

Relationships & Sexuality Education Policy

Scoil Náisiunta Cill Richill
Kilrickle N.S.
Roll No: 16293H



Introductory Statement

The school has a responsibility to put in place an R.S.E. policy as part of the Social, Personal and Health Education subject of the curriculum.

Rationale

The need for this policy arises from our schools obligation to provide for all the needs of the student body and respond appropriately to sensitive and emotive issues relating to emerging sexuality.

This policy statement is an approved approach to the teaching of RSE in Kilrickle N.S. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE.

Aims

- To help young people develop healthy friendships and relationships. - To promote a healthy attitude to sexuality and to relationships. - To enhance the personal development, self-esteem and well-being of the child.
- 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 oneself and others while growing and developing.

Relationship to School Ethos

Kilrickle N.S. will endeavour to communicate the Christian vision of human life and, in keeping with the Catholic ethos of our school; the R.S.E. programme will be developed and taught to reflect the teachings of the Catholic Church. We also recognise R.S.E. must be made available to all children and we will endeavour to provide the appropriate education of same.

The school ethos affirms and supports close links between school and home. Parents also have the right to withhold their children from participating in R.S.E classes. (Parents express this wish in writing to the school).

Definition of R.S.E.

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.

Relationship of R.S.E. to S.P.H.E.

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

School Provision

Strand Units

Myself Self Identity, Taking Care of My Body, Growing & Changing, Safety and Protection.

Myself and Others Myself and My Family, Friends & Relating to Other People.

Taking Care of My Body Naming parts of the male and female body use in appropriate terminology. (Junior and Lower Middle classes)

Identifying physical changes - Understanding puberty and the reproductive system - (Senior Classes)

Growing and Changing The stages of development of a baby from conception to birth. (3rd & 4th Classes)

Understanding sexual relations within the context of a committed loving relationship. (Senior Classes).

Curriculum Content

The curriculum by NCCA will be followed as published, and will be taught in Infants to 6th class.

Overview of content

Strand	Infant Classes	1 st and 2 nd Classes
	Strand Units	Strand Units
Myself	I am unique My Body As I grow I change New Life Feeling Safe Feelings and emotions Making decisions	I am unique My Body As I grow I change New Life Feeling Safe Feelings and emotions Making decisions
Myself and others	Myself and my family Myself and my friends Special people in my life Relating to others	Myself and my family Myself and my friends Other people Relating to others

Strand	3 rd and 4 th Classes	5 th and 6 th Classes
	Strand Units	Strand Units
Myself	Accepting myself Physical development Growing and changing Birth and new life Feelings and emotions Personal Hygiene Personal Safety Making decisions	Accepting myself Physical development Becoming an adult Parenthood Feelings and emotions Personal Hygiene Personal Safety Making decisions
Myself and others	Roles and responsibilities in families Portrayal of sexuality and relationships Roles of males and females in society Relating to others	Changing relationships in families and friendships Group affiliation and loyalty Portrayal of sexuality and relationships Sexual stereotypes Relating to others

Methodology

- Kilrickle N.S. is a co-educational school with multi-level classrooms.
- Boys and girls are taught together in all classes. Senior pupils are treated in a mature way and are encouraged to discuss issues that arise with their parents.
- Boys and girls will be separated however when conducting a sensitive questions and answers session from both genders. Gwyneth Lusted and Seán Kelly will conduct this type session with the girls and boys respectively.
- Should information in certain RSE lessons be inappropriate for younger age groups, they will be withdrawn and accommodated in another classroom.

The Stay Safe Programme.

The Stay Safe programme is taught every year. Aspects of the programme such as bullying are revised in all classes.

Management & Organisational Matters of the R.S.E. programme:

- Relationships and Sexuality Education is an on-going process throughout life. A child's first experience of love, of intimacy and of relationships takes place in the family.

- Parents and the family are acknowledged as the primary educators of their children. We work in a supportive role with the parents of our school, by complementing their role with a school based programme in RSE
- The programme is taught within the ethos of the school and contemporary issues/topics are dealt with by the teacher at a level appropriate to the age and stage of development of pupils within a moral and spiritual framework.
- All the content objectives of the RSE Programme will be covered by the time children leave sixth class.
- Parents will be informed by letter two weeks prior to the teaching of sensitive issues. This will allow time for parents to discuss topics with the child, meet the teacher if required and/or follow the appropriate procedure for opting out of the RSE programme.
- A parent's right to withdraw a pupil from the sensitive issues process will be honoured on the understanding that the parent(s) is taking full responsibility for this aspect of education themselves.
- Parents are obliged to inform the school in writing of their decision to withdraw the child from the sensitive issues classes.
- Curriculum books and resource materials are available in the school and parents are welcome to borrow them if desired.
- The teachers' right to opt out will be honoured which will not affect the teaching of the subject as provision will be made for RSE to be taught by a colleague or arrangements regarding the programme will be made by the Board of Managements and Parents will be notified of any decisions made.
- With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom.

Dealing with Questions:

- All questions answered will reflect the parameters of the curriculum. Certain topics will not be discussed i.e. abortion, masturbation and contraception.
- Kilrickle N.S's response to question of homophobia will be as follows, 'The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.'
- To give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.
- Homophobic insults should be treated in exactly the same way as racist or other insults – the teacher can calmly explain to the child that such insults are hurtful to the other person and are not acceptable.
- Questions to the teacher may be written or oral within the group setting and answered within the boundaries of the curriculum and policy. Any questions asked by the children that are judged to be inappropriate, the teacher will refer the child to their parents.
- The school cannot guarantee confidentiality if a child asks a question of a personal nature to them or discloses personal information.

Provision for On-going Support, Development & Review

- Where necessary or if opportunities arise, the Board of Management may be requested to fund/support:

In – career development for teachers

Training for parents organised by the Parents Association

Privacy

Everyone has a right to privacy. Teachers will not answer personal questions about themselves nor require a child to give information of a personal nature which they do not wish to share.

Child Protection

The school follows the D.E.S. child protection guidelines and has a Child Protection policy with the Principal as Designated Liaison Person. In cases of disclosure; the D.L.P. will follow the procedures as set out in Children First.

Teacher Choice/Staff Development

The teacher's right to choose is enshrined in the policy and teachers may wish not to teach specific aspects of the programme or require additional resources. In this case team teaching will apply whereby teachers will swap classes for specific lessons to cover the content as outlined by the class teacher. A suitable speaker may also be employed by the B.O.M. The teacher may need to plan the specific material to be covered and should be present during the talk.

The staff will be encouraged to engage in training in:

- The Child House Prevention Programme (Stay Safe)
- Relationships and Sexuality Programme (RSE)
- Walk Tall Programme (SMPP).

This will be funded by the Board of management.

Evaluation

- Teachers ensuring all strands are covered.
- Teacher observation.
- Inventory of what needs to be changed.
- Teacher designed tasks and tests and self-evaluation.
- Community/Parental feedback.

Roles and Responsibilities

The whole school community of B.O.M., staff, pupils and parents play a key role in the formulation and implementation of the plan.



Signed: _____

Chairperson of Board of Management

Date: 28th September 2022



Signed: _____

Principal/Secretary to the Board of Management

Date: 28th September 2022