

St. Kilian's N.S., RSE Policy

School Details

Roll Number: 19608V

Enrolment: 370 pupils

Name: St Kilian's National School
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Kells
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School Ethos

St Kilian's N.S. is a co-educational, Catholic primary school which strives to provide children with the basic training they need, so that they will grow up to be an integrated member of the community and self-reliant individuals. This training is spiritual, moral, intellectual, emotional, physical and social.

St Kilian's will strive to promote, both individually and collectively, the professional development of teachers through staff development programmes. We aim to create in our school a climate of trust and love, with staff supportive of each other and each child, valued as an individual.

We welcome involvement in all aspects of school life from pupils, parents, parish, Board of Management, the school inspector, and the Department of Education and Science. We particularly value the role that St Kilian's Parents' Association have in the overall running of the school.

Déanamid iarracht gaeilge a labhairt agus ár gcultúr a chur chun chin.

Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is an integral part of Social, Personal and Health Education and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant personal and social skills and aspects of parenting.

Central to Relationships and Sexuality Education is the fostering of self-esteem, through which the pupil becomes more responsible in making choices and decisions in all aspects of life, and particularly in those relating to sexuality and relationships.

Aims

The aims of Social, Personal and Health Education are:

- to promote the personal development and well-being of the child
- to foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- to promote the health of the child and provide a foundation for healthy living in all its aspects

- to enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- to develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

Context

All of the sexually sensitive issues will be delivered within the context of S.P.H.E. which will be time-tabled on our curriculum from September 2003. Sensitive issues will be covered within the strand units, *Taking Care of My Body, Growing and Changing, Safety and Protection.*

Relationship of RSE to SPHE

Social, Personal and Health Education (SPHE) provides 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.

Current provision included in the school curriculum is:

SPHE lessons (provided through discrete curricular time and integration)

Use of the RSE Manuals and Busy Body resources

Stay safe Programme / Walk Tall Programme

Religious Education

Policies which support SPHE/RSE

- Child Protection Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy

Guidelines for the Management and Organisation of RSE in our School Curriculum Matters

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 his/her class level each year as laid out in the curriculum, and utilizing the RSE manuals to complement their teaching

Organisational Matters

Parents will be informed that the school fully implements the RSE strands of the SPHE programme at enrolment

Parents will be informed in advance of lessons on the sensitive areas of the RSE programme.

The letter [Appendix 1](#) will be issued in advance, **giving parents an opportunity to meet with relevant class teachers to discuss 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 invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year.

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.

Curriculum Planning

St Kilian's NS Overview of RSE lessons, language & resources (Sensitive Areas)

Strand: Myself

Strand Units: Growing & changing and Taking Care of my body

Class	Lessons RSE manual	Language	Walk Tall Lessons?	Supplementary resources
Junior Infants	New Life p68 My Body p147 Caring for New Life p137	Womb breast feeding Penis Vulva	Our amazing bodies p94 (Sen Inf Book)	<ul style="list-style-type: none"> ● Anatomically correct dolls ● Picture books of new

		Vagina		babies <ul style="list-style-type: none"> • Visit of new baby to class
Senior Infants	New Life p68 My Body p147 Caring for New Life p137	Womb breast feeding Penis Vulva Vagina	Our amazing bodies p94 (Sen Inf Book)	<ul style="list-style-type: none"> • Anatomically correct dolls • Picture books of new babies • Visit of new baby to class
First Class	The wonder of new life. P 61-65 How my body works. P 68-75 Growing means change. P 78-85	Womb Breast feeding Penis Vulva Vagina Urethra Navel How my body works p67 A visit to the doctor p164	All shiny and new. Pg 33 (1st Class Book)	<ul style="list-style-type: none"> • Tom's Power Flower • Picture book-Going to the doctors
Second Class	The Wonder of new life p68 How my body works p67/161 Growing means changing p77/171 A visit to the Doctor p.164	Penis Vulva Vagina Womb Breastfeeding urethra	Our Amazing bodies p37 (2nd class book)	<ul style="list-style-type: none"> • Tom's Power Flower • Picture book-Going to the doctors • Books/activities on Life cycles • Birth and new life in nature
Third Class	Preparing for new life p69 As I grow I change p93	Revise language from previous classes Umbilical cord Changes in puberty (4th class - general changes, not in detail until 5th)	As I grow I change p175 (3rd class book)	
Fourth Class	The wonder of new life p169 Growing and changing p195	Menstruation (4th class girls only)	Changing & growing - p140 The Wonder of new life - p.150	<ul style="list-style-type: none"> • Busy bodies booklet • Question box
Fifth Class	Puberty Hormones Body Changes	As above puberty/reproduction/hormones (oestrogen,	My amazing body p345	<ul style="list-style-type: none"> • Worksheets prepared by teachers using

	<p>Skin Care Menstruation (Girls only)</p> <p>My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141</p>	<p>testosterone) Genitals (penis, testicles, breasts, pubic hair blackheads/ pimples Menstruation (period, ovaries, ovum, menstrual fluid, vagina fallopian tubes, uterus</p>		<p>Walk Tall programme and Prim Ed books</p> <ul style="list-style-type: none"> ● Flipchart created by 5th class teachers ● Busy bodies ● Question box ● Puberty Quiz
Sixth Class	<p>Puberty Naming Body Parts Naming Reproductive Parts Menstruation Conception Babies</p> <p>My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141</p>	<p>Naming parts of male and female body. Puberty: Changes Naming male and female reproductive parts. Menstruation: What happens and why. Making a baby: Conception How babies are born What a baby needs: in the first year</p>	Creation p121	<p>Teacher designed workbook taken from Busy Bodies, Health 6</p> <p>Videos from Busy Bodies</p> <p>McCains Youtube Video</p> <p>RSE: Different Kinds of Love</p>

Approaches & Methodologies

When implementing the programme, staff at St. Kilian's National School will endeavor to display respect for and sensitivity towards the different cultural 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.

