

Clogheen KerryPike N.S



Whole school Policy

Relationships & Sexuality Education (RSE)

2023

POLICY DOCUMENT ON RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)

School Details:

In line with Department of Education and Science guidelines, students at Clogheen/ KerryPike have available to them a programme of Relationships and Sexuality Education. This programme is an integral part of the Social, Personal and Health Education (SPHE) curriculum.

Introductory Statement:

All schools are required to have an RSE policy to detail how RSE is taught in the school including the sensitive aspects. The policy was developed to inform teachers and parents as to what material is covered in the RSE within SPHE both formally and informally. The first RSE policy was first developed in 2005 with a committee.

RSE is a programme which promotes the development of responsible attitudes, values and beliefs about relationships, sexual identity, and intimacy.

School Philosophy:

The programme reflects and contributes to the objectives of the school, namely to promote the physical, mental, spiritual, social, and moral development of each child. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community.

Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

Definition of RSE:

RSE is an integral part of SPHE and will be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through process which will enable children to form values and establish behaviours within a moral, spiritual and social framework. It addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

Relationship of RSE to SPHE:

Social, personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills, which for pupils to learn basic personal and social skills, which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings of others

The aims of the RSE programme are:

- To enhance the personal development, self-esteem and wellbeing of each child
- To support the child in developing healthy friendships and relationships
- To foster an understanding of, and a healthy attitude towards, human love, relationships, sexuality, puberty and reproduction, in a moral, spiritual and social context
- To 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 his/her own sexuality and the sexuality of others, while growing and developing. This reflects the ethos of Clogheen/ KerryPike N.S
- To equip the child to deal adequately with the transition to post-primary schooling, in particular his/her social adaptation in the new setting

Broad Objectives:

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making

Current provision included in the curriculum:

- Social, Personal and Health Education lessons
- Use of RSE Manuals
- Stay Safe programme
- Busy Bodies resources from 5th and 6th classes
- Busy bodies Workbook as developed by the PDST only to be used by...
- Walk Tall Programme
- Religious Education

Policies which support RSE:

- Child Safeguarding Statement & Risk Assessment
- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- Acceptable Use Policy
- Healthy Eating Policy

Guidelines for the Management and organisation of RSE in our school:

- The SPHE curriculum will underpin all teaching and learning of RSE in Clogheen KerryPike NS. The SPHE curriculum 1999 is allocated 30 minutes of discrete teaching time by the Department of Education. Teachers can use their professional discernment if extra time is required, this can be taken discretionary time.
- Teachers are encouraged to use an integrated approach for the delivery of SPHE. All resources used will be in keeping with this RSE policy.
- Curriculum Content –The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.
- 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.
- The approach in school is child-centred and will always take the age and stage of development of the children into account. Appropriate vocabulary relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. The use of slang words will be discouraged.
- All content objectives will be covered by the time the children leave 6th class.
- Questions arising from lessons content will be answered in an age-appropriate manner. The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class. 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 question is very inappropriate.
- It is our policy not to answer personal questions and to discourage disclosure of personal or family information.
- The lessons involving ‘sensitive issues’ will be taught in May. Parents will be informed one week in advance of the lessons. A guest speaker may be brought in for more sensitive issues for 5th and 6th classes.
- Special consideration will be given to the children in Cara 1 and 2.

Pupil Voice:

- In our school the voice of our pupils is acknowledged, valued and respected.

Teaching Methodologies/Approaches:

- Integration with other curricular areas, SPHE, SESE, Art, Religion and Drama.
- Direct Teaching for the discrete, sensitive areas of the programme.
- Discussion, group work, role play, circle time, video education.
- The age and development of the pupils are considered and arrangements made as necessary.

Themes

Junior Infants	Senior Infants
All about me My friends My family My feelings and emotions Keeping safe Wonders of new life How to keep my body healthy	Look what I can do These are my friends This is my family I can be safe Other people have feelings too Caring for new life My body I grow and I change Making Decisions
1 st Class	2 nd Class
Things I like to do My friends My family Keeping safe Showing our feelings The wonder of new life How my body works Growing means changing Decisions and their consequences	Other People are Special Being Friends My Family Keeping Safe Coping with Our Feelings The Wonder of New Life When My Body Needs Special Care Growing and Changing Personal Decisions
3 rd class	4 th class
Special Gifts Sometimes friends fight. My family Keeping Safe	Myself and others Bullying behaviour My family Reasons for rules

Expressing Feelings Preparing for new life Our senses As I grow, I change Making decisions	Feelings and emotions The Wonder of New Life Being clean- keeping healthy Growing and changing Problem solving
5 th class	6 th class
The person I am Different kinds of friends My family Keeping safe Feelings and emotions My body grows/changes The wonder of new life Caring for new life Making healthy decisions	Me and My Aspirations Different Kinds Of Love Families Keeping Safe And Healthy Feelings and Emotions Growing And Changing A Baby Is A Miracle Relationships And New Life Choices and Decision – Making

Resources:

The school will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal, within the normal budgetary framework and as general school resources allow.

