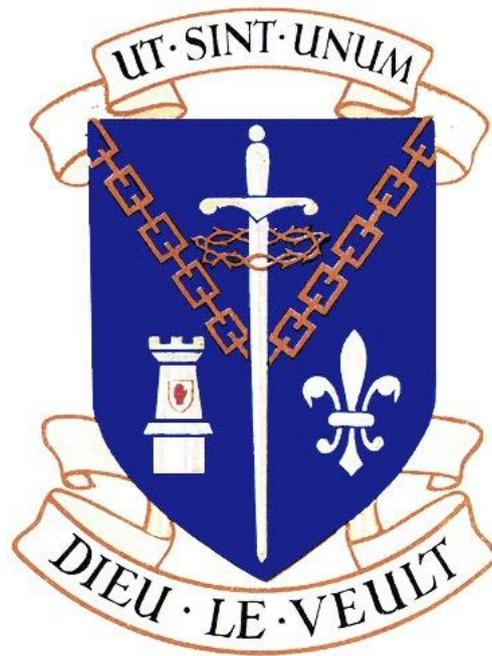


Relationship and Sexuality Education Plan (RSE)

St. Louis Infant School

Ratified on 6th December 2021



RSE Policy This policy is compiled in accordance with the provisions of the Child Care Act (1991), Education Act (1998), Education (Welfare) Act (2000) and the revised 'Primary School Curriculum Guidelines' (1999). The policy details the aims and the content of the agreed programme for the provision and the delivery of '*Relationships & Sexuality Education (RSE)*' in St. Louis Infant School. We trust that detailing these procedures will assist all parties concerning the content of this important subject area. The Chairperson / Principal will be happy to clarify any matters arising from this policy, should it be required.

School Ethos

St. Louis Infant School, as an inclusive primary school, under the Patronage of the Catholic Archbishop of Clogher, is committed to the education and development of each pupil. We welcome pupils of all denominations and from every culture and social background. We strive to foster each child's physical, emotional, social, intellectual and spiritual development. We recognise that every child has a right to equal opportunity in education, and we have concern for children under challenging circumstances and with special needs. We promote self-worth, love of learning, personal responsibility and the belief that we can make our world a better place.

As a staff, we relate in a Christian caring way to each other, thus providing an example to our pupils. In valuing the importance of partnership between staff, parents, management and community, we strive to be open, welcoming and accepting to all. Our school plays an active part in developing a sense of community in Monaghan Town.

St. Louis Infant School prides itself on being an environment that is warm, friendly, safe, supportive, inclusive and inviting. We strive to maintain this positive climate for the entire school community. In this space, the child is encouraged to reach their full potential on a holistic level.

Definition of RSE

RSE aims to help children learn about their development and their friendships and relationships with others at home and in school. This work will develop a good self-image, promote respect for themselves and others, and provide them with appropriate information. RSE also aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.

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

- SPHE curriculum followed as per DE recommendations.
- Use of RSE Manuals, Walk Tall and Flourish Programme.
- Religious Education taught through the Grow in Love Programme
- Currently, the teachers cover all aspects of RSE with their classes every second year.
- The Mandatory Stay Safe programme is taught in its entirety every second year in each year. See Appendix
- Anatomical dolls (Ann and Tom) are used to name the parts of the body.

Aims of our RSE programme (Two Year Cycle)

January / February and March /April) (See Appendix for cycle)

- To help young people develop healthy friendships and relationships.
- To foster an understanding of and healthy attitude to human sexuality and relationships in a moral, spiritual and social framework.
- To promote knowledge of and respect for human love.
- To encourage a sense of wonder and awe at the process of birth and new life.
- To identify the parts of the male and female body (age appropriate dolls)

Guidelines for the Management and Organisation of RSE in our School

Organisational Matters

- Guidelines as laid down by the Department of Education and as discussed in this document will be followed.
- It is envisaged that the programme will be taught in an integrated manner where possible.

Parents

- Parents are to be informed in advance of the programme content. (*See Appendix for a sample letter*).
- Parents have the responsibility to become involved, inform themselves of the programme content, prepare children for the information they will acquire around the sensitive areas, and discuss areas covered in school in RSE/ SPHE with their children.
- If a parent has a particular concern/ issue in relation to the teachings of the RSE programme, they are encouraged to discuss the same with the teacher or the principal.
- As always, parents are requested to inform teachers of special family situations. These will be dealt with in confidence. It is the experience of the teachers that it is to everyone's benefit if they are kept informed.

