Rahealty NS

RSE Policy 2017

**Definition of RSE**

RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. This work will be based on developing a good image, promoting respect for themselves and others, and providing them with appropriate information.

**RSE in the context of our SPHE programme**

Throughout the school year, Social, Personal and Health Education (SPHE) is taught as a subject from Junior Infants to 6th class. A wide variety of topics is included on this programme, at age-appropriate levels. RSE forms a part of this programme; it is a spiral curriculum which ensures that topics are taught in a developmental manner throughout a child’s primary school years.

The lessons related to RSE can be found in the following strands and strand units:  
Myself: Self Identity, taking care of my body, growing and changing, safety and protection.  
Myself and Others:Myself and my family, My friends, My friends and other people, relating to others.   
Under the heading: Taking care of my body

* Infants – 1st & 2nd class should be enabled to name the male and female body parts using the correct terms.
* 5th/6th class pupils are expected to be able to identify and discuss physical and other changes that occur in girls and boys at puberty and to understand the reproductive systems of male and female adults.

Under the heading: Growing and changing

* 3rd/4th class pupils are expected to be able to discuss the stages and sequence of development of the human baby from conception to birth.
* 5th/6th class pupils are expected to be able to understand sexual intercourse and birth within the context of a committed loving relationship.

**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 and 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.

**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, 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.

**Current Provision for RSE in this school**  
Relationship and Sexuality resource material, Department of Education and Science

* Relationship and Sexuality resource material, Department of Education and Science
* Alive-O
* Stay Safe programme
* Walk tall Programme

The above programmes cover a lot of the topics which are dealt with in the RSE programme and are currently being used in the school.

**Guidelines for the management and organisation of RSE in Rahealty:**

We recognise that parents are the primary educators of their children, and that the home is the natural environment in which RSE should take place. The role of the school, therefore, is seen as one of support for the work of the home in this area.

The approach in school is child-centred and will always take the age and stage of development of the children into account. Appropriate vocabulary relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. Questions arising from lesson content will be answered in an age-appropriate manner.

Teachers’ rights to opt out from teaching the sensitive sexual issues will be respected.  
 If no member of staff is available to teach the sensitive sexual issues we leave it to the discretion of the Principal and class teachers to arrange for the education to be made available.

We invite a facilitator to work with our 5th and 6th classes for one day annually. The content of this programme is designed specifically for these age groups. Parents are made aware of the content in advance and are asked for their consent in writing in order for their children to take part. A Parents information talk also forms part of the schools programme. All information delivered will be informed by the content objectives of the SPHE Curriculum.

It is our policy not to answer personal questions and to discourage disclosure of personal or family information.

Our RSE programme is inclusive and so we actively discourage withdrawal. Should a parent seek to have their child withdrawn from the RSE lessons, the school will take account of parental concerns, and parents’ right to withdraw their child from themes pertaining to sensitive issues will be honoured on the understanding that the parent)s) is taking full responsibility for this aspect of education themselves.

**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.

**Review:**

This policy will be reviewed during the academic year 2018– 2019.

Implemented: 2017

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chairperson)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

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