- ✓ RSE Interim Curriculum Guidelines for Primary Schools (NCCA).
- ✓ Relationship and Sexuality Education. Department of Education and Skills.
- ✓ PDST Health and Wellbeing RSE
- ✓ Walk Tall programme
- ✓ Stay Safe programme
- ✓ Busy Bodies booklet/videos/ workbook PDST

Resources

Junior Infants

Senior Infants

<ul style="list-style-type: none"> ★ <i>Resource Materials for Relationships and Sexuality Education Junior Infants</i> ★ <i>Walk Tall Junior Infants</i> ★ <i>Stay Safe Programme</i> ★ <i>Anatomical dolls</i> 	<ul style="list-style-type: none"> ★ <i>Resource Materials for Relationships and Sexuality Education Senior Infants</i> ★ <i>Walk Tall Senior Infants</i> ★ <i>Stay Safe Programme</i> ★ <i>Anatomical dolls</i> ★
1st Class	2nd Class
<p>Resources</p> <ul style="list-style-type: none"> ★ <i>Resource Materials for Relationships and Sexuality Education 1st & 2nd Class</i> ★ <i>Walk Tall 1st/2nd Class</i> ★ <i>Stay Safe Programme</i> ★ Question box 	<ul style="list-style-type: none"> ★ Resources ★ Resource Materials for Relationships and Sexuality Education 1st & 2nd Class ★ Walk Tall 1st/2nd Class ★ Stay Safe Programme ★ Question box ★ Supplementary Resources ★ Making the 'Big Talk' many small talks, 4-7 year olds (HSE) ★ PDST resources ★ Twinkl Resources
3rd class	4th class
<ul style="list-style-type: none"> ★ Resource Materials for Relationships and Sexuality ★ Walk Talk 3rd/4th class ★ Stay Safe programme ★ Busy Bodies ★ PdST Health and Well Being ★ Question box 	<ul style="list-style-type: none"> ★ Resource materials for relationships and sexuality education 3rd + 4th class ★ Walk Tall 3rd/4th ★ Stay safe programme ★ PDST accompanying resources ★ Busy Bodies Programme (HSE) ★ Question box
5th class	6th class
<ul style="list-style-type: none"> ★ Resources ★ Resource Materials for Relationships and Sexuality Education 5th & 6th class ★ Walk Tall 5th/6th ★ Stay Safe Programme ★ Question box ★ Supplementary Resources ★ Busy Bodies Programme (HSE) ★ Busy Bodies workbook (HSE, PDST) ★ Making the 'Big Talk' many small talks, 8-12-year olds (HSE) ★ Tom's Flower Power ★ PDST resources ★ Twinkl Resources 	<ul style="list-style-type: none"> ★ Resources ★ Resource Materials for Relationships and Sexuality Education 5th & 6th class ★ Walk Tall 5th/6th ★ Stay Safe Programme ★ Question box ★ Supplementary Resources ★ Busy Bodies Programme (HSE) ★ Busy Bodies workbook (HSE, PDST) ★ Making the 'Big Talk' many small talks, 8-12-year olds (HSE) ★ Tom's Flower Power ★ PDST resources ★ Twinkl Resources

Parental Involvement:

Parents/Guardians have the primary responsibility for educating their children in sexual matters. The School's RSE programme only acts as a support to parents. A whole school email will be sent out in term three to inform parents that the sensitive lessons will be taught during the term.

Home School Links:

Junior Infants	Senior Infants
<ul style="list-style-type: none">• Talking to your child about relationships, sexuality and growing up (HSE)• Stay Safe Information letter• Stay Safe home links sheets• Information notes from school	<ul style="list-style-type: none">• Talking to your child about relationships, sexuality and growing up (HSE)• Stay Safe Information letter• Stay Safe home links sheets• Information notes from school
1 st Class	2 nd Class
<ul style="list-style-type: none">• Talking to your child about relationships, sexuality and growing up (HSE)• Stay Safe Information letter for parents• Stay Safe home links sheets for rang 1• Information notes from school	<ul style="list-style-type: none">• Talking to your child about relationships, sexuality and growing up (HSE)• Stay Safe Information letter• Stay Safe home links sheets• Information notes from school
3 rd class	4 th class
<ul style="list-style-type: none">• Talking to your child about relationships, sexuality and growing up (HSE)• Busy Bodies Booklet Information (HSE)• Stay Safe Information letter for parents• Stay Safe home school links sheets.	<ul style="list-style-type: none">• Talking to your child about relationships, sexuality and growing up (HSE)• Going Forward Together booklet (Link to PDF)• Busy Bodies Information booklet (HSE)• Stay Safe Information letter• Information notes from school

5 th class	6 th class
<ul style="list-style-type: none"> Talking to your child about relationships, sexuality and growing up (HSE) Going Forward Together booklet (Link to PDF) Busy Bodies Information booklet (HSE) to be given out/sent home at parent/teacher meeting. Stay Safe Information letter Information notes from school 	<ul style="list-style-type: none"> Talking to your child about relationships, sexuality and growing up (HSE) Going Forward Together booklet (Link to PDF) Busy Bodies Information booklet (HSE) Stay Safe Information letter Information notes from school