Curriculum Matters

- The Curriculum designed by the NCCA will be followed as published and will be taught in Infants to 1st class. All resources used will be in keeping with the ethos of the school and the policy. Each class teacher will teach the content for their class level.
- Children will be encouraged to discuss material being covered in class with their parents or guardians. Where possible, handouts, worksheets etc., will be provided to facilitate this, e.g. Home-School Links pages of the RSE manuals.
- A respect for personal privacy and information will be emphasised. Teachers will neither give nor request personal information. Children will also be taught to recognise that certain personal disclosures are inappropriate within a group setting.

Topics covered up to 1st class include:

- Keeping Safe
- Bodily changes during growth and birth
- Making age-appropriate choices
- Appreciating family life
- Recognising and expressing feelings
- Self-care, hygiene, diet, exercise and sleep
- Expressing opinions and listening to others
- *Naming the parts of the male/female body using appropriate anatomical terms (Junior/ Senior Infants) *See Appendix 1 for details (Ann and Tom Dolls)*
- *Naming the parts of the male/female body using appropriate anatomical terms and identifying some of their functions (1st/ 2nd) *See Appendix 1 for details.*
- *The five topics of the Stay Safe programme (Ann and Tom Dolls)*

Dealing with Questions

- Teachers will previously decide upon specific language and concepts for each class level according to the SPHE curriculum and school ethos. **See Appendix 1 for details*
- Children's questions will be dealt with, taking into account the following criteria when relevant.
 - By being aware of circumstances in which the question has arisen.
 - By clarifying what information is required.
 - By deciding if the issue is relevant, who is it relevant to.
 - By giving a developmentally or age-appropriate answer.
 - By deferring the question as one which will be answered in the next lesson, one which should be answered at home or one which will be answered more fully in the future.

Students with SEN

- Taking into account students' cognitive, social and emotional development and their class level, instruction on the sensitive aspects of RSE will be based on individual needs and decided together by parents, mainstream teachers and support teachers during the child's IEP meeting. The SET teachers will aid the mainstream teacher with the facilitation of appropriate and agreed to RSE provision for the child with SEN. Careful consideration will be given to the NCCA Guidelines for Moderate and Severe and Profound General Learning Disabilities for RSE provision.
- There will be an ongoing programme assessment through observation and feedback from parents, teachers and pupils.

Provision of Ongoing Support

- Parents are welcome to view the curriculum and resource materials if they so wish.
- Regular contact with parents prior to the teaching of lessons involving "sensitive issues" in the form of the home/school link page accompanying such lessons in the RSE Resource Books. Parents have the primary responsibility for educating their children in sexual matters. The school RSE programme acts as support only to parents, and parents retain the right to withdraw their children from classes. Should a parent decide to withdraw their child from RSE lessons in school, they will be asked to put this in writing with reasons for doing so. They will also be asked to include a sentence stipulating that they will take full responsibility to teach RSE to their child instead.

Links to other Policy Areas

1. Wellbeing Policy Statement and Framework for Practice (Circular 0042/2018)
This supersedes SPHE Best Practice Guidelines 0022/2010
2. Anti-Bullying Procedures 0045/2013
3. Child Protection Procedures 0018/2017

Child Protection: The school follows the DES child protection and safeguarding guidelines and has a child protection policy with the Principal as Designated Liaison Person. In cases of disclosure, the DLP will follow the procedures as set out in Children First. Guidelines and Procedures.

Review

This policy will be reviewed after the initial twelve-month period has passed by and every two years after that. This policy will be reviewed should a need arise. Parents and staff will be informed of any amendments made in the future.

Board of Management Meeting 6th December 2021
Signed Chairperson of the Board of Management Fr. Stephen Joyce

Month	<u>(RSE Year)</u> <u>2021/2022</u>	<u>(Stay Safe Year)</u> <u>2022/2023</u>	<u>(RSE Year)</u> <u>2023/2024</u>	<u>(Stay Safe Year)</u> <u>2024/2025</u>
September/ October	Myself and My Family (Myself and Others)	Self- Identity (Myself)	Myself and My Family (Myself and Others)	Self- Identity (Myself)
November/ December	Relating to others (Myself and Others)	My Friends and Other People (Myself and Others)	Relating to others (Myself and Others)	My Friends and Other People (Myself and Others)
January/ February	<u>Taking Care of My Body</u> <u>(Myself) RSE</u>	<u>Safety and Protection</u> <u>(Myself) Stay safe</u>	<u>Taking Care of My</u> <u>Body (Myself) RSE</u>	<u>Safety and Protection</u> <u>(Myself) Stay Safe</u>
March/ April	<u>Growing and Changing</u> <u>(Myself) RSE</u>	<u>Making Decisions</u> <u>(Myself) Stay safe</u>	<u>Growing and</u> <u>Changing (Myself)</u> <u>RSE</u>	<u>Making Decisions</u> <u>(Myself) Stay Safe</u>
May/ June	<u>Developing Citizenship</u> <u>(Myself and the Wider</u> <u>World)</u>	Media Education (Myself and the Wider World)	<u>Developing</u> <u>Citizenship (Myself</u> <u>and the Wider</u> <u>World)</u>	Media Education (Myself and the Wider World)

