learning: e.g. self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</p>
QUB Junior Academy	Growth Mindset	<p><b><i>Self-Awareness:</i></b> Develop skills and strategies to improve own learning: e.g. self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</p>
GIDEONS	New Testament	<p><b><i>Chaplaincy</i></b></p>
Inclusion and Diversity Service	Newcomer students	<p><b><i>Self-Awareness:</i></b> Develop skills and strategies to improve own learning: e.g. self-management, time management, attitudes and motivation towards learning, organisation and recognition of own learning preferences, developing ambitions for life and work, etc.</p>
CEOP	Child Exploitation and Online Protection	<p><b><i>Personal Health:</i></b> Develop strategies to promote personal Safety: e.g. responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>

Name	Focus	LLW - PD
<b>Sexpressions</b>		<p><b><i>Personal Health:</i></b>            Develop understanding about, and strategies to manage, the effects of change on body, mind and behaviour: e.g. puberty, body image, mood swings, etc.</p>
<b>Edges Project</b>	Early Intervention Transformation Programme	<p><b><i>Personal Health:</i></b>            Develop strategies to promote personal Safety: e.g. responding appropriately to different forms of bullying, abuse and physical violence; developing safe practice in relation to the internet and getting home; understanding and managing risk; the place of rules and boundaries, etc.</p>

## Overview of Planned Teaching Programme:

Name	Unit Title	Focus
Year 8 LLW	Family Life	<p><b><i>Developing Healthy Relationships:</i></b></p> <ul style="list-style-type: none"> <li>- Getting to know you</li> <li>- Friendship skills</li> <li>- Defining healthy relationships</li> <li>- How do you feel &amp; How do we deal?</li> <li>- Family Structures</li> </ul> <p><b><i>Digital Citizenship</i></b></p> <ul style="list-style-type: none"> <li>- Social Media</li> <li>- The dangers of social media</li> <li>- Sexting</li> </ul>
Year 8 HE	The Family	<ul style="list-style-type: none"> <li>- Family structures</li> <li>- How to be respectful of the different family structures of other students in your class</li> <li>- Differences and similarities in our families</li> <li>- Roles and responsibilities in families</li> <li>- Stereotyping</li> </ul>
Year 9 LLW	Sexuality and Relationships	<ul style="list-style-type: none"> <li>- Establishing boundaries</li> <li>- Is this OK for me</li> <li>- Dating</li> <li>- How should I deal with it</li> <li>- Sexual relationships – considering consequences</li> <li>- Safe sex</li> <li>- Implications of teenage pregnancy and parenthood</li> <li>- Dealing with rejection and loss</li> </ul>



<b>Year 9 HE</b>	Nutritional Needs Through Life	<ul style="list-style-type: none"> <li>- Understanding the main stages of the life cycle</li> </ul>
<b>Year 10 PSD</b>	<p>Understanding drugs and substance misuse</p> <p>Prejudice and Discrimination</p>	<ul style="list-style-type: none"> <li>- Why people may misuse substances.</li> <li>- Risks associated with drug and substance misuse.</li> <li>- The impact of long-term drug and substance misuse on daily life.</li> <li>- What is meant by the terms prejudice and discrimination?</li> <li>- Understand stereotypical attitudes in relation to prejudice and discrimination.</li> <li>- Recognise consequences of prejudice and discrimination.</li> </ul>
<b>Year 10 HE</b>	Needs and Wants	<ul style="list-style-type: none"> <li>- Social needs</li> <li>- Emotional needs</li> <li>- Communication needs</li> </ul>
<b>Year 11 PSD</b>	Dealing with Bullying	<ul style="list-style-type: none"> <li>- Different forms of bullying and its effects on the victim</li> <li>- Emotions experienced by a bully when bullying.</li> <li>- How can self-esteem of the victim be raised?</li> <li>- Interventions to help the bully and the victim</li> </ul>
<b>Year 10/11/12 RE</b>	<p>Life and Death</p> <p>Marriage and Divorce</p>	<ul style="list-style-type: none"> <li>- Legal positions on abortions/ Arguments for and against</li> <li>- Opinions/Views</li> <li>- Legal requirements</li> </ul>
<b>Year 11/12 Science</b>	Biology	<ul style="list-style-type: none"> <li>- Reproductive System</li> <li>- Pregnancy/Conception</li> </ul>

<p><b>Year 11/12 Child Development</b></p>	<p>Parenthood, Pregnancy and the Newborn Baby</p> <p>The Development of the Child (0-5 years)</p>	<ul style="list-style-type: none"> <li>- Family and parental responsibilities</li> <li>- Reproduction</li> <li>- Pregnancy</li> <li>- Birth</li> <li>- Social development</li> <li>- Communication development</li> <li>- Emotional development</li> </ul>
<p><b>Year 11/12 Health &amp; Social Care</b></p>	<p>Human Lifespan Development</p> <p>Social Influences on Health and Wellbeing</p> <p>Promoting Health and Wellbeing</p>	<p><b><i>Life Stages</i></b></p> <ul style="list-style-type: none"> <li>- Infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood</li> </ul> <p><b><i>Key aspects of human growth and development</i></b></p> <ul style="list-style-type: none"> <li>- Sexual maturity</li> <li>- Menopause</li> <li>- Bonding and attachment</li> <li>- Security</li> <li>- Self-image</li> <li>- Self-esteem</li> <li>- Friendship and friendship groupings</li> <li>- Formation of relationships with others</li> </ul> <p><b><i>Primary and secondary socialisation</i></b></p> <ul style="list-style-type: none"> <li>- Parents/siblings/carers</li> <li>- Friends and peers</li> <li>- Media</li> </ul> <p><b><i>Effects of socialisation</i></b></p> <ul style="list-style-type: none"> <li>- Shaping of gender roles</li> <li>- Shaping of attitudes</li> <li>- Development of social norms and values</li> <li>- Influence on lifestyle choices</li> <li>- Different types of relationship</li> <li>- Influences of relationships on health and wellbeing</li> <li>- Social factors influence on health and wellbeing</li> </ul> <p><b><i>Health Promotion</i></b></p> <ul style="list-style-type: none"> <li>- Adopt healthy lifestyles</li> <li>- Health risk advice e.g. safe sexual practices</li> </ul> <p><b><i>Benefits of health promotion</i></b></p> <ul style="list-style-type: none"> <li>- Understanding health issues</li> <li>- Increased responsibility for own health</li> <li>- Improved quality of life</li> </ul>



## Senior School External Organisations:

- *DAISY*
  - *FASA*
  - *Dr Barnardo's*
  - *North Belfast Alternatives*
  - *Learn Sparks*
  - *Start 360*
  - *EWS*
  - *Edges project*
  - *Inclusion and Diversity*
- *Integrated Services*
  - *North Belfast Are Project*
  - *PSNI*
  - *Simon Community: Homelessness*
  - *Action Cancer: Health Awareness*
  - *The Brooke: Health*
  - *Way forward project: for Alcohol and Drug Dependency*
  - *SHARPHE- Alcohol Awareness*

