

Draft RSE Policy

Ballyoughter National School



ROLL NUMBER: 10780L

	Date
Staff Consultation	
Parental Consultation	
Ratified by BoM	

Signed: _____
Chairperson, BoM
Date: _____

Relationships and Sexuality Education (RSE) Policy Statement February 2019

To be enacted after consultation between Staff, Parent Representatives,
Principal and Board of Management.

In this policy document all references to gender are taken to be inclusive and the term “parent” is taken to include “guardian”.

School

Ballyoughter National School is a Roman Catholic school. It is a two teacher, mixed gender school. The children are taught in multi-grade classes with four classes in each room. The ethos of our school is Roman Catholic and the values we cherish are in line with our ethos. Our key values are Kindness, Happiness, Love of Learning, Creativity, Respect and Inclusivity.

Philosophy

1. We aim to foster relationships, the love of God and the love of every human being. The school seeks to communicate the Christian vision of human life and human relationships.
2. In catholic education we value tolerance and inclusion. The school welcomes pupils of other traditions, faiths and none seeing diversity as offering opportunities for deeper understanding among people holding diverse convictions.
3. A spirit of mutual respect is fostered within the school community. Pupils are drawn by example and teaching to respect themselves and to respect others.
4. Parents have the primary role in the social personal health education of their children, so their support and involvement will be encouraged as much as possible.

Definition of Relationships and Sexuality Education

R.S.E. 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. (p. 5 NCCA curriculum and guidelines for RSE). RSE is the formal approach to educating children in:

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Relationships with others – parents, siblings, friends and the community in general

Respect for themselves and others

Physical development – bodily functions and changes, and personal hygiene

Emotional development – maturing in society

Parenting, personal and social skills and relationships

Sexuality in context – part of a loving relationship.

Relationship of RSE to SPHE

RSE is an integral part of Social, Personal and Health Education and must be taught in this context. SPHE and RSE will be taught throughout the school from infants to sixth class in a spiral curriculum and will be formally timetabled. RSE is also offered informally to pupils through a caring and supportive school atmosphere. It is fostered in positive relationships between home, school and community.

Guidelines for the Management and Organization of RSE in our School

The Curriculum by the 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 and the school RSE policy.

SPHE is planned on a two-year cycle and this is outlined in appendix one. The sensitive lessons are taught in line with this two-year plan. The sensitive lessons are outlined in appendix two.

Due to the multi-grade nature of our school some special arrangements need to be put in place to ensure children are only being taught the lessons which are appropriate to their class level. This will be ensured through the following arrangements:

- All of the junior classes will be taught the sensitive lessons for Junior and Senior infants together. First and Second can remain in the classroom and partake in the lessons as a revision topic.
- The sensitive lessons for First and Second class will only be taught after 1.40 pm then the infants have gone home.
- All of the senior room can remain in the classroom for the sensitive lessons for Third class, they may partake in the lesson as a revision of this topic if deemed appropriate by the class teacher or they may be set alternative tasks to complete independently.
- The children from 4th, 5th and 6th class can remain in the classroom for the sensitive lessons for 4th class, they may partake in the lesson as a revision of this topic if deemed appropriate by the class teacher or they may be set

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alternative tasks to complete independently. These lessons will take place after 1.40 pm and the third class will join the 1st and 2nd classes in their room for the duration of these lessons.

- In order to ensure that the children in 5th and 6th class receive adequate time to explore the content of their sensitive lessons which have the most content of all of the class levels, we will bring in professional educators from Accord or other provider to deliver these parts of the curriculum to 5th and 6th class. These lessons will be delivered to 5th and 6th class only. In line with circular 0042/2018 a teacher will remain with the children at all times during the delivery of these lessons. This will be facilitated through the deployment of the SET teacher (when available) to teach third and fourth class while these lessons are taking place or through using a principal release day to engage a substitute teacher to teach third and fourth class while class the teacher is with 5th and 6th class. Parents will be notified in advance that Accord/other approved person will be teaching these lessons, their consent will be sought and an outline of the material to be covered will be provided to parents.
- A revision lesson providing a re-cap on what Accord have covered will be taught by The SET teacher or class teacher to the 5th and 6th class pupils.
- If a SET teacher is not available to assist with the management of RSE lessons, the lessons will be taught after 1.40pm and the Senior class teacher will teach the sensitive lesson to the class in question and the remaining classes will be supervised in the junior room.
- Special consideration will be taken to ensure the needs of children with Special Education Needs are met. Taking into account the pupil's social, emotional development instruction will be based on individual needs where possible and working in consultation with the student's parents. The SET teacher will play a role in this delivery

Parental Involvement

- Parents will be informed that the school fully implements the RSE strands of the SPHE curriculum including all sensitive aspects. Parents will be informed in advance of the sensitive lessons with a letter relevant to what will be taught at their child's class level.
- The letter will be issued in advance giving the parents an opportunity to meet with the relevant class teachers if they so wish to discuss or clarify what is covered and also providing parents with an opportunity to prepare their children.
- The letter will explain where the parents can access the curriculum online, so they can become informed of the programme content.
- The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

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- Following discussion with the principal and class teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so, the school will keep this on the child's file.
- If a child has been withdrawn from the sensitive lessons the school takes no responsibility for what the child may hear from other children following the teaching of the lessons and in the school yard.

Language and Terminology

We will give the children the correct and appropriate terminology as laid down in the RSE programme. Specific terminology is laid out in appendix 2 and as laid out in The Stay Safe programme for the relevant class level.

Answering Questions

From the outset we will ask the children to be responsible about the information they are being given and we thus hope to discourage playground gossip. Questions arising from the curriculum will be addressed by the teacher or Accord trainer in a sensible, sensitive and age appropriate manner. If the question is factual and within the programme as laid out in the RSE programme for each class, then the teacher or trainer will answer it.

If the question cannot be answered, the teacher will explain that more information will be given as part of the following year's programme or the teacher will recommend to the child to ask their parents at home.

A question box into which pupils can put their questions can be used especially in the older classes to help filter questions that are presented to the class.

If issues arise which indicate that any child may be at risk of harm the teacher will notify the Designated Liaison person (Lorraine Dempsey – Principal) in line with the school Child Protection Statement.

Resources

- RSE Manuals
- Walk Tall Books
- Stay Safe Programme
- Busy Bodies DVD, Booklet and website
- Anatomical Dolls
- Outside Professional Speakers

Continuous Professional Development

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All teachers are encouraged to engage in any relevant training courses that become available, at present all teachers in the school have been trained in RSE.

Review

This policy will be regularly reviewed by the Board of Management. Parents and Staff will be informed of any amendments made.

This plan was ratified by the Board of Management.

Signed:

Chairperson

Date: _____

DRAFT