Board of Management
Scoil Bhride,
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RSE POLICY

A. Introductory Statement:

1. Scoil Bhríde, Cill Bhríde is a Catholic School which operates under the auspices of the Department of Education and under the patronage of the Bishop of Meath. The school includes 2 Autism classes 'Coiscéimeanna'. Scoil Bhríde BOM recognises the importance of creating a positive and inclusive school culture and environment provides a space where children, young people and staff experience a sense of belonging and feel safe, connected and supported as identified in the Cineáltas: Action Plan on Bullying (2022)

2. The school has a responsibility to put in place, an RSE (Relationships Sexual Education) policy as part of the wider Social, Personal and Health Education strand of the curriculum.

3. R.S.E. provides children with structured opportunities to develop the knowledge, attitudes, values, beliefs and practical skills necessary to establish and sustain healthy personal relationships as children and subsequently as adults.

B. Rationale

RSE is an integral part of SPHE 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 that 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.

C. School Ethos:

1. The school recognises parents as the primary educators of their children and fully supports this role. In the area of R.S.E. the school's role is subsidiary to that of parents and supports and complements their work. The school ethos is one which values the contribution of the entire community, parents, teachers, children and management. Opportunities for open communication and collaboration are provided for in the school's ethos.

2. Our R.S.E. policy reflects the ethos of the school and ensures that the content and delivery is presented within a moral and spiritual framework.

D. Definition and Aims:

R.S.E. is an integral part of Social, Personal and Health Education and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework (p. 5 NCCA interim curriculum and guidelines for R.S.E.)

- To enhance the personal development, well being and self-esteem of each child
- To enable each child to gain an understanding of healthy friendships and relationships
- To foster an understanding of, and develop a healthy attitude to human sexuality and friendships in a moral ,spiritual and social framework
- To develop and promote the child's sense of wonder and awe at the process of birth and new life
- To enable the child to acquire an understanding and respect of human love, sexual intercourse and reproduction
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing

GUIDELINES FOR THE MANAGEMENT AND ORGANIZATION OF R.S.E. IN OUR SCHOOL

E. Guidelines for Managing the R.S.E Programme:

- The R.S.E. Policy is supported by the provision of the Stay Safe Programme, Busy Bodies (HSE) and our Child Protection Policy. This programme is to be completed every second year with certain elements revisted each year as per school SPHE plan.
- Children may be taught together and question time may be given separately to different sexes if required.
- For children who identify to a different gender, a discussion will take place with themselves, parents and relevant teachers to establish the best approach to delivering the lessons based on their needs
- With some children with special needs, additional resources such as Fiona Speirs Programme of PSHE for learners with autism may be used to support learning
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Ongoing Support, Development and Review

The Board of Management of Scoil Bhríde supports the implementation of the RSE programme. We recognise that our school has a supportive role to that of the home and we have a commitment to ensuring that:

- Our teachers have access to in-career development opportunities.
- Relevant teaching materials are provided.
- The policy is committed to ensuring access to in-career development opportunities for teachers
- Providing relevant R.S.E. school resources

- As RSE is part of our S.P.H.E. Curriculum, the staff member with special duty responsibilities for S.P.H.E. will co-ordinate the programme.

Content (Junior Infants – 6th Class)

TOPICS COVERED JUNIOR INFANTS TO 2ND CLASS INCLUDE;

- Keeping Safe.
- Bodily changes.
- Making age appropriate choices.
- Appreciating family life.
- Recognising and expressing feelings.
- Self care, hygiene, diet, exercise, sleep.
- Expressing opinions and listening to others.
- Naming body parts. Naming male/female body parts using appropriate terms and identifying some of their functions.

TOPICS COVERED 3RD TO 6TH CLASS;

- Making age appropriate decisions and choices.
- Healthy eating, personal hygiene and exercise.
- Naming body parts using correct terminology.
- Keeping safe.
- Making healthy and responsible decisions.
- Bodily changes during growth and development.
- Family relationships.
- Discuss the stages and sequence of development of the baby in the womb.
- Reproduction in human adults.
- Understanding sexual intercourse, conception and birth within the context of a committed loving relationship.

Classroom Strategy

- Teachers will adhere to the content of the R.S.E. programme in accordance with the curriculum and guidelines provided by the N.C.C.A. – set out for each class level.
- Teachers will only answer questions within the programme for that particular age group
- If the question is a moral question, teachers will adhere to Catholic Church teaching and always reflect the ethos of our school
- Any questions asked by the children that are judged to be inappropriate for discussion, the teacher will refer the child to their parents.
- Questions to the teacher may be written or oral within the group setting and answered within the boundaries of the curriculum and policy.
- Home links pages from R.S.E Material will be sent home at the discretion of the teacher. Content of lessons of a particularly sensitive nature relating to growing in changing in the 4th, 5th and 6th classes will be sent to parents in advance of the discussions.

F. Relationships of RSE to Social, Personal & Health Education.

In the school setting, R.S.E. will be part of a wider programme of Social, Personal and Health Education (S.P.H.E.). The content of the S.P.H.E. programme includes a wide range of topics such as healthy eating, substance abuse, environmental issues, safety and social responsibility as well as R.S.E. The core framework will consist of Myself; Myself and Others; Myself and the Wider World.

Current Provisions:

Religious Instruction

The Grow In Love Programme is taught in all classes. This programme deals with many of the topics of S.P.H.E. and R.S.E., particularly in the area of self esteem and personal relationships.

Stay Safe Programme

This programme has been taught in our school since 1991. It is taught in all classes. It is implemented in full in compliance with the reviewed Child Safeguarding statement. The programme is also referred to cross curricular from junior infants to sixth class.

Busy Bodies

Busy Bodies is a useful resource to help support both teachers and parents in providing information on puberty to children aged approximately between 8 and 12.

Physical/Health Education

Topics of exercise, hygiene, diet, sleep etc. are dealt with informally in class in the context of Physical Education and other Strand Units of S.P.H.E.

Relationships and Sexuality

This programme is taught in our school. The programme is delivered by all teachers in all classes.

Information Drugs and Alcohol

The Walk Tall Programme is used in our school to provide education on drugs and alcohol use at an appropriate level.
See Substance Use Policy.

Code of Discipline

The school has a code of discipline and an anti-bullying policy which encourage good behaviour and respect for self and others. The underlying philosophy of these codes supports many of the aims of S.P.H.E. and R.S.E

Child Protection

The school at all times will follow child protection guidelines as laid out in the school "Child Protection *Policy" and the guidelines set out by "Children First".*

Cineáltas Action Plan on Bullying (awaiting further updates from the DoE)

Weaving Wellbeing Programme. 2nd- 6th classes.

Web Wise Resources.

All together now Belong To LGQBT

Fiona Speirs PSHE Programme for Learners with Autism

G. Evaluation/Review

- It is proposed that this policy will be reviewed where necessary.
- This policy will be available on our website.

Signed: _____ Signed: _____

(Chairperson of the Board of Management) (Principal)

04/06/2024