

**RSE Policy** (Reviewed: April / May 2021)

**Introductory Statement:** The school has a responsibility to put in place a “Relationships and Sexuality Education (RSE) Policy” as part of the wider social, personal and health education (SPHE) strand of the curriculum. The process of the development of this policy was initiated in June 2011 and it was reviewed in 2013 and in 2018. It was reviewed now again by the teaching staff as part of our Croke Park Hours Schedule in April / May 2021, in collaboration with the officers of the Parents' Association and Board of Management.

**Rationale:** The need for this policy arises from our school’s obligation to provide for all the needs of the student body and respond appropriately to sensitive and emotive issues relating to emerging sexuality.

**Aims:**

- To enhance the personal development, self-esteem and well-being of the child.
- To help the child develop healthy friendships and relationships
- To enable the child to acquire an understanding of and respect for human love and reproduction.
- To foster an understanding of, and a healthy attitude towards human sexuality and relationships in a moral, spiritual and social framework.
- To develop and promote in the child a sense of wonder at the process of birth and new life.
- To enable the child to be comfortable with his/her own sexuality and that of others while growing and developing.

**Relationship to School Ethos:** Scoil Náisiúnta Chaisleáin Uí Liatháin is a co-educational school with a Catholic ethos which aims to help children develop skills for life and grow into mature, respectful, responsible and confident young people. In keeping with this, the aim of Relationships and Sexuality Education will be to teach the truths of human relationships and sexuality in a way that is child centred, supportive of parents as their child’s first educators and reflective of the life-giving messages of our Catholic faith tradition. The newly developed “Flourish – CPSMA Primary RSE Programme” will form the basis of the RSE lessons taught in our school.

**Curriculum Matters:**

- The curriculum, as laid down by the Department of Education as well as the newly developed “Flourish – CPSMA Primary RSE Programme”, will be adhered to with regard to RSE in this school. The school will introduce the content of the RSE programme in an age-appropriate manner and in the context of Religious Education, SPHE and PE.

- See: Appendix 1 & 2
- **Also see:**
  - (i) **Appendix 1 - Flourish – CPSMA Primary RSE Programme Overview / Links**
  - (ii) **Appendix 2 - Language of SE Lessons**
  - (iii) **Appendix 3 - Answering Questions re. RSE**
  - (iv) **Making the Links / Other RSE Resources (PDST website)**

### **Organisation Matters:**

- Matters regarding puberty, body changes and the specifics of sexual intercourse may be explained to the senior classes by an external facilitator or teacher. The class teacher will always be present during the class when an external facilitator is involved. The class teacher may also be present when the girls in Rang 4, 5 & 6 receive the talk on matters of puberty and menstruation in September of each year.
- Recognising that the school is subsidiary in its role to that of the parent, parents will be notified in advance of the teaching of the *sensitive* areas of the RSE programme, thus giving the parents an opportunity to speak to their children first on sexual education (SE) matters. Information will be issued to parents to assist them in explaining these matters to their children in advance of the classroom work.
- Parents have a right to choose not to allow their child receive instruction on the SE (sensitive) aspects of the overall RSE Programme. In such circumstances, the parents must put that request in writing and forward to the school. Arrangements will be agreed by the school / parents for their child in such a situation.
- A teacher's right, as guaranteed by the Department of Education, not to teach the SE (sensitive) aspects of the RSE programme is upheld by this school. In such circumstances, alternative arrangements will be made for the delivery of the SE aspects of the RSE Programme.

### **Children with Different Needs**

All pupils will have access to the RSE lessons. Some lessons may be modified to suit individual needs which will be appropriate to the child's age, ability and/or stage of development and maturity.

### **Resources:**

The main resources used to deliver the RSE curriculum include:

- Flourish – CPSMA Primary RSE Programme
- Grow in Love Religion Programme.
- RSE Programme
- Stay Safe Programme
- Walk Tall Programme

- Busy Bodies (DVD - senior classes)
- Friends for Life (Rang 5 & 6)
- Other suitable resources at the discretion of the teacher

### **Evaluation**

- Teacher observation.
- Teacher designed tasks, tests and self-evaluation.
- Feedback from pupils, parents and possibly the wider community.

### **Roles and Responsibilities:**

The entire school community of the Board of Management, staff, pupils and parents play a key role in the formulation, implementation and review of this plan.

### **Review / Ratification:**

This policy was reviewed by the teaching staff, in collaboration with officers of the Parents' Association and Board of Management in April / May 2021. It was ratified by the Board of Management in May 2021. This policy will be reviewed again in 2023 / 2024, as per the school's "3 Year Policy Development / Review Plan" or prior to that if the need arises.

### **Implementation:**

This reviewed policy will be implemented from the date of ratification.

