



# Relationships and Sexuality Education Policy

*Review 2019/2020*

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## **1. Introduction**

This policy is written in accordance with the school mission statement.

Scoil Mochaomhóg Naofa is a co-educational Roman Catholic, primary school, under the Patronage of the Archbishop of Cashel and Emly, which strives to provide a disciplined, caring, happy and secure atmosphere where the academic, spiritual, physical, social, moral and cultural needs of the pupils are identified and addressed to the best of the ability of the teaching and ancillary staff of the school.

## **2. Rationale**

Education at Scoil Mochaomhóg Naofa is characterised by care for the individual. The child's many needs are met in a well-structured environment where she/he can live fully the life of a child. While nourishing the child's young life, we hope to provide her/him with a solid foundation for future growth and development in a Christian tradition. The environment is such that the child is encouraged and stimulated to be confident, appreciative, independent and creative. The Relationships and Sexuality (RSE) programme will be implemented within this framework. The first RSE policy was developed in 2007 with a committee, was revised in 2012 and 2017 and again most recently in 2020.

## **3. Definition of RSE**

Relationships and Sexuality Education is an integral part of SPHE 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. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

#### **4. RSE in the context of our SPHE programme**

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

SPHE:

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off input or lessons
- Is a shared responsibility between family, school, health professionals and the community
- RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situations
- Is spiral in nature. RSE is revisited at different stages throughout the child's time in school, which will provide opportunities to consolidate and build on previous learning. This allows for issues and topics to be explored and treated in a manner appropriate to the children's needs, abilities and levels of maturity
- Engages children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self-esteem and wellbeing through;

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence.

The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher guidelines, p25). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

Current provision included in the School Curriculum is :

- SPHE lessons (provided through discrete curricular time and integration)
- Use of the RSE Manuals and Busy Bodies resources
- Stay Safe Programme
- Walk Tall Programme
- Webwise resources
- All Together Now – Homophobic and Transphobic bullying lessons
- RESPECT Guidelines (suggested approaches to teaching about different families)
- Adapted resources for SEN from [www.pdst.ie](http://www.pdst.ie)
- Religious Education.

## **5. Aims of our RSE programme**

- To enhance the personal development, self-esteem and well-being of each child.
- To help children 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 older 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.

## **6. Broad Objectives of the RSE programme**

The RSE programme should enable the child:

- To acquire and develop knowledge and understanding of self.
- To develop a positive sense of self-awareness, self-esteem and self-worth.
- To develop an appreciation of the dignity, uniqueness and well-being of others.
- To understand the nature, growth and development of relationships within families, in friendships and in wider contexts.
- To develop an awareness of differing family patterns
- To come to value family life and appreciate the responsibilities of parenthood.
- To develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- To become aware of the variety of ways in which individuals grow and change, and to understand that their developing sexuality is an important aspect of self-identity.
- To develop personal skills which will help them to establish and sustain healthy personal relationships.

- To develop some coping strategies to protect themselves and others from various forms of abuse.
- To acquire and improve skills of communication and social interaction.
- To acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.
- To develop in the child a critical understanding of external influences on lifestyles and decision making.

#### **7. Policies which support SPHE/RSE:**

- Child Safeguarding Statement
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy

#### **8. Guidelines for the management and organisation of RSE in Scoil Mochaomhóg Naofa:**

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 utilise the RSE manuals to complement their teaching.

#### **Management of RSE**

- The strands Growing and Changing, and Taking Care of my Body are covered in Year Two of a 2 year SPHE plan
- The sensitive lessons are covered as part of these broad topics (as outlined below)
- Special arrangements may exist for the delivery of the sensitive elements from 5th class up (Guest Speaker).

- Special consideration will be taken to ensure that the needs of children with SEN are met
- Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues.

## 9. Parental Involvement

- Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment
- Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level.
- The letter will be issued in advance, **giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children.** It also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE
- Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing
- Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons notice should be given in writing stating their reasons for doing so and this will be centrally filed
- If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear in the yard.

## 10. Organisation and Curriculum Planning

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6th class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

### Myself

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliments the aims and objectives of RSE

- Friendship
- Self-identity
- Family
- Self-esteem
- Growing up.

2) The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in bold.

