

Relationships and Sexuality Education (RSE) Policy



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Scoil Maelruain Sinsear

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This is a fluid live document

Introduction

This policy statement is an approved approach to the teaching of RSE in Scoil Maelruain Senior. It was developed in 2015 by the RSE Policy Committee, which consisted of five teachers (Sheila Murphy, Jennifer O' Reilly, Fiona Holland, Padraic Moore and Susan Flynn. It was developed to inform teachers and parents as to the material covered in the RSE programme within the SPHE curriculum.

School Philosophy

Scoil Maelruain Senior is a Catholic school under the patronage of the Archbishop of Dublin. It is managed by a Board of Management, elected according to the procedures agreed by the Partners in Education. The school has a Catholic ethos and this ethos is a guiding principle in the formulation and implementation of this RSE Policy. This ethos recognises the value and dignity of each pupil and all those working in the school community, and aims at promoting the full and harmonious development of all aspects of the person, including:

- a) relationship with God
- b) relationship with family
- c) relationship with teachers
- d) relationship with self
- e) relationship with others
- f) relationship with the environment.

This ethos also acknowledges the cultural and religious values of all the pupils attending the school. The school recognises that the parents are the primary educators of their children and we support them in that role.

In the area of RSE, above all, the schools' role is subsidiary to that of the parents. We support and compliment their work.

Definition of RSE

RSE is an integral part of Social, Personal and Health Education and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes, which will enable them to form values and establish behaviours within a moral, spiritual and social framework. (p. 5 NCCA curriculum and guidelines for RSE). RSE is the formal approach to educating children in:

- Relationships with others – parents, siblings, friends and the community in general
- Respect for themselves and others
- Physical development – bodily functions and changes, and personal hygiene
- Emotional development – maturing in society
- Parenting, personal and social skills and relationships
- Sexuality in context – part of a loving relationship.

Relationship of RSE to SPHE and Religion

Social, Personal and Health Education contributes to developing the work of the

school in promoting the health and well-being of children and young people. This happens in the context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development.

The key characteristics of this programme are that SPHE is a lifelong process and is a shared responsibility between family, school, health professionals and the community. The main strands of the SPHE programme are:

- Myself
- Myself and Others
- Myself and the Wider World

It is clear that the Relationships and Sexuality Programme is correctly defined as being an integral part of the programme outlined above. Sexually sensitive issues will be covered within the strand units:

- Taking care of my body
- Growing and changing
- Safety and protection.

As stated previously, the content of all lessons will be governed by the schools' Catholic ethos as taught in the Alive-O Religion programme.

Current Provision

Traditionally we have been a child-centred school. The educational and emotional needs of the children in our care are central to our planning and policy making processes. We have always, and will always continue to put the welfare of the children first.

Included in the school curriculum in Scoil Maelruain Senior is:

- Religious Education (Alive-O)
- SPHE
- Stay Safe Programme

Policies which support SPHE/RSE

- Code of behaviour and discipline policy
- Anti-Bullying Policy
- Child protection policy
- Enrolment Policy
- Mobile phone policy
- Healthy Eating Policy
- Internet Safety Policy

In keeping with the sentiment and spirit of these policies, we informally support many of the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the well being of all of the members of the school community.

Aims of our RSE programme

When due account is taken of intrinsic abilities and varying circumstances, the Relationships and Sexuality Education curriculum should enable the child to:

- Develop a positive sense of self-awareness, self-esteem and self-worth

- Develop an appreciation of the dignity, uniqueness and well-being of others
- Understand the nature, growth and development of relationships within families, in friendships and in wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow, change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills, which will help to establish and sustain healthy personal relationships
- Develop some coping strategies to protect themselves and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

Guidelines for the Management and Organisation of RSE in our School

Curriculum Matters

The curriculum as published by the NCCA will be followed. All content objectives will be covered by the time each pupil leaves 6th class – (see Appendix A for further details). The curriculum will be taught from 3rd to 6th class. It will be ideally be taught by the teaching staff. Occasionally it may be deemed necessary for an outside speaker(eg, ACCORD)to address the sexually sensitive issues in 6th classes. All resources used will be in keeping with the ethos of the school and this policy.

- Sensitive issues classes are taught from 3rd to 6th during the month of February.
- When an outside speaker is used, the SPHE coordinator/principal will make them fully aware of school policy. Parents/guardians will be notified of this speaker in advance of the lesson and consent forms will be signed. The class teacher will remain with the class during the lesson.

Organisational Matters

A letter will be sent to all parents prior to the teaching of RSE in February to remind them that RSE is being taught this month

- Written parental consent will be sought for the Accord session in 6th class
- It is a parents/guardians right to withdraw a pupil from these lessons. This request for withdrawal must be made in writing (please see information page in homework journal).
- If parents/guardians request the withdrawal of a child from RSE lessons, provision will be made for them to leave the classroom at that time. Supervision will be provided. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom. Should a child who is withdrawn from the sexually sensitive classes receive

inappropriate information from others outside of these classes, it will be the responsibility of the parent/guardian to address the issues.

