

## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work



- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

#### **We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

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#### **School Philosophy:**

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### **Relationship of RSE to SPHE:**

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- To help the child to develop healthy friendships and relationships
- To foster an 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
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- 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

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All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

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Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

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<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

**The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**



During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*



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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

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### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

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- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family



Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:





## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

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March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

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- group work



- games
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- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

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- any given task, posing key questions to guide students through the different stages/processes,
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- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.



- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
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The teacher uses;

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This plan was ratified by the Board of Management at a meeting on:

**Review**

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## **RSE-Stay Safe Policy**

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#### **School Details:**

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#### **Introductory Statement:**

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We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

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### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

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**Aims of our RSE Programme:**

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- 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

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- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

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November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

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SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.



Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

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Month	Year 1	Year 2
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- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:





## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work



- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

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This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
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Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

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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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.



- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

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**Current Provision included in the school curriculum is:**

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- ACCORD guest speakers
- Stay Safe Programme
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**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
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- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
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*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

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### **Parental Involvement:**

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Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

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#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

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November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

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### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
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- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
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- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

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During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
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*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

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Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
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Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

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Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
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Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*



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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

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<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family



Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

**The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:





## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work



- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
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*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.



- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
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This plan was ratified by the Board of Management at a meeting on:

**Review**

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- Parents and staff will be informed of any amendments made
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## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

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We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

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### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

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- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*



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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.



Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
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- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family



Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

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- higher and lower order questioning in groups
- moderated whole class discussions

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- Children may be pre-taught language or concepts in anticipation of whole class work

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- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

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- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:





## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work



- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
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The teacher uses;

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**Review**

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## **RSE-Stay Safe Policy**

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#### **School Details:**

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We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

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### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

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**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
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- 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:**

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Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

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SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**



During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*



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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

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### **Parental Involvement:**

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Month	Year 1	Year 2
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- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Policy on the Stay Safe Programme**

Edenmore N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe) for any further information.

In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.



Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.

- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family



Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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*Sensitive content is taught as per 2 year SPHE plan as outlined above*

September / October	Self - Identity (Myself) (Walk Tall)	Myself & my family, Myself and others (Walk Tall)
November / December	My Friends & other People (Myself and others)  Stay Safe	Relating to Others (myself & others)  Stay Safe
January / February	Making Decisions* (Myself) (2 <sup>nd</sup> - 6 <sup>th</sup> ) Taking Care of my Body (Myself)	Taking care of my Body (Myself)
March / April	Growing & Changing (Myself ) RSE	Safety & Protection Growing & Changing (Myself) Revision of sensitive topics from previous year
May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

### **Approaches & Methodologies**

When implementing the programme, staff at Edenmore National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

### **The RSE curriculum will be taught through:**

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

### **Differentiation**

**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
- spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched
- at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

### **Language:**

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

### **Questions**

**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
- Questions do not have to be answered straight away
- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

### **Question Box**

During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others - but can share with teacher after the lessons.

*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

### **Confidentiality**

The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

### **Resources:**

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

### **Provision of Ongoing 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 utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

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This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
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Principal:

Chairperson:





## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

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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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

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**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
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### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

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#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Bodily changes from birth (birth-9)</li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</li> </ul>	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</li> <li>• Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults(5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</li> </ul>
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May / June	Media Education (Myself & the Wider World)	Developing Citizenship (Myself & the Wider World)

***A copy of the Busy Bodies DVD will be distributed to parents(upon request)in advance, to support the implementation of the sensitive objectives in class.***

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- classroom discussion
- group work



- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

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**Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:**

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and
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- any given task, posing key questions to guide students through the different stages/processes,
- and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching group work and discussion

- higher and lower order questioning in groups
- moderated whole class discussions

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work

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- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

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**We use some simple principles when fostering discussion and questioning**

- No personal questions to be asked of the teacher
- The Question Box will be made available to the children if the teacher feels it is necessary
- The teacher will be mindful of his/her reaction to any questions
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- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

A list of sample questions and answers provided by the PDST is available to each staff member in the resources box.

