

School Details

Newport NS is a mixed vertical school with a catholic ethos. There are 8 classes and 3 special classes for children with Autism.

Introductory Statement

This policy was developed by an RSE committee taking into account submissions from parents and children.

School Philosophy

Newport N.S. aims to provide a comprehensive SPHE programme to all children in the school. It is recognised that parents play a huge part in the delivery of such a programme and support will be obtained.

We endorse the aims and objectives of the primary curriculum for SPHE:

- 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.

This plan will form the basis for teachers' long and short term planning, and will inform new or temporary teachers of the approaches and methodologies used in our school.

Relationship of RSE to SPHE

SPHE is taught through a positive school atmosphere and culture, integration and discrete teaching time. Formal RSE lessons and informal RSE messages are consistent with the whole school approach to SPHE.

Current Provision in the School Curriculum

- SPHE lessons
- Resource Materials for Relationships and Sexuality Education
- Busy Bodies
- Walk Tall
- Webwise resources
- All Together Now
- Respect Guidelines
- Resources for SEN from www.pdst.ie
- Grow in Love

Aims of the 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 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.

Broad Objectives

- 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.

Policies which support SPHE/RSE

- Child Safeguarding Statement
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy
- Healthy Eating Policy

Guidelines for the Management and Organisation of RSE in Newport NS

- The curriculum by NCCA will be followed as published and will be taught from infants to 6th class.
- The general programme for RSE is taught every year from infants to 6th class. The more sensitive/specific content is taught under the strand units Taking care of my body and Growing and changing in accordance with the school's 2-year grid. It occurs in term two in Junior Infants, 1st class, 3rd class, 4th class, 5th class and 6th class.
- Menstruation is covered in 4th class in more detail using the Busy Bodies resource.
- Special consideration will be taken to ensure that the needs of children with SEN are met. e.g. Linking in with parents and SET team.

Parental Involvement

Parents will be informed prior to the teaching of RSE by a letter detailing what will be covered at each class level.

Parents are welcome to view the resources that are used by the class teacher.

Any parent that has any questions regarding RSE is welcome to meet with the class teacher.

If a parent wishes to withdraw their child from the teaching of the sensitive lessons, they are asked to put this in writing to the principal and their reasons for doing so. This will be filed.

Busy Bodies website address will be sent home to parents early in term two to support them in talking to their child about RSE. This will prepare their child for the lessons that will occur later in the term.

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.

Curriculum Planning

RSE is divided into two main parts:

- 1) The general programme which contains content covered through SPHE strands and strand units complement the aims and objectives of RSE
 - Friendship
 - Self-identity
 - Family
 - Self-esteem
 - Growing up

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

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

Two Year Planning Grid

Month	Juniors/1 st /3 rd /5 th	Seniors/2 nd /4 th /6 th
September/ October	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)
January/ February	Growing and Changing (Myself)	Safety and Protection (Myself)
March/ April	Taking care of my body (Myself)	Making decisions* (Myself)
May/June	Developing citizenship (Myself and the wider world)	Media education (Myself and the wider world)

*Making Decisions is a strand unit for 3rd – 6th only

Approaches and Methodologies

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 42/2018).

Differentiation

Some techniques used for differentiation include:

- 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

Pupils with Special Educational Needs

Consultation with parents/guardians in advance of a child's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught vocabulary prior to 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.

Appropriate vocabulary in formal teaching

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

Questions

We use some simple principles when fostering discussion and questioning

- No personal questions of the teacher
- A Question Box may be availed of by the children
- The teacher will be mindful of their reaction to any questions
- Questions do not have to be answered straight away

Sample responses;

- 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 in our contract that we wouldn't ask anyone personal questions
- Somebody asked a question and the language that was used was slang language, what they meant to ask was....

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.

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.
- 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 Children First Guidelines, the teacher will notify the Designated Liaison Person 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
- Use of reflection or learning log. (Something new that I learned or something that surprised me)

Confidentiality

- The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017
- 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

Resource Materials for Relationships and Sexuality Education (DES).

Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls and Story books
- Busy Bodies Booklet. This booklet was developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE. Busy Bodies website - HSE
- Picture books across the 9 grounds of equality
- INTO Different Families, Same love Poster.
- Tom's Power Flower

Provisions 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.

Review

- | | |
|--------------------------------|--|
| 1 st June 2019 | Draft of updated policy published on school website, inviting feedback from parents. |
| 12 th February 2020 | Policy ratified by school Board of Management. |