- Any teacher has the right to opt-out from teaching the sexually sensitive issues in RSE. It is responsibility of Board of Management to ensure that the curriculum will be delivered to the children, by another teacher, or an outside speaker.
- Parents are welcome to view the curriculum and may speak to the class teacher if they have any concerns.

Dealing with Questions

It is natural that children should wish to ask questions in the area of RSE. However, this area is treated somewhat differently from other subjects due to its sensitive nature.

All questions answered will reflect the parameters of the curriculum. During RSE lessons, each teacher will have a question box set up in their room. Questions from the floor will not be answered immediately. The teacher will look at the questions from the question box before the following RSE lesson and will answer those questions deemed appropriate. If any questions asked by the children are judged to be inappropriate, the teacher will refer the child to their parents, or state that this information may be available at a later stage of the curriculum. The school cannot guarantee confidentiality if a child discloses something of a concerning nature. In this case the school's Child Protection Policy will be followed.

Confidentiality

Where there is disclosure by a child of abuse, or a teacher has any concerns about a child, the school authorities will follow our Child Protection Policy. The principal is our DLP.

At all times the child's and teacher's right to privacy will be maintained

Parental Involvement

Parents/Guardians are the primary educators of their children and as such the school supports them in this role. **As stated parents/guardians will be given the option of withdrawing their child from a particular lesson if they so wish.** The Parents' Association may in exceptional circumstances arrange for speakers/meetings to help them in the task of communicating with their children on aspects of their development. Parents/Guardians may access copies of the policy from the school office, or school website.

Resources

Materials from the DES and HSE have been assessed and amended where necessary in line with this school policy. Lesson plans have been provided for each year group (see appendix). Teachers have been familiarised with these resources. All resources are available for parents/guardians to view if they so request prior to the delivery of the lesson.

Provision for Ongoing Support

- Parents are welcome to view curriculum if they so wish.
- Funding will be sought for the provision of suitable materials when deemed necessary.
- Opportunities provided by our Education centre will be brought to the attention of staff members. Career development will be sought for staff when required, or as requested.

Review

The staff, under the guidance of the Principal the staff will review this policy every five years. This policy will also be reviewed should the need arise.

Ratification and Communication

The Board of Management of Scoil Maelruain Senior ratified this plan on September 21st 2015.

Appendices:

Third Class

Lesson 1: My Family

Let's talk about families (p.43)

Additional follow activity: A star family (p.39)

Lesson 2: Expressing feelings

How are you feeling? (p.59)

Name, show, tell (p.59)

Ways we show how we feel (p.64)

Lesson 3: Preparing for new life

Link with Spring

Caring for a baby (p.73)

Story time (if wanted)

Lesson 4: Growing up

Worksheet (p.96)

Growing up (p.97)

Fourth Class

Lesson 1: Feelings and Emotions

Ways of feeling better (p.161)

Activity: Role play: Everyday feelings (p.165)

Lesson 2: The Wonder of New Life

Someone special (p.171)

Sequencing Activity: A new life timeline (p.172)

Lesson 3: Being clean

Being clean - keeping healthy (p.186)

Private Personal Promise (p.187)

Lesson 4: Growing and Changing

Discuss changes in the body of a boy and in the body of a girl

(info. pages 198/199/200. Follow up if you want)

Changes in Boy to be covered

Grow taller

Shoulder broaden

Voice goes deeper

Skin changes /acne/perspiration

Changes in Girl to be covered

Grow taller

Hips broaden

Skin changes/acne/perspiration

Mood

Mood
Body becomes more muscular
in the

Periods (in relation to womb
preparing for new life
future)

Fifth Class

Lesson 1: Feelings and Emotions

A response to Feelings (p.74)

Poem and artwork

Lesson 2: My Body Grows and Changes

Split class into male and female

Show Busy Bodies DVD up to 11 mins 15 secs (stop at 'how babies are made')

Boys and girls both see all content up to this point but separately.

Encourage children to ask parents questions at home / question box.

Lesson 3: The Wonder of New Life

Answer questions from last week's question box.

Then Michael's Birth Day (p.97) and (p.98) Timeline.

Lesson 4: Caring for New Life

Story: Michael's First Year (p.109)

Question (p.110)

Activity: Timeline.

Sixth Class

Lesson 1: Growing and Changing

Story: Getting older is great (p.186)

Let's talk and game (p.187)

Lesson 2: Questions from Question Box

Relationships and new life

Busy Bodies DVD - start at 11:20; i.e. how babies are made, to end at 20:30...less than 10 mins.

One thing I learned was.. (write into copy)

Lesson 3: A baby is a miracle

Poem (p.213)

Let's talk (p.213)

Baby's expenses (p.215)

Lesson 4: Choices and decision making

Questions from Question Box

Let's talk about choices we make (p.224 & p.225)

For more information please see

https://www.healthpromotion.ie/health/inner/busy_bodies