



# San Carlo Junior School 2016-2018

## RSE Policy

### Introductory statement

This statement is an approved approach to the teaching of RSE in San Carlo JNS. RSE is taught in school as part of the SPHE curriculum. RSE begins long before the child attends school and continues after the child has left the primary school. Parents, therefore, as the primary educators of their children, have a significant role to play in their child's development.

The RSE curriculum aims to provide structured opportunities to learn about relationships and sexuality in ways that help them to think and act as moral, caring and responsible people. This plan was developed in 2016-2017 by the RSE Policy Committee and will be reviewed and amended in 2019. It was developed to inform teachers and parents as to the material covered in the RSE programme within the SPHE curriculum.

### School Philosophy

San Carlo Junior school is a Catholic Junior school under the patronage of the Archbishop of Dublin. It is managed by a Board of Management, elected according to the procedures agreed by the Partners in Education. The school has a Catholic ethos and this ethos is a guiding principle in the formulation and implementation of this RSE Policy. This ethos recognises the value and dignity of each pupil and all those working in the school community, and aims at promoting the full and harmonious development of all aspects of the person, including:

- a) relationship with God
- b) relationship with family
- c) relationship with teachers
- d) relationship with self
- e) relationship with others
- f) relationship with the environment.

This ethos also acknowledges the cultural and religious values of all the pupils attending the school. The school recognises that the parents are the primary educators of their children and we support them in that role.

In the area of RSE, above all, the schools' role is subsidiary to that of the parents. We support and compliment their work.

### Definition of RSE

RSE is an integral part of Social, Personal and Health Education and must be taught in this context. It 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:

- 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 the body (at the level of pupils aged 4 to 8)

### Relationship of RSE to SPHE and Religion

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. (p.5 Going Forward Together Parents Information Booklet).

The key characteristics of this programme are that SPHE is a lifelong process and is a shared responsibility between family, school, health professionals and the community.

### **The main strands of the SPHE programme are:**

- Myself – self identity: what makes me unique and special, becoming self reliant, making choices, expressing opinions.
- Myself and Others; family, friends and other people. Treating others with respect. Recognising bullying behaviour, understanding what is wrong and knowing what to do about it.
- Myself and the Wider World: listening to others, practicing care and consideration towards others, resolving conflict.

It is clear that the Relationships and Sexuality Programme is correctly defined as being an integral part of the programme outlined above. Sexually sensitive issues will be covered within the strand units:

- Taking care of my body: respect for one's body, diet, hygiene, name of body parts using anatomical terms.
- Growing and changing: understanding growth and change, exploring feelings, new life and birth, understanding a baby's needs
- Safety.

As stated previously, the content of all lessons will be governed by the schools' Catholic ethos as taught in the Grow In Love Religion programme.

### **Methodologies: Best practice approaches in the SPHE Programme**

Parents must be informed of the programme and content. Parental permission is not required. A parent may withdraw their child from the lesson but must inform the school in writing.

The teachers' right to opt out will be honoured but will not affect the teaching of the subject. A teacher wishing to withdraw from the teaching must inform the Principal directly.

Homophobic comments can never be ignored. Each child must be enabled to feel comfortable with their own sexuality and that of others.

The following approaches represent best practice in the implementation of RSE

- A whole school approach to the consistent implementation of RSE is essential
- The classroom teacher is responsible for the implementation of the RSE curriculum
- The teaching of RSE is founded on ongoing relationships between pupils and teacher based on trust, understanding, mutual respect and consistency of implementation
- The RSE programme is developmental and aims to foster the growth of pupils social and personal skills in a holistic way
- Active learning is the principal teaching and learning approach recommended for the implementation of RSE
- Classroom discussion, group work, circle time, use of anatomically correct dolls

### **Current Provision**

Traditionally we have been a child-centred school. The educational and emotional needs of the children in our care are central to our planning and policy making processes. We have always, and will always continue to put the welfare of the children first.

Included in the school curriculum in San Carlo Junior School is:

- Religious Education (Grow In Love)

- SPHE
- Stay Safe Programme

### **Policies which support SPHE/RSE**

- Code of behaviour and discipline policy
- Anti-Bullying Policy
- Child protection policy
- Enrolment Policy
- Healthy Eating Policy
- Health and Safety statement
- School Visitors Policy
- Internet Safety Policy
- Administration of Medicines Policy.

