

Clogheen KerryPike N.S



Whole school Policy

Relationships & Sexuality Education

(RSE)

2023

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

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.

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

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

<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>
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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

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.