

Relationships & Sexuality Education (RSE) Policy



School Philosophy : St Oliver Plunkett's NS caters for pupils from Junior Infants to Sixth class. The school is a Catholic primary school. The ethos of the school is founded on Christian principles where tolerance and respect for others is paramount. Our Mission Statement is displayed in the school foyer. It is our intention that everyone feels valued and our pupils are encouraged to develop their full potential in a caring and supportive environment.

Development of Policy Consultations took place with staff, parents and Board of Management in the writing of this policy. Definition of SPHE Social, personal and health education (SPHE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him to create and maintain supportive relationships and become an active and responsible citizen in society. S.P.H.E. has moral and spiritual dimensions and will, therefore, be developed within the context of the ethos or characteristic spirit of the school. Issues examined will include relationships both at home and in school, building self esteem, developing communication skills, promoting decision making and the expression of feelings in an appropriate way. It also includes giving clear information on a variety of topics which include nutrition, alcohol, drugs, human growth and development, personal safety and social responsibility. Active participation in a wide range of activities is encouraged so that children will become increasingly responsible for their own learning and be able to apply what they have learned in a variety of situations in their own lives.

Definition of R.S.E. :At primary level, Relationships and Sexuality Education (R.S.E.) aims to help children learn, at home and in school, about their own development and about their friendships and relationships with others. This work will be based on developing a good self image, promoting respect for themselves and others and providing them with appropriate information. R.S.E. aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. Relationships and Sexuality Education is taught as part of the broader subject, Social, Personal and Health Education (S.P.H.E.). It fosters in children a respect for and an understanding of their own dignity and that of

others. S.P.H.E. contributes to developing the work of the school in promoting the health and well-being of all the children. This happens in the context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development.

Opportunities will be provided for children to learn basic personal and social skills which help to foster integrity, self-confidence and self-esteem whilst also nurturing sensitivity to the feelings and rights of others.

Relationship of R.S.E. to S.P.H.E. R.S.E. is an integral part of S.P.H.E. and will be taught in this context. It is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. As already stated above, at the primary level, R.S.E. aims to help children learn, at home and in school, about their own development and about their friendships and relationships with others. The school recognises that parents have primary responsibility in this area but that there is also a need for the school's involvement to support and complement the work of the home. SPHE is taught from Junior Infants to Sixth class and is formally timetabled. Current Provision Relationship Education is already an integral part of education in the school. Elements are already included in Religious Education, Physical Education and S.P.H.E. as illustrated:

Alive-O and the new religion programme Grow in Love takes fully into account the formation of relationships for children in today's world.

The Code of Discipline promotes positive relationships between pupils and fellow pupils and also between pupils and teachers.

The Stay Safe programme teaches personal safety skills and assists pupils in determining when a relationship may be invasive. It encourages children to seek appropriate adult assistance where necessary. It is taught from Junior Infants to Sixth class. Mutual respect and tolerance of others are promoted on an ongoing basis.

Through the Anti-Bullying Policy every effort is made to exclude bullying in any form, be it physical, verbal, gesture, extortion or exclusion. Everyone within the school is committed to ensuring a safe, caring environment which promotes personal growth and taught over the eight year primary cycle.

Other programmes in use are: Substance Abuse Prevention Drug Awareness, Walk Tall ,Be Safe Be Seen ,Supportive School Climate through assemblies ,School Rules, Busy Bodies (HSE programme) Accord talk for 6th class pupils and the promotion of positive self-esteem for all.

The RSE curriculum is spiral in nature. This involves revisiting key topics in a developmental manner at regular intervals. As it is a progressive programme it is taught over eight years from junior infants up to sixth class.

Aims

The aims of R.S.E. are: To enhance the personal development, self-esteem and well-being of the child to help the child to develop healthy friendships and relationships.

To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework.

To enable the child to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction.

To develop and promote in the child a sense of wonder and awe at the process of birth and new life.
To enable the child to be comfortable with the sexuality of himself and others while growing and developing.

Guidelines for the Management and Organisation of R.S.E. in our School Curriculum Matters,

The curriculum will be followed as laid down by the Department of Education and Skills(D.E.S.).
Topics relating to girls and boys must be handled with sensitivity and in an age appropriate way.
When the Accord facilitators visit in June, the class teachers are always present.

Organisational Matters

Children whose parents choose to withdraw them from the R.S.E. programme in relation to the sensitive lesson will be sent to the alternative class on the understanding that the parent is taking full responsibility for this aspect of education themselves.

However, as RSE is an obligatory requirement of the Department of Education and Skills, withdrawal should be discouraged. Parents with particular concerns should discuss these with the class teacher. Many lessons are not of a sensitive content. For those lessons that are of a sensitive nature parents will be informed in advance .If a child is withdrawn, the school cannot guarantee that other children will not inform the child in question of the content of the lesson from which the child was withdrawn or that the children will not refer incidentally in class to aspects of the lesson during subsequent days/weeks.

The teacher must be discreet in handling matters of a confidential nature. In the event of this occurring the teacher should try to curtail and defer the discussion to a more appropriate time and place. The teacher may also need to discuss the matter or seek the advice of the Designated Liaison Person (D.L.P.).

