

# RSE Policy for Bennekerry N.S.



## OUR SCHOOL PHILOSOPHY

Bennekerry N.S. is a co-educational, Catholic, primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed. While we are a school with a Catholic ethos, we also have due regard for all other religions. We endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect of themselves, other people and property and to encourage them to become responsible citizens.

We will endeavour to encourage children to examine and explore relationships in their lives and learn how to develop and enjoy friendships which are based on responsibility and mutual respect.

## SOCIAL AND PERSONAL HEALTH EDUCATION

Context: All of the RSE will be delivered within the context of Social, Personal and Health Education which is timetabled on our curriculum. Sensitive (sexual) issues will be covered within the Strand Units 'Taking Care of my Body', 'Growing and Changing', and 'Safety and Protection'. The RSE and Stay Safe programmes will be taught on a rolling two-year cycle in the second term of the year. The Stay Safe Programme will be taught in Senior Infants, Second Class, Third Class and Fifth Class while the sensitive areas of RSE will be taught in Junior Infants, First Class, Fourth Class and Sixth Class.

## Relationships and Sexuality Education Aims

- To enhance the personal development, self-esteem and well-being of the child.
- To help the child to develop healthy friendships and relationships.
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework.
- To enable the child to acquire 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.

## Guidelines for the Management and Organisation of RSE in our school

- In this context parents are acknowledged as primary educators of their children and the school will work in a supportive role.
- All content objectives will be covered by the time the children leave 6th Class.
- Teachers' rights to opt out from teaching the sensitive sexual issues will be respected.
- It has been our practice to invite a guest speaker to talk to 5<sup>th</sup> and 6<sup>th</sup> classes about the sensitive sexual issues. The class teacher is also present during these sessions. We have found this has worked very well and therefore we will continue with this practice. All information delivered will be informed by the content objectives of the SPHE Curriculum.

- A parent's right to withdraw a pupil from the process will be respected on the understanding that the parent is taking full responsibility for this aspect of education themselves. It is the responsibility of the parent to inform the school in writing of this decision. This written record will be kept on file in the school.
- Should a pupil require information that is not in line with the curriculum content and considered not to be age appropriate for the general body of pupils, the school will send the question home to the parents. All questions will be answered within the Catholic Ethos of the school.
- Parents will be given information about how to access an outline of lessons online so that they will be able to view them before the commencement of the programme (each year).
- The school shall not be held responsible for any second hand information that the pupils may hear outside of the formal lessons.

## Sources and Resources

RSE manuals for all classes

Busy Bodies Booklet and online DVD

Always information pack and video

Tom's Flower Power

Talking to Your Child about Relationships, Sexuality and Growing Up

Grow in Love

Walk Tall

Stay Safe

Suitable library books

Invited Speakers

## Review

This policy and programme will be reviewed one year after implementation and every four years thereafter with a change of Board of Management or from time to time or according to Department of Education and Science curricular changes or recommendations.

This document was ratified by the Board of Management of Bennekerry National School at its meeting on 22<sup>nd</sup> January 2019.

Signed:  \_\_\_\_\_

Edmund Burke (Chairperson, Board of Management, Bennekerry N.S.)

# Overview of content for Infant, First and Second classes

Infant Classes    First and Second Classes

Strands    Strand Units

## Myself

- I am unique (Self-esteem; developing and expressing self-confidence)
- My body
- As I grow I change
- New life
- Keeping safe
- Feelings and emotions
- Making decisions
- I am unique (Self-esteem; developing and expressing self-confidence)
- My body
- As I grow I change
- New life
- Keeping safe
- Feelings and emotions
- Making decisions

## Myself and others

- Myself and my family
- Myself and my friends
- Special people in my life
- Relating to others
- Communicating*
- Sharing and co-operating*
- Resolving conflict*

- Myself and my family
- Myself and my friends
- Other people
- Relating to others
- Communicating*
- Sharing and co-operating*
- Resolving conflict*

## Overview of content for Third to Sixth classes

Third and Fourth Classes

Fifth and Sixth Classes

Strands

Strand Units

### Myself

- Accepting myself (Self-esteem; developing and expressing self-confidence)
- Physical development
- Growing and changing
- Birth and new life
- Feelings and emotions
- Personal hygiene
- Personal safety
- Identifying and assessing risks*
- Developing safety strategies*
- Making decisions
- Accepting myself (Self-esteem; developing and expressing self-confidence)
- Physical development
- Growing and changing
- Birth and new life
- Feelings and emotions
- Personal hygiene
- Personal safety
- Identifying and assessing risks*
- Developing safety strategies*
- Making decisions

### Myself and others

- Roles and responsibilities in families
- Friendship
- Portrayal of sexuality and relationships
- Roles of males and females in society
- Relating to others
- Communicating*
- Sharing and co-operating*
- Resolving conflict*
- Roles and responsibilities in families
- Friendship
- Portrayal of sexuality and relationships
- Roles of males and females in society
- Relating to others
- Communicating*
- Sharing and co-operating*
- Resolving conflict*

## RELATIONSHIPS AND SEXUALITY EDUCATION

Relationships and Sexuality Education (RSE) is an integral part of SPHE.

The lessons related to RSE can be found in the following strands and strand units:

**MYSELF** – self-identity, taking care of my body, growing and changing, safety and protection.

**MYSELF AND OTHERS** – Myself and my family, my friends and other people, relating to people

#### **TAKING CARE OF MY BODY-**

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

#### **GROWING AND CHANGING-**

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