

Relationships and Sexuality Education

Scoil an Chroí Ró-Naofa, Urlingford NS.

19930D

Relationships and Sexuality Education Policy

Scoil an Chroí Ro-Naofa is a Catholic school in the parish of Urlingford.

School Philosophy

The school is committed to serving the development of all aspects of those in its care. The school aims to:

1. Equip pupils with attributes of flexibility and adaptability, so that they learn to cope effectively in a continuously changing society.
2. Contribute to all aspects of each child's development – emotional, spiritual, social, cultural, aesthetic, creative and moral as well as intellectual.
3. Develop the pupils as caring, responsible and participating members of society.

In working towards the above goals, we aim in particular:

- (a) To create within the school a learning atmosphere, where Christian values of love, trust co-operation, respect for persons and authority etc., find constant expression in daily routine.
- (b) To facilitate the discovery and acceptance of these Christian values through helping each child to know and understand his/her Catholic faith.
- (c) To help each child grow in self-worth, through experiencing success in some aspects of total curriculum.
- (d) To give to each pupil the basic skills of literacy, numeric and oral communication, consonant with his/her ability.
- (e) To foster creativity in each pupil, and to promote free and articulate self-expression through such activities as art and crafts, music, drama etc.,.
- (f) To help each child to work to his/her fullest potential.
- (g) To maintain as far as possible a physical environment which is stimulating, safe and comfortable.

Definition of R.S.E.

At primary level R.S.E. aims to help children learn, at home and in school, about their own development and about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with appropriate information. R.S.E. will be taught within a moral and spiritual framework.

Relationship of R.S.E. to Social, Personal and Health Education

Social, personal and health education contributes to developing the work of the school in promoting the health and well being of children and young people. This happens in the context of their emotional, moral, social and spiritual growth as well as their intellectual, physical, political, religious and creative development.

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R.S.E. is part of Social, Personal and Health Education

In our school it will be taught in the context of a positive school climate and atmosphere. It will be delivered by way of a dual approach through stand-alone lessons and also on an integrated cross-curricular basis. The more sensitive areas of the programme and those aspects, which require a more formal approach, will be timetabled.

Aims of R.S.E. Programme

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

Policies which support RSE:

- Child Safeguarding Statement
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy
- Healthy Eating Policy.

Management and Organisation of R.S.E. in our school

The school will communicate to parents in advance of sensitive RSE lessons taught.

If a parent chooses to provide R.S.E. at home, their rights as a parent with regard to their child's participation in the school's R.S.E. programme will be respected.

If teachers wish to exercise their right not to teach the R.S.E. programme, this will be recognised and the Board of Management will ensure that the children in their classes will receive R.S.E.

R.S.E. will be taught according to the R.S.E. resource materials provided by the Department of Education where teachers feel these are appropriate. Certain lessons may be postponed if it is felt that children need a higher level of maturity than they have reached.

Boys and girls may be taught separately for some lessons in the R.S.E. programme.

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The use of approved outside speakers may be adopted where teachers feel that this is the best method to employ in teaching some topics.

RSE, which largely looks at the development of relationships, is interwoven through all strands and strand units of the SPHE curriculum. The more sensitive aspects of RSE will be covered under the strand 'Myself' and strand units 'Growing and changing' and 'Taking care of my body'.

Our school follows a two year plan for SPHE

Month:	Year One	Year Two
September/October	Self - Identity (Myself)	Myself and My Family
November/December	My Friends and Other People	(Myself and Others)
January/February	(Myself and Others)	Relating to Others
March/April	Safety and Protection	(Myself and Others)
May/June	(Myself)	Growing and Changing

Differentiation

The age and stage of development in a class can vary widely and strategies for differentiation can support gradual and appropriate learning.

In Urlingford NS, teachers use assessment and professional judgement to differentiate the curricular objectives and content to best suit the needs of all pupils. Adaptations to the way in which the content is delivered will be made for children with special and additional educational needs. Both consultation with parents/guardians in advance of lessons and the anticipation of the pupil's needs will be central to ensuring learning is meaningful. This may be reflected in the student's support file.

The RSE curriculum will be taught through:

- Stories and poems
- Classroom discussion
- Group work
- Games
- Art activities
- Reflection
- Video
- Circle time
- Guest speaker

Resources

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In Urlingford NS our staff may consult any of the following teaching resources when teaching RSE in addition to the Relationships and Sexuality Education Programme:

- PDST Health and Wellbeing - RSE
- NCCA SPHE/RSE Toolkit
- Making the Links and Beyond
- Stay Safe Programme
- Walk Tall Programme
- Anatomical Dolls
- HSE publications (www.healthpromotion.ie)
- Busy Bodies Booklet/ Videos/ Workbook (PDST)
- Weaving Wellbeing Programme
- Webwise resources
- Religious Education. (Grow in Love)

Provision will be made for on-going support

Opportunities provided by our Education Centre will be brought to the attention of staff members. Teachers will be encouraged to attend CPD in RSE.