Calendar

In St Kilian's NS we are adopting a standard approach to the teaching of RSE sensitive lessons. These are the lessons covered within the Strand Units -**Growing and changing** and **Taking care of my body**. Within this standard approach all teachers are covering the same strand units at the same time. The following grid illustrates this further.

Month	Year 1	Year 2
January	RSE Growing and changing Taking care of my body	RSE Growing and changing Taking care of my body
February	Stay Safe - Safety and protection	SPHE General Programme Walk Tall, RSE & other programmes which fulfil the curricular objectives
March/April	Stay Safe - Safety and protection	SPHE General Programme Walk Tall, RSE & other programmes which fulfil the curricular objectives

The RSE curriculum will be taught through:

Stories and poems, classroom discussion, group work, games, art activities, reflection, Thinking Time .

The approach in school is child-centered and will always take the age and stage of development of the children into account. Appropriate vocabulary relating to

sexuality, growing up, physical changes, parts of the body and feelings will be used. **The use of slang will be discouraged.**

Questions

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.

Staff should not invalidate questions but use limits.

When deciding whether it is appropriate to answer a question or not the teacher should consider:

If the question is a moral one, while being sensitive of different religious and non-religious backgrounds will refer the child to speak to their parents or guardians or to the Catholic teaching

It will be our policy not to answer personal questions about ourselves

A question is an opportunity to clarify, to teach and to reassure and in line with the SPHE curriculum which aims to equip children with attributes and skills necessary to live a democratic way of life with individual and group rights and responsibilities

- I'll do my best to answer your questions but I may not be able to answer all of them
- That's something you'll learn about as you get older
- Is that something you could talk to your parents / guardians / family about
- We agreed that we wouldn't ask anyone personal questions.

If issues arise which might be seen to contravene Children's First Guidelines, the teacher will notify the designated liaison person in the school.

Parental Involvement

- Parents will be expected to follow up and discuss topics covered in school and this will be facilitated through communication around programmes and homework
- Regular contact will be made with parents prior to the teaching of lessons involving the 'sensitive elements' of the RSE programme.
- The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.

Confidentiality

- 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 Manuals (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. This DVD and booklet were developed to support the teaching of the 5th and 6th class component of RSE within the context of SPHE.
 - All resources are available for parents/guardians to view if they so request prior to the delivery of the lesson.
 - Use of inclusive language and methodologies on a variety of family types

Appendix 1.

RSE Letter to parents/guardians.

Dear parents/guardians

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'. We will be completing these Strand Units with all class levels in the forthcoming weeks

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

	JUNIOR INFANTS TO 2ND CLASS	3RD CLASS TO 6TH CLASS
LESBIAN	A woman who loves another woman and they can be a family together	A woman who has or wants to have a loving relationship with another woman.
GAY	A man who loves another man and they can be a family together.	A man who has or wants to have a loving relationship with another man. Sometimes this term is also used to refer to lesbians.
BISEXUAL	A person who can love a man or a woman and form a family with a person of either gender	A person who can have or wants to have a loving relationship with either a man or a woman
TRANSGENDER (or TRANS for short)	A girl who feels like they are a boy/A woman who feels like they are a man. A boy who feels like they are a girl/A man who feels	A person who was born with the physical characteristics of a boy/girl but deep inside they feel like they are a different gender and

	like they are a woman	want to live their life as that gender.
HETROSEXUAL (STRAIGHT)	A man who loves a woman or a woman who loves a man and they can be a family together	A man who has or wants to have a loving relationship with a woman or a woman who has or wants to have a loving relationship with a man.
HOMOPHOBIC BULLYING	When people are hurtful to others because they are lesbian, gay, bisexual or transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are lesbian, gay, bisexual or transgender or because people think they are
TRANSPHOBIC BULLYING	When people are hurtful to others because they are transgender or because people think they are.	When people hurt others (verbally, psychologically, physically, cyber bullying etc.) because they are transgender or because people think

		they are.
LGBT	A short way to say lesbian, gay, bisexual, and transgender.	An acronym used to refer to the lesbian, gay, bisexual, and transgender communities.
HOMOSEXUAL	This is another term for gay or lesbian, sometimes used by scientists or doctors. LGB people generally prefer the terms lesbian, gay or bisexual to be used.	This is another term for gay or lesbian, usually used in scientific or medical references. LGB people generally prefer the terms lesbian, gay or bisexual to be used.

This policy was revised during the school year 2018/19. It was finalised in Sept 2019 and presented to the board of management.

Signed: _____ Date _____.

Chairperson BOM.

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Principal.