In keeping with the sentiment and spirit of these policies, we informally support many of the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the well being of all of the members of the school community.

### **Aims of our RSE programme**

When due account is taken of intrinsic abilities and varying circumstances, the Relationships and Sexuality Education curriculum should enable the child to:

- Develop a positive sense of self-awareness, self-esteem and self-worth
- Develop an appreciation of the dignity, uniqueness and well-being of others
- Understand the nature, growth and development of relationships within families, in friendships and in wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change
- Develop personal skills, which will help to establish and sustain healthy personal relationships
- Develop some coping strategies to protect themselves and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development

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

#### **Curriculum Matters**

The curriculum as published by the NCCA will be followed. All content objectives will be covered. The curriculum will be taught from Infants to 2<sup>nd</sup> class. All resources used will be in keeping with the ethos of the school and this policy.

- Sensitive issues classes are generally taught from infants to 2nd during the month of February.

#### **Organisational Matters**

- Prior to the teaching of lessons involving "sensitive issues", parents will be informed by letter with an accompanying outline of the lesson (including vocabulary to be used)
- It is a parents/guardians right to withdraw a pupil from these lessons. This request for withdrawal must be made in writing.
- If parents/guardians request the withdrawal of a child from RSE lessons, provision will be made for them to leave the classroom at that time. Supervision will be provided. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom. Should a child who is withdrawn from the sexually sensitive classes

receive inappropriate information from others outside of these classes, it will be the responsibility of the parent/guardian to address the issues.

- Parents are welcome to view the curriculum and may speak to the class teacher if they have any concerns.

### **Dealing with Questions**

It is natural that children should wish to ask questions in the area of RSE. However, this area is treated somewhat differently from other subjects due to its sensitive nature.

All questions answered will reflect the parameters of the curriculum. If any questions asked by the children are judged to be inappropriate, the teacher will refer the child to their parents, or state that this information may be available at a later stage of the curriculum. The school cannot guarantee confidentiality if a child asks a question of a personal nature or discloses personal information.

***At all times the child's and teacher's right to privacy will be maintained***

### **Parental Involvement**

Parents/Guardians are the primary educators of their children and as such the school supports them in this role. Parents/Guardians may access copies of the policy from the school office, or school website. Parents/Guardians will be given the option of withdrawing their child from a particular lesson if they so wish.

### **Resources**

Lesson plans from the DES have been assessed and amended where necessary in line with this school policy. The Grow in Love, the Stay safe programme, and a selection of other appropriate resources will also be used. All resources are available for parents/guardians to view if they so request prior to the delivery of the lesson.

### **Provision for Ongoing Support**

- Parents are welcome to view curriculum if they so wish.
- Funding will be sought for the provision of suitable materials when deemed necessary.
- Opportunities provided by our Education centre will be brought to the attention of staff members. Career development will be sought for staff when required, or as requested.

### **Child Protection**

The school follows the DES Child Protection Guidelines. Mrs. Diggins is the Designated Liaison Person (DLP) and Mrs. Fitzgerald is the Deputy Designated Liaison Person (DDL). In cases of disclosure the DLP will follow the Child Protection Guidelines as set out in Children First.

### **Special Needs Pupils**

Children with SEN will receive RSE after consultation with their parents. These pupils will be taught on a need to know basis and the depth of knowledge given will be dependent on their level of disability.

### **Review**

The staff, under the guidance of the Principal and SPHE Coordinator will review this policy every two years and will consult with parent representatives on the B.O.M. and Parents Association. This policy will also be reviewed should the need arise.

### **Ratification and Communication**

The Board of Management of San Carlo JN School ratified this amended plan on 19.10.2016.

## **RSE - Sensitive Areas**

### **Junior Infants**

New life – mention of the baby in the womb.

### **Senior Infants**

My body – specific names for male and female sex organs – penis, vagina, womb.

### **First Class**

New life – New baby, baby joined to mother by umbilical cord, breast feeding

### **Second class**

Birth of baby through the vagina. Mention umbilical cord and breast feeding.