# Scoil Náisiúnta Chaisleáin Uí Liatháin

## RSE Policy

### Appendix 1

#### Flourish - CPSMA Primary RSE Programme - Overview

##### RSE Strands and Themes

Strands	Strand Units	RSE Junior Classes	RSE Senior Classes
Myself	Self-identity	I Am Me (God loves me, I am unique)	My sexuality is part of who I am. God loves me as I am
	Taking Care of My Body	My body is a sacred gift from God. Respect for my own and other people's bodies.	Sex is a gift from God. It belongs in committed relationships. Sex is not a commodity.
	Growing and Changing	God loves us as we grow and change	Puberty is a gift from God. We are perfectly designed by God to procreate with him.
	Safety and Protection	We can recognise dangerous situations. Respect for personal space. God will help us as we try to keep ourselves safe	Good and bad choices. Moral as well as physical dangers. Being Christ-like in our decision-making.
Myself and Others	Myself and My Family	Love is central to families. Jesus asked us to love one another.	Sexual love belongs within a committed relationship. Marriage as a sacrament of commitment.
	My friends and Other People.	Relationships are important. Jesus called us to live in communion with each other.	How we relate to each other. What is appropriate and affirming? How relationships can be abusive and damaging.
	Relating to Others	Friendship and commitment.	Loyalty and fidelity.

#### Links to Flourish – CPSMA Primary RSE Resources

[https://www.cpsma.ie/wp-content/uploads/2021/04/RSE\\_Catholic-RSE-in-Primary-FINAL.pdf](https://www.cpsma.ie/wp-content/uploads/2021/04/RSE_Catholic-RSE-in-Primary-FINAL.pdf)

[https://www.cpsma.ie/wp-content/uploads/2021/04/RSE\\_StrandsThemes-FINAL.pdf](https://www.cpsma.ie/wp-content/uploads/2021/04/RSE_StrandsThemes-FINAL.pdf)

<https://www.cpsma.ie/wp-content/uploads/2021/04/Cross-Curricular-Links-and-Integration-.pdf>

<https://www.cpsma.ie/wp-content/uploads/2021/04/RSE-by-Class.pdf>

<https://www.cpsma.ie/wp-content/uploads/2021/04/RSE-Prayerful-Reflection.pdf>

## RSE - Language of SE Lessons - (Appendix 2)

Class	Strand /Strand Unit	Sensitive Content Objectives <i>consult curriculum – for complete objectives in Growing/ Changing and Taking Care of my Body</i>	Language	Pages in RSE Manuals for <u>sensitive objectives</u>	Pages in Walk Tall for sensitive objectives	Supplementary resources
Junior /Senior Infants	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing ✍ Become aware of new life and birth in the word ✍ Develop an awareness of human birth Taking care of my body ✍ Name parts of the male and female body using anatomical terms	Womb, Breast-feeding Penis Vagina	New Life p68 My Body p147 Caring for New Life p137	Senior Infants Our Amazing Bodies p94	* Anatomically correct dolls * Picture books of new baby * Visit of baby to class
First/ Second Class	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing ✍ Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body ✍ Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions	Penis, Vagina, vulva, womb, breast - feeding, <i>Urethra</i>	The Wonder of new Life p59 /151 How my Body Works p67/ 161 Growing Means Changing p77/171	Second Class Our Amazing Bodies p37	* Picture books of going to the doctors * Books / activities on Life cycles * Birth and new life in nature
Third/ Fourth Class	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing • Understand the physical changes taking place in both the male and female body • Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body • Recognize and discuss how feelings and emotions are affected by the physical changes that take place during puberty • Discuss the stages and sequence of development of human baby from conception to birth	Revise above. Umbilical cord Changes in Puberty (4 <sup>th</sup> class)	Preparing for New Life p69 The wonder of new life p169 As I Grow and Change p93 Growing and Changing p195	Third Class as I Grow I Change p175 Fourth Class Seven Changing and Growing p140	Body Systems Picture books Growing and Changing Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself ✍ Growing and changing ✍ Taking care of my body	Growing and changing ✍ Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body ✍ Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone ✍ Understand the reproductive system of both male and female adults	Revise above Wet dreams <u>Busy Bodies language</u> Semen Sexual intercourse Periods	My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141		Busy Bodies PowerPoint recap Question Box Puberty Quizzes Busy Bodies DVDs Power points recap Question Box Puberty Quizzes

**Answering Questions re. RSE**

**Appendix 3**

While it is important to create an environment in which a child feels free to ask questions, it is also important that a safe environment is created for all the children in the class. Teachers are advised to set boundaries in the teaching of RSE as they would in any other subject.

When deciding whether it is appropriate to answer a question or not the teacher should consider:

- The age and stage of development of the children
- The ethos of the school
- The RSE Policy
- The content objectives of the SPHE curriculum guidelines

Suggested ways of setting limits are to say:

- I'll do my best to answer your questions but I may not be able to answer all of them
- Would you be able to talk to your Mum or Dad about that?
- That's something you'll learn about as you get older.
- We agreed in our contract that we wouldn't ask anyone personal questions etc.

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