Staff meetings are utilised as a platform for discussion and development of RSE materials

Efforts of parents to provide educational opportunities for other parents will be supported.

Relevant R.S.E. school resources will be provided.

Support materials and resources will be provided to parents.

Assessment:

We will employ the following methods for assessment in RSE:

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

Review

The R.S.E. policy and programme will be reviewed by teachers yearly. Any amendments necessary as a result of such reviews will be undertaken.

Next review: January 2026

Overview of content for infant, first and second classes:

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Infant Classes

Strands/Strand units

Myself

- I am unique *Self-esteem, developing and expressing self-confidence*
- Knowing about my body
- As I grow I change
- New life
- Keeping safe
- Feelings and emotions
- Making decisions

Myself and others

- Myself and my family
- Myself and my friends
- Special people in my life
- Relating to others – *Communicating, sharing and co-operating, resolving conflict*

First and second classes

Strands/Strand units

Myself

- I am unique *Self-esteem, developing and expressing self-confidence*
- Knowing about my body
- As I grow I change
- New life
- Keeping safe
- Feelings and emotions
- Making decisions

Myself and others

- Myself and my family
- Myself and my friends
- Other people
- Relating to others – *Communicating, sharing and co-operating, resolving conflict*

Third and Fourth class

Strands/Strand Units

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Myself

- Accepting myself – *Self-esteem – developing and expressing self-confidence*
- Knowing about my body
- Physical development
- Growing and changing
- Birth and new life
- Feelings and emotions
- Personal hygiene
- Personal safety – *identifying and assessing risks, developing safety strategies*
- Making decisions

Myself and others

- Roles and responsibilities in families
- Friendship
- Portrayal of sexuality and relationships
- Roles of males and females in society
- Relating to others – *communicating, sharing and co-operating, resolving conflict*

Fifth and sixth classes

Strands/Strand units

Myself

- Accepting myself – *Self-esteem – developing and expressing self-confidence*
- Physical development
- Health and Wellbeing
- Knowing about my body
- Becoming an adult
- Birth and new life
- Parenthood
- Feelings and emotions
- Personal hygiene
- Personal safety – *identifying and assessing risks, developing safety strategies*
- Making decisions

Myself and others

- Changing relationships in families and friendships
- Group affiliation and loyalty
- Portrayal of sexuality and relationships
- Roles of males and females in society
- Relating to others – *Communicating – sharing and co-operating, resolving conflict*

Topics covered up to 2nd class include:	Topics covered from third to sixth class include:
● Keeping safe	● Bodily changes

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<ul style="list-style-type: none"> ● 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 identify some of their functions (1st/2nd). 	<ul style="list-style-type: none"> ● 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 (3rd , 4th class) ● Introduction to puberty and changes (3 rd , 4th , 5th and 6th class) ● Changes that occur in boys and girls with the onset of puberty (5th and 6th Class) ● Reproductive system of male/female adults (5th and 6th class) ● Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (6th class only).
<p>Sensitive language taught:</p>	
<p>Junior Infants/Senior Infants</p> <ul style="list-style-type: none"> ● Womb, ● breastfeeding, ● penis, ● vulva 	<p>First/Second Class:</p> <ul style="list-style-type: none"> ● Penis, ● vulva, ● vagina, ● womb, ● breastfeeding, ● urethra
<p>Third/Fourth Class:</p> <ul style="list-style-type: none"> ● Revision of previous years ● Navel ● Umbilical cord ● Changes in puberty (Fourth Class) ● Fertilised Egg (Fourth Class) ● Cells (Fourth Class) ● Menstruation (Fourth Class) 	<p>Fifth/Sixth Class:</p> <p>Revision of previous years</p> <p>Puberty</p> <p>Uterus</p> <p>Cervix</p> <p>Ovary</p> <p>Fallopian Tube</p> <p>Testicles</p> <p>Scrotum</p> <p>Wet dreams (Sixth Class)</p> <p>Semen (Sixth Class)</p> <p>Ejaculation (Sixth Class)</p>

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	Sexual Intercourse (Sixth Class)
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Chairperson of Board of Management –

Date -