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During the delivery of each section of the sensitive lessons- children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following: Questions arising from lesson content will be answered in an age-appropriate manner

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*If issues arise which might be seen to contravene the Children First Guidelines the teacher will inform the DLP in the school.*

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group**

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games

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- Walk Tall Programme
- Busy Bodies DVD and Booklet (Senior Classes)
- A full list of SPHE resources will be on display in the staff room

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- 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 utilised as a platform for discussion and development of RSE materials
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Under Child Protection Guidelines all schools are obliged to teach the Stay Safe programme.

The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme will be implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations it will be taught on a rolling two year cycle in the second term of the year. In alternate years the RSE (Relationships and Sexuality Education) programme will be taught.

Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete each worksheet based on the lessons in the programme.

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Staff will be facilitated to attend CPD training in the revised Stay Safe programme.

This plan was ratified by the Board of Management at a meeting on:

**Review**

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
- Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting in February 2018.

Principal:

Chairperson:



## **RSE-Stay Safe Policy**

### **Edenmore National School**

#### **School Details:**

Edenmore National School is a Co - Educational School located in Emyvale Co. Monaghan. It has a Catholic Ethos. There are currently six mainstream classrooms some of which are multi-grade.

#### **Introductory Statement:**

Our school has an SPHE plan in place. IT was decided among the staff to devise a RSE policy to detail how RSE is taught in the school. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents/guardians as to what material is covered in the RSE programme within SPHE both formally and informally. This is the first RSE policy to be devised in Edenmore N.S. (2018).

#### **School Philosophy:**

We as a staff recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feeling of self-worth and confidence while encouraging their ability to interact and socialise with others positively. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value and appreciate respect, tolerance, and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our pupils to develop into healthy young adults.

#### **Definition of RSE:**

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structures 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. In particular, it addresses the meaning of human sexuality, relationships, growth, and development, relevant to personal and social skills.

### **Relationship of RSE to SPHE:**

Social, Personal and Health Education (SPHE) provide 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. RSE is an integral part of SPHE. SPHE is taught in the hidden curriculum through the school atmosphere, culture, integration and interactions between all members of the school community. It is taught directly through discrete teaching time and explicit lessons. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

### **SPHE:**

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons.
- IS a shared responsibility between family, school, health professionals and the community. RSE education schedule an input from all, and collaboration can be fostered through the teaching & delivery of materials.
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child & his/her environment with suitable adaptations made within the curriculum to suit individual requirements and individual school situations.
- The teaching of SPHE and RSE is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for topics and issues to be explored and treated in a manner appropriate to the children's needs abilities & levels of maturity.



- Engage children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self - esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE encourage children through consistent messages that are taught in line with SPHE. The school has a duty to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher Guidelines). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

**Current Provision included in the school curriculum is:**

- SPHE lessons (discrete curricular time & integration with other curricular areas)  
Use of the RSE Manuals and Busy Bodies resource
- ACCORD guest speakers
- Stay Safe Programme
- Walk Tall Programme
- Webwise Resources
- Teacher's own adapted resources for SEN
- Religious Education

**Aims of our RSE Programme:**

- To enhance the personal development, self-esteem and wellbeing of the child.

- To help the child to develop healthy friendships and relationships
- To foster an 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:**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and 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 and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

*We support 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 wellbeing of all of the members of the school community.*

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

- Child Safeguarding Statement
- Anti Bullying Policy
- Code of Behaviour
- Critical Incident Policy
- Healthy Eating Policy
- Accident/Injury Policy

### **Management and Organisation of RSE in our School**

Curriculum Content -The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

All resources are stored in labelled boxes and will be stored in a central location. When each teacher has finished with the resources they will return them to the storage area. A list of resources is included in the appendix.

The strands *Growing and Changing*, and *Taking Care of my Body* are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)

Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. Pupils may be taught in small groups based on gender, class level or individual needs with the support of SEN teachers. This may occur in the mainstream classroom, the small groups may also be withdrawn from the mainstream classroom.

### **Parental Involvement:**

Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme. Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level (example of letter see Appendix 2). The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.

Parents are encouraged to view the curriculum (which is available online on the NCCA website) and may speak to the class teacher by appointment if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard / on the school bus.

### **Organisation and Curriculum Planning:**

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6<sup>th</sup> class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

#### **Myself**

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

- Friendship
- Self-identity
- Family

Month	Year 1	Year 2
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- Self-esteem
- Growing up

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