Specific Vocabulary:

Junior Infants	Senior Infants
Penis Vulva/Vagina Womb Breast	*All vocabulary from previous classes to be revised Penis Vulva/Vagina Womb Breast
1 st Class	2 nd Class
*All vocabulary from previous classes to be revised <ul style="list-style-type: none"> 1st class: urine passes through the penis in boys and the urethra in girls. Baby is in womb for 9 months and may be breast or bottle-fed 	*All vocabulary from previous classes to be revised Penis Vulva Vagina Womb Breastfeeding Urethra
3 rd class	4 th class
<ul style="list-style-type: none"> All vocabulary from previous classes to be revised. Umbilical cord Changes in puberty Menstruation 	*All vocabulary from previous classes to be revised Umbilical cord Puberty Menstruation Developing foetus navel
5 th class	6 th class
Growth spurt” “menstruation” “development of breasts” “male and female reproductive organs”	Growth spurt” “menstruation” “development of breasts” “male and female reproductive organs”

<p>“ovaries” “fallopian tubes” “sperm production” “erection” “semen” “wet dreams” “conception” “umbilical cord” “puberty”, “human reproduction” and “sexual intercourse” in the context of a loving family. “pregnancy” Development of baby in womb Contractions Birth of baby “sexual intercourse” intercourse”</p> <p>*All vocabulary from previous classes to be revised</p>	<p>“ovaries” “fallopian tubes” “sperm production” “erection” “semen” “wet dreams” “conception” “umbilical cord” “puberty”, “human reproduction” and “sexual intercourse” in the context of a loving family. “pregnancy” Development of baby in womb Contractions Birth of baby “sexual intercourse” intercourse”</p> <p>*All vocabulary from previous classes to be revised</p>
---	---

Assessment:

Junior Infants	Senior Infants
<ul style="list-style-type: none"> • Teacher Observation • Self-assessment • Worksheets • Home/school worksheets where applicable 	<ul style="list-style-type: none"> • Teacher Observation • Self-assessment • Worksheets • Home/school worksheets where applicable
1 st Class	2 nd Class
<ul style="list-style-type: none"> • Teacher observation • Worksheets • Self-Assessment • Teacher Observation • Home/school worksheets where applicable 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Self-Assessment • Teacher Observation • Home/school worksheets where applicable
3 rd class	4 th class
<ul style="list-style-type: none"> • Teacher observation • Worksheets • Home/school worksheets • Self –assessment 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Home/school worksheets where applicable
5 th class	6 th class
<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Home/school worksheets where applicable 	<ul style="list-style-type: none"> • Teacher Observation • Worksheets • Home/school worksheets where applicable

--	--

RSE Policy appendix for Pupils in a Special Class Setting

(Cara 1 and Cara 2)

Regarding the implementation of RSE and other programmes in a special class setting, the student's stage of development and maturity will be of prime consideration and students will be introduced to these topics in a manner that is appropriate and meaningful to them.

An appropriate programme will be chosen and delivered with an individual child or group within a special class setting. In order to choose and deliver this programme, the schools RSE policy documentation and chosen RSE programme/s will be referred to and used. The delivery and content included in such programmes will be differentiated in order for the children to effectively engage with the learning and content.

Differentiation strategies will include:

- the use of social stories related to various content on topics
- one-to-one teaching and re-teaching with children if needed
- the use of visuals when exploring content and topics
- the use of role-play strategies when exploring various topics
- group work and circle time activities
- use of differentiated worksheets and tasks

The potential decision regarding children engaging with the RSE programme and other SPHE programmes during mainstream integration, will be determined by the special class teacher. The teacher will make their decision (including parental consultation if necessary) based on their professional judgement/ opinion whether the child is emotionally ready to engage with sensitive topics in a mainstream class environment.

SPHE programmes will be included in each student's individualised program and in consultation with each student's parent or guardian. The individual goals will depend on the needs of each student.

Regular communication between special class teachers, class teachers and school management will take place regarding the implementation and of the RSE programme to ensure that best practice is used in the implementation of the programme.

Confidentiality:

It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Principal. The Principal will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

The following is also school policy:

- a) teachers must not promise absolute confidentiality;
- b) pupils must be made aware that any incident may be conveyed to the Principal and possibly to parents if the Principal decides that it is in the best interests of the pupil to notify parents;
- c) teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- d) teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

The Child Protection Guidelines for Post Primary schools state in 4.1.1. and 4.2.1.

4.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.

4.2.1 If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

Review:

We are committed to monitoring and evaluating the effectiveness of this programme.

We will review this policy in September 2025. This policy may also be reviewed at an earlier time should the need arise.

This plan was reviewed and ratified by the Board of Management on 27/03/2023

_____ Chairperson of the Board of Management
John Horgan

_____ Principal
Gerard Hartnett

Date: _____