

Ballinakill N.S.



Roll No. 17273g

RSE

▪ **Introductory Statement & Rationale**

This policy statement is an approved approach to the teaching of RSE in Ballinakill N.S. It was developed in consultation with staff and BOM. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE. As part of the S.P.H.E curriculum we provide structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships.

• **Definition of RSE**

RSE aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way (p.4 Going Forward Together Parents Information Booklet)

• **Relationship of RSE to SPHE**

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. (P.5NCCA interim curriculum and guidelines for RSE)

• **Current Provision Included** in the school curriculum in is:

- SPHE
- Use of the RSE Manual And Busy Bodies DVD and Busy Bodies Booklet
- Religious education through the Grow in Love Programme
- The class teacher will teach RSE

• **Aims of our RSE Programme**

- To help young people develop healthy friendships and relationships
- To promote a healthy attitude to sexuality and to relationship
- To enhance the personal development, self-esteem and well-being of the child

- To foster and 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 - Fifth and Sixth Class
- To understand the physical changes taking place with the onset of puberty – Senior Classes
- 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.

• **Guidelines for the Management and Organisation of RSE in our School**

- Curriculum Matters:
- Curriculum Content – The Curriculum by NCCA will be followed as published. And will be taught in Infants to 6th class. All resources used will be in keeping with the ethos of the school and the policy. Each class teacher will teach the content for their class level.
- If an outside speaker is used, the class teacher is responsible for making them aware of school policy and that teacher will sit in during the lessons

Topics covered up to 2nd class include:

- Keeping safe
- Bodily changes during grown and birth (birth to 9)
- Making age appropriate choices
- Appreciating family life
- 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 identify some of their functions (1st/2nd)

Topics from 3rd to Sixth include:

- Bodily changes
 - Healthy eating, personal hygiene, exercise
 - Keeping safe
 - Expressing Feelings
 - Family relationships
 - Making healthy and responsible decisions
 - Forming Friendships
 - Discuss the stages and sequence of development of the human baby in the womb(Fourth Class)
 - Changes that occur in boys and girls with the onset of puberty (Fifth and Sixth Class)
 - Understanding sexual intercourse, conception and birth within the context of a committed loving relationship. (fifth and Sixth Class)
- Organisational Matters:

- If Children are withdrawn by their parents, they must give a notice in writing to the school principal that they are withdrawing their child. The child will be accommodated in another teacher's classroom in the school.
- With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom.
- Any teacher has the right to opt-out from teaching the sexually sensitive issues in RSE. It is responsibility of Board of Management to ensure that the curriculum will be taught to the children by another teacher or and outside speaker.
- Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns.
- Dealing with Questions:
All questions answered will reflect the parameters of the curriculum. Certain topics will not be discussed .i.e. abortion, masturbation, homosexuality, contraception. 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 or will explain that this will be covered at second level
- With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom

▪ **Provision for Ongoing Support**

- Parents welcome to view curriculum if they wish
- Regular contact with parents prior to the teaching of lessons involving “sensitive issues” in the form of the home/school link page accompanying such lessons in the RSE Resource Books OR Contact will be made with parents prior to the address b the outside speaker Parents have the primary responsibility for educating their children in sexual matters. The school RSE programme acts as a support only to parents, and parents retain the right to withdraw their children from classes.

▪ **Links to other policy areas**

- Child Protection Policy
- SPHE Policy

Child Protection

The school follows the DES child protection guidelines and has a Child Safeguarding Statement with the Principal as Designated Liaison Person. In cases of disclosure, the DLP will follow the procedures as set out in Children First.

▪ **Review**

This policy will be reviewed should a need arise. Parents and staff will be informed of any amendments made to this policy

Adopted by the Board of Management on 9th April 2019. Updated in 2021.

Reviewed on 12th February 2024.

Ratified : _____

Signed: _____ Chairperson

Date: _____

Signed: _____ Principal

Date: _____

Next review; March 2026

SPHE 2 Year Cycle

Time of Year	Year 1 Strand and Strand Unit	Year 2 Strand and Strand Unit
Sept – Oct	Self-identity <ul style="list-style-type: none"> Self-awareness Developing self-confidence Making decisions ➤ Classroom Rules 	My friends and other people <ul style="list-style-type: none"> Friendship and Bullying Treating others with dignity and respect Peer pressure ➤ Classroom Rules
Nov – Dec	Myself and My family <ul style="list-style-type: none"> My family Different types of families How families look after each other Communicating Changes that happen in families Family life in other countries 	Relating to Others <ul style="list-style-type: none"> Making friends/meeting people Manners Empathy and understanding Listening to each other Expressing opinions Compliments Conflict resolution
Jan - Feb	Taking Care of My Body <ul style="list-style-type: none"> Knowing about my body Food and nutrition Health and Wellbeing 	Safety and Protection <ul style="list-style-type: none"> Personal safety Safety issues <ul style="list-style-type: none"> <i>Farm Safety, Water Safety etc</i> <i>Drugs and Alcohol</i> <i>Medicines</i> The consequences of risky behaviour
March – April	Safety and Protection <ul style="list-style-type: none"> ➤ Stay Safe Feeling Safe and Unsafe Friendship and Bullying Touches Secrets and Telling Strangers 	Growing and Changing <ul style="list-style-type: none"> Feelings and emotions As I grow I change New life ➤ Sensitive areas of RSE 2nd Making Decisions 3-6th <ul style="list-style-type: none"> ➤ Sensitive areas of RSE 3-6th Rights and responsibilities
May - June	Developing Citizenship <ul style="list-style-type: none"> My school community Living in the local community 	Media Education <ul style="list-style-type: none"> Distinguish between fact and fiction

	<ul style="list-style-type: none"> • Environmental care • Local and wider communities (4th/5th) • National, European and wider communities (5th/6th) 	<ul style="list-style-type: none"> • Cyber safety - <i>Webwise</i> • The power of advertising - <i>Mediawise</i> • Cyber bullying - <i>Myselfie and the wider world</i>
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