Topics covered up to 2<sup>nd</sup> include:

- Keeping safe
- **Bodily changes from birth (birth-9)**
- Making age-appropriate choices
- Appreciating the variety of family types and the variety of family life that exists in our school and community
- Recognising and expressing feelings
- Self-care, hygiene, diet, exercise and sleep
- Expressing opinions and listening to others
- **Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)**
- **Naming the parts of the male/ female body using appropriate anatomical terms and identifying some of their functions (1<sup>st</sup>/2<sup>nd</sup>).**

Topics from 3<sup>rd</sup> to 6<sup>th</sup> include:

- Bodily changes
- Healthy eating, personal hygiene and exercise
- Keeping safe
- Expressing feelings
- Appreciating the variety of family types within our school and community and how these family relationships shape us
- Making healthy and responsible decisions
- Forming friendships
- **Discuss the stages and sequence of development of the human baby in the womb(3<sup>rd</sup>, 4<sup>th</sup> class)**
- **Introduction to puberty and changes (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> class)**
- **Changes that occur in boys and girls with the onset of puberty ( 5<sup>th</sup> and 6<sup>th</sup> Class)**
- **Reproductive system of male/female adults (5<sup>th</sup> and 6<sup>th</sup> class)**
- **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5<sup>th</sup>, 6<sup>th</sup> class).**

Sensitive content is taught as per a 2 year SPHE plan and will be taught in Year 2. Here is the plan from our SPHE policy.

<b>Month</b>	<b>Year 1</b>	<b>Year 2</b>
<b>September/October</b>	Self-identity(Myself)	Myself and my family(Myself and others)
<b>November/December</b>	My friends and other people (Myself and others)	Relating to others(Myself and others)
<b>January/February</b>	Safety and protection(Myself)	Growing and changing(Myself)
<b>March/April</b>	Making decisions*(Myself)	Taking care of my body(Myself)
<b>May/June</b>	Media education(Myself and the wider world)	Developing citizenship(Myself and the wider world)

## **11. Approaches and Methodologies**

When implementing the programme, staff at Scoil Mochaomhog Naofa will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
  
- a guest speaker may be used in some classes (parents are made aware of the content in advance and a Parents Information talk will also be held)

### **12. Resources**

- A copy of Busy Bodies may be distributed to parents in advance to support the implementation of the sensitive objectives in class
- RSE Books
- Stay Safe programme
- Walk Tall Programme
- Anatomically correct dolls (can be purchased on Amazon)
- Story books
- Talking to Your Young Child about Relationships, Sexuality and Growing Up (HSE Booklet)
- Tom's Power Flower (HSE Booklet)
- The Healthy Bodies Toolkit
- Respect Guidelines
- INTO Different Families, Same Love Poster

### **13. Differentiation**

Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in any given task, posing key questions to guide students through the different stages/processes, and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible everyday materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching

- group work and discussion
- higher and lower order questioning in groups
- moderated whole class discussions through use of a Question Box.

### **14. Pupils with Special Educational Needs**

Adaptations to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work
- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

## **15. Language**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons

### **Appropriate vocabulary in formal teaching**

- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. The use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books

## **16. Questions**

### **We use some simple principles when fostering discussion and questioning**

- No personal questions of the teacher
- The Question Box will be availed of by the children
- The teacher will be mindful of their reaction to any questions

- Questions do not have to be answered straight away

### **Sample responses;**

- I'll do my best to answer your questions but I may not be able to answer all of them
- That's something you'll learn about as you get older
- Is that something you could talk to your parents / guardians / family about?
- We agreed in our contract that we wouldn't ask anyone personal questions
- Somebody asked a question and the language that was used was slang language, what they meant to ask was....

For older children a 'question box' may be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

### **Question Box**

During the delivery of each section of the sensitive lessons– children may be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following;

- Questions arising from lesson 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 or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with the teacher after the lessons.

*If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school.*

## **17. Assessment**

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log.

## **18. Confidentiality**

Where there is disclosure by a child of abuse, or a teacher has any concerns about a child, the school authorities will follow our Child Protection Policy. The Principal is our Designated Liaison Person.

## **19. Ongoing support, development and review**

The Board of Management of Scoil Mochoamhóg Naofa supports the implementation of the RSE programme. We recognise that our school has a supportive role to that of the home and we have a commitment to ensuring that:

- Our teachers have access to in-career development opportunities.
- Relevant teaching materials are provided.
- Staff meetings utilised as a platform for discussion and development of RSE materials.
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie)

## **20. Ratification and Review**

This Relationship and Sexuality Education policy was presented to parents in May 2017 and was ratified by the Board of Management of Scoil Mochaomhóg Naofa in May 2017. It was reviewed again in May 2020 and was ratified by the Board of Management of Scoil Mochaomhog Naofa on 18 June 2020

Signed: \_\_\_\_\_ (Chairperson BOM) Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

The plan will be implemented by the teachers and SNAs supported by the Board of Management from September 2020

### **Review: 2023**

It will be reviewed every 3 years.