

Ar scóth a chéile a mháirimid



Scoil an Linbh Íosa

RSE Policy

Introduction

Scoil an Linbh Íosa seeks to offer a well-structured environment in which the child is encouraged and stimulated to be confident, appreciative, independent and creative. The Relationships and Sexuality (RSE) programme will be presented within this context.

This policy offers a framework for implementing the relationships and sexuality education programme in our school.

The policy has been drawn up by a sub-committee consisting of Parents, Teachers and Board of Management representatives in accordance with the directives issued by the Department of Education from 1996 onwards.

A. Definition of Relationships and Sexuality Education (RSE)

At primary school level RSE aims to help children learn, at home and in school, about their own development and about their friendships and relationships with others.

The following are central to this work:

- Communication skills
- A good self image
- Respect for themselves and others
- Appropriate information

RSE aims to help children think and act in a moral, caring and responsible way.

B. Relationship of RSE to Social, Personal and Health Education (SPHE)

Throughout the school year, Social, Personal and Health Education (SPHE) is taught as a subject from Junior Infants to 6th class. A wide variety of topics is included on this programme, at age-appropriate levels. RSE forms an integral part of this programme and must be taught in that context. It is a spiral curriculum which ensures that topics are taught in a developmental manner throughout a child's primary school years.

RSE provides structured opportunities for pupils to acquire knowledge and understanding of relationships and human sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

In particular, RSE addresses relationships and the meaning of human sexuality, growth and development, relevant personal and social skills and aspects of parenting.

C. What the School currently provides

Resources at the school's disposal include:

- Code of Behaviour Policy
- Child Protection Policy and Child Safeguarding Statement
- Stay Safe Programme
- Workshops on growing up and sexuality (Senior Classes)
- The *Grow in Love* and *Alive O* series
- ISPPC counselling on an individual/parent basis
- Physical Education
- Social and Environmental Education

D. The aims of RSE

The aims of RSE are to:

- Enhance the personal development, self-esteem and well being of the child
- Help the child to develop healthy friendships and relationships
- Foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- Enable the child to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction
- Develop and promote in the child a sense of wonder and awe at the process of birth and new life
- Enable the child to be comfortable with the sexuality of self and others while growing and developing
- Help children learn how to communicate, make decisions, and express feelings
- Gain an understanding of the influences of peer groups and culture upon his/her behaviour

E. Guidelines for the management and organization of RSE in our School

We recognise that parents are the primary educators of their children, and that the home is the natural environment in which RSE should take place. The role of the school, therefore, is seen as one of support for the work of the home in this area. Parent/guardians are strongly encouraged to consult with the class teacher at the beginning of each year regarding areas of concern. If desired, withdrawal from specific parts of the programme can be arranged in a confidential and sensitive way.

The content of the RSE Programme will be taught in both a structured and integrated manner. The approach in school is child-centred and will always take the age and stage of development of the children into account. See Appendix A and B for overview of content.

The school reserves the right to invite qualified visiting speakers to work with senior pupils. These speakers will work within the confines of the school policy and parents/guardians will be notified in advance of their attendance. The division of the class into smaller groups and/or single sex groups will be at the discretion of the staff. Every effort will be made to have gender balance when selecting speakers.

Since the school is a Catholic school teaching will be in accordance with the moral teaching of the Catholic Church. Teachers will strive to do this in an appropriate and non-judgmental manner. Appropriate vocabulary relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. Questions arising from lesson content will be answered in an age-appropriate manner. Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents. Teachers may exercise discretion to contact parents themselves if they feel that a questions is very inappropriate.

If a disclosure is made the teacher should report to the principal, in keeping with the school's Child Protection Policy and Child Safeguarding Statement.

F. Provision for ongoing support and development

It is the aim of the school to:

- Ensure that teachers will have access to in-career development opportunities
- Support parents/guardians in providing educational opportunities for other parents/guardians
- Provide RSE School resources as recommended by the Department of Education and Science

G. Evaluation

A review of the programme will be carried out by the policy committee on the completion of its first year of operation. Any necessary amendments arising from this process will be implemented.

Any further reviews of the policy are the responsibility of the Board of Management.

Ratification by the Board of Management

Signed: _____

Chairperson

Signed: _____

Principal

Date: _____

Date: _____

Appendix A: Overview of content for Infant, First and Second Classes

	Infant Classes	First and Second Classes
Strands	Strand Units	Strand Units
Myself	<ul style="list-style-type: none"> <input type="checkbox"/> I am unique <i>Self esteem</i> <i>Developing and expressing self confidence</i> <input type="checkbox"/> My body <input type="checkbox"/> As I grow I change <input type="checkbox"/> New life <input type="checkbox"/> Keeping safe <input type="checkbox"/> Feelings and emotions <input type="checkbox"/> Making decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> I am unique <i>Self esteem</i> <i>Developing and expressing self confidence</i> <input type="checkbox"/> My body <input type="checkbox"/> As I grow I change <input type="checkbox"/> New life <input type="checkbox"/> Keeping safe <input type="checkbox"/> Feelings and emotions <input type="checkbox"/> Making decisions
Myself and Others	<ul style="list-style-type: none"> <input type="checkbox"/> Myself and my family <input type="checkbox"/> Myself and my friends <input type="checkbox"/> Special people in my life <input type="checkbox"/> Relating to others <i>Communicating</i> <i>Sharing and co-operating</i> <i>Resolving conflict</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Myself and my family <input type="checkbox"/> Myself and my friends <input type="checkbox"/> Special people in my life <input type="checkbox"/> Relating to others <i>Communicating</i> <i>Sharing and co-operating</i> <i>Resolving conflict</i>

Appendix B: Overview of content for Third to Sixth Classes

	Third and Fourth Classes	Fifth and Sixth Classes
Strands	Strand units	Strand units
Myself	<ul style="list-style-type: none"> <input type="checkbox"/> Accepting myself <i>Self-esteem</i> <i>Developing and expressing self- confidence</i> <input type="checkbox"/> Physical development <input type="checkbox"/> Growing and Changing <input type="checkbox"/> Birth and new life <input type="checkbox"/> Feelings and emotions <input type="checkbox"/> Personal hygiene <input type="checkbox"/> Personal Safety <i>Identifying and assessing risks</i> <i>Developing safety strategies</i> <input type="checkbox"/> Making decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepting myself <i>Self-esteem</i> <i>Developing and expressing self- confidence</i> <input type="checkbox"/> Physical development <input type="checkbox"/> Becoming an adult <input type="checkbox"/> Parenthood <input type="checkbox"/> Feelings and emotions <input type="checkbox"/> Personal Hygiene <input type="checkbox"/> Personal Safety <i>Identifying and assessing risks</i> <i>Developing Safety strategies</i> <input type="checkbox"/> Making decisions
Myself and Others	<ul style="list-style-type: none"> <input type="checkbox"/> Myself and Others <input type="checkbox"/> Roles and responsibilities in families <input type="checkbox"/> Friendships <input type="checkbox"/> Portrayal of sexuality and relationships <input type="checkbox"/> Roles of males and females in society <input type="checkbox"/> Relating to others <i>Communicating Sharing and co-operating</i> <i>Resolving conflict</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Changing relationships in families and friendships <input type="checkbox"/> Group affiliation and loyalty <input type="checkbox"/> Portrayal of sexuality and relationships <input type="checkbox"/> Roles of males and females in society <input type="checkbox"/> Relating to others <i>Communicating</i> <i>Sharing and co-operating</i> <i>Resolving conflict</i>