Teachers have the right to withdraw from the sexuality aspect of R.S.E. if they feel uncomfortable with it. Alternative arrangements will be made e.g. within the school or through an external agency e.g. Accord.

Language/Terminology The acquisition of appropriate language in RSE is crucially important to enable children to communicate confidently about themselves, their sexuality and their relationships. Not being familiar with the biological terms for the body can put children at a disadvantage. Therefore in teaching issues related to RSE the teachers will use the correct biological terms as outlined in RSE Resource Materials as follows:

Jnr. /Snr. Infants: The terms "penis" and "vagina" will be taught as the obvious physical difference between boy/girl.

1st/2nd "Penis" and "urethra" will be taught/revised in terms of passing urine. Teachers will teach that the baby is in the womb for nine months and may be breast or bottle fed.

3 rd/4th Menstruation and the development of the foetus will be taught and also the terms "umbilical cord" and "navel". Any discussion on how the baby got there cannot be answered by teacher.

5 th/6th Puberty, human reproduction and sexual intercourse in the context of a committed loving relationship will be taught using the language outlined in DES RSE Resource Materials for Sth/6th classes.

Dealing with Questions: Appropriate questions will be answered by the teacher or Accord facilitator in a sensible, sensitive and age appropriate manner. The child will be advised to discuss questions which are deemed to be outside the teacher's remit with his parents/guardians. The school recognises the primary role of parents as educators.

Teachers may exercise discretion to contact parents themselves if they feel a question is very inappropriate.

Pupils with Different Needs In line with our subject plan for SPHE, teachers will endeavour to adapt and modify activities and methodologies in the "Stay Safe Programme" to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary.

St Oliver Plunkett's NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

The implementation of a successful R.S.E. programme is the responsibility of the entire school community —Board of Management, parents, teachers and pupils. Full collaboration and good communication between home and school is essential in delivering a meaningful and worthwhile programme for the benefit of pupils and their families Each partner in the school community has individual and distinctive contributions to make regarding the formation, implementation, ongoing management and review of the programme.

Review and Development

The R.S.E. policy will be reviewed on a two year basis or beforehand if necessary.

Date: 25/02/2019

Chairperson: Shirley M. Naven

Principal: M. Murphy

25/2/2019

Lesson Content(Sensitive Issues)

Class	Lesson to be taught	Strand Unit	Resource	Language	Date	Send this home before teaching the lesson Home/Sch Link
Junior & Senior Infants	Theme 6 Caring for new life p137 Theme 7 My Body p147	Growing & Changing Taking Care of My Body	Senior Infant RSE Manual	Penis/Vagina (Omit vulva/uretha) (Naming parts of male and female body using appropriate anatomical terms)	Term 2 Term 2	Senior Infant RSE Manual link page145+156
First & Second Class	Theme 6 The Wonder of New Life p59+151 Theme 7 How My Body Works p67 When my body needs special care p161 Theme 8 Growing Means Changing p77+171	Growing & Changing Taking Care of My Body	First/Second Class RSE Manual	As above Introduce womb, breast, breast feeding, uretha (Naming as above and identify some of their functions)	Term 2 Term 2	Link page 65+160 +169 First/Second Class RSE Manual
Third & Fourth Class	Theme 6 The Wonder of New Life p69 Theme 6 from 4 th class programme. The Wonder of new life	Growing & Changing	Third & Fourth Class RSE Manual	Discuss the stages and sequence of development of human baby in womb. Umbilical cord (Any questions relating to how the baby got there cannot be answered by Teacher.	Term 2 Term 2	Link page Third & Fourth Class page 181 RSE Manual

Lesson Content(Sensitive Issues)

	p169 Theme 8 As I grow I change p93 (Theme 8 Growing & changing p195- Girls only in fourth class)			Girls in fourth class only every year, an introduction to body changes with a particular focus on Menstruation.		
Fifth & Sixth Class	Theme 6, My Body grows & changes p81 Theme 7 The wonder of new life p93 Theme 8 Caring for new life p103 Theme 2 Different kinds of love p141	Growing & Changing Taking Care of My Body Growing & Changing	Fifth & Sixth Class RSE Manual	*Changes that occur in boys and girls at onset of puberty. *Reproductive system of male/female adults. *Understand sexual intercourse, conception and birth within context of committed relationship.	Term 2 Term 2	Link page p92+101+112+149 From 5 th & 6 th Parents of 4 th -6 th Period letter Busy body booklets

- Junior Infant, Theme 7, pg 73/74, omit word womb



Scoil Oilibhéir Naofa



Scoil Oilibhéir Naofa
Baile an Ridire
Baile Brigín
Co. Átha Cliath

St. Oliver Plunkett's N.S.
Balrothery
Balbriggan
Co. Dublin

Dear Parents/Guardians,

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'. We will be completing these Strand Units with all class levels in the forthcoming weeks.

The sensitive content relevant to your child is as follows:

Please search RSE lessons online for more information.

If you wish to withdraw your child from the sensitive lessons please contact the principal.

Regards,



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