Month	Year 1 (<u>Stay Safe Year</u>) 2022/2023 EVEN	Year 2 (RSE Year) 2 2021/2022 ODD
September/ October	Self- Identity (Myself) Walk Tall	Myself and My Family (Myself and Others) Walk Tall
November/ December	My Friends and Other People (Myself and Others) Walk Tall	Relating to others (Myself and Others) Walk Tall
January/ February	<u>Safety and Protection (Myself) Stay Safe</u>	<u>Taking Care of My Body (Myself) RSE</u>
March/ April	<u>Making Decisions (Myself) Stay Safe</u> <u>Senior classes</u>	<u>Growing and Changing (Myself) RSE</u>
May/ June	Media Education (Myself and the Wider World) Walk Tall	Developing Citizenship (Myself and the Wider World) Walk Tall

Class	Strand /strand Unit	Content Objectives (<i>consult curriculum – for complete objectives in <u>Growing and changing and Taking care of my body</u></i>)	Language	Pages in RSE Resource Materials Book <i>for sensitive objectives</i>	Pages in Walk Tall for <u>sensitive objectives</u>	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> ▪ Growing and changing ▪ Taking care of my body 	<p>Growing and changing</p> <ul style="list-style-type: none"> ▪ Become aware of new life and birth in the world ▪ Develop an awareness of human birth ▪ Identify what babies need to help them to grow and develop <p>Taking care of my body</p> <ul style="list-style-type: none"> ▪ Name parts of the male and female body using appropriate anatomical terms 	penis vulva womb breast breastfeeding	<p>New Life p68 My Body p147 Caring for new life p137 Giving Ann and Tom Dolls a Bath p150 At the beach or swimming pool p.153</p> <p>CPSMA online link to flourish programme</p>	<p>Our Amazing Bodies p94 (Senior Infants book)</p> <p>Flourish Programme</p>	<ul style="list-style-type: none"> ▪ Anatomically correct dolls ▪ Picture books of new baby ▪ Visit of a baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> ▪ Growing and changing ▪ Taking care of my body 	<p>Growing and changing</p> <ul style="list-style-type: none"> ▪ Begin to understand that reproduction, birth, growth and death are all part of a life cycle ▪ Appreciate what is necessary to provide and care for newborn babies in both the animal and human world. <p>Taking care of my body</p> <ul style="list-style-type: none"> ▪ Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	penis vulva vagina womb breast breastfeeding urethra (2 nd)	<p>The wonderwonder of new life p59 /151 How my body works p67/ 161 Our Senses p70 Growing means changing p77/171</p> <p>CPSMA online link to the</p>	<p>Our Amazing Bodies p37 (2nd class book)</p> <p>Flourish Programme</p>	<ul style="list-style-type: none"> ▪ Picture books of going to the doctors ▪ Tom’s Power Flower ▪ Books/activities on Life cycles ▪ Birth and new life in nature

				flourish programme		
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Dear Parent/ Guardian,

Date: 19th January 2022

Relationships and Sexuality education is an integral part of the Social, Personal, and Health Education (SPHE) curriculum as per Department of Education guidelines. The sensitive elements of the Relationships & Sexuality education programme that will be covered with your child in the forthcoming weeks are summarised in the box below. It is important that you talk to your son/daughter about these topics so your child will feel prepared for the content of the programme. During all lessons, the anatomically correct names (age appropriate) for body parts will be used.

JUNIOR INFANTS TO SECOND CLASS

MYSELF:

Taking Care of My Body: Caring for one's body, respect for one's body and that of others, diet, hygiene, being able to name parts of male and female body using appropriate anatomical terms. (penis/ vagina)

Growing and Changing: Understanding growth and change, exploring feelings, becoming aware of new life and birth, understanding a baby's needs.

If you have any questions/ queries, please contact the school principal, who will be happy to discuss them with you.

Our full RSE policy is also available on our school website: www.stlouisinfants.ie

Kind regards,
Carmel McCarroll
Principal