



# Hansfield

Educate Together National School

**Barnwell Road, Hansfield, Dublin 15.**



**01-8614720** [www.hansfieldetns.com](http://www.hansfieldetns.com) [hansfieldetns@gmail.com](mailto:hansfieldetns@gmail.com) **085-8722323**

## Relationship and Sexual Education Policy

No.	Content Amendments	Date	Review Date
1.	Aims of RSE, Broad Objectives, Definition of RSE, Relationship of RSE to SPHE, Methodology, Current provision included in the school curriculum, Policies that support SPHE/RSE, Topic Covered, Guidelines for management and organisation of RSE, Provision for ongoing support, development and review	March 19	March 21
2.			
3.			
4.			
5.			
6.			
7.			

Ratified by the Board of Management in \_\_\_\_\_

Signed by the chairperson  
on behalf of the Board of Management:

\_\_\_\_\_ Date

Brian Campion

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## **Mission Statement**

At Hansfield ETNS, we strive to create a safe, happy and warm environment that enhances our learning every day. We cherish difference. We respect ourselves and others, and by living the Educate Together ethos, we support each other to be the best that we can be, always.

In line with our school's mission statement above, this policy was created in collaboration with our school's Board of Management, parents, staff and where appropriate, pupils of Hansfield ETNS.

## **Introductory Statement and Rationale**

This policy statement is an approved approach to the teaching of RSE in Hansfield ETNS. It was developed by Hansfield ETNS RSE Policy Committee in consultation with the Board of Management and parent representatives. It was developed to inform teachers and parents of the content that is covered in the RSE programme within SPHE in our school.

## **Aims of the RSE Programme**

- To help young people develop healthy friendships and relationships.
- To promote respect for all types of sexuality and relationships.
- To enhance the personal development, self-esteem and well-being of the child.
- To foster a respectful understanding of, 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 children's a sense of wonder and awe at the process of birth and new life.
- To enable the child to be comfortable with their own sexuality and that of others, while growing and developing.

## **Broad Objectives**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- 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 themselves 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.

Our school supports the aims on which the RSE programme is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for ourselves and others. We recognise that pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered in our school and attention is paid to the wellbeing of all of the members of our school community.

### **Definition of RSE**

RSE is an integral part of Social, Personal and Health Education and is taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through a variety of learning 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 RSE).

Our school encourages each family to participate in this learning process to ensure that its content becomes an integral part of the values and behaviours formed.

### **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 the others. (P.5 NCCA interim curriculum and guidelines for RSE).

### **Methodology**

‘Circle Time’, drawing pictures, story-telling and singing songs are methods used extensively in Junior Classes to build confidence and address fears. In addition to the above methods senior pupils are encouraged to engage in drama, research, debate and discussion. Issues that arise in school should be discussed at home with their parents, to include the family context in their learning. The Learn Together programme is used to compliment the RSE programme throughout the school. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed (SPHE Teacher guidelines p25).

### **Current Provision Included in the School Curriculum**

- SPHE lessons (provided through discrete curricular time and integration)
- Use of the RSE Manuals and ‘Busy Bodies’ resources.
- ‘Stay Safe’ Programme.
- ‘Walk Tall’ Programme.
- Web Wise resources.
- ‘All Together Now’ - Homophobic and Transphobic bullying lessons.
- ‘RESPECT’ Guidelines (suggested approaches to teaching about different families)
- Adapted resources for SEN (Special Educational Needs) from [www.pdst.ie](http://www.pdst.ie).
- Information of world religions.
- A wide range of teaching resources are used from the following website: <https://www.pdst.ie/node/811>

### **Policies which support SPHE/RSE**

- Child Safeguarding Statement.
- Substance Use Policy.

- Code of Behaviour.
- Anti-Bullying Policy.
- Admissions Policy.
- Acceptable Use Policy.
- Healthy Eating Covenant.

Topics covered up to 2 <sup>nd</sup> class include:	Topics covered from 3 <sup>rd</sup> to 6 <sup>th</sup> class include:
<ul style="list-style-type: none"> <li>● <u>Keeping Safe.</u></li> <li>● <u>Naming body parts using physiological/ biological terminology.</u></li> <li>● <u>Bodily changes during growth and development.</u></li> <li>● <u>Making and keeping friends.</u></li> <li>● <u>Making age-appropriate choices.</u></li> <li>● <u>Appreciating diverse family life. E.g. “LGBT-Different Families, Same Love programme”.</u></li> <li>● <u>Recognising and expressing feelings.</u></li> <li>● <u>Self-care, hygiene, diet, exercise and sleep (link with PE, Healthy Eating Covenant and SPHE).</u></li> <li>● <u>Expressing opinions and listening to others.</u></li> </ul>	<ul style="list-style-type: none"> <li>● <u>Bodily changes.</u></li> <li>● <u>Healthy eating, personal hygiene, exercise.</u></li> <li>● <u>Keeping safe - water, electricity, roads, sexual.</u></li> <li>● <u>Expressing feelings.</u></li> <li>● <u>Diverse Family Relationships-LGBT through “Different Families, Same Love programme”.</u></li> <li>● <u>Making healthy and responsible decisions.</u></li> <li>● <u>Forming friendships.</u></li> <li>● <u>Reproduction, conception (5<sup>th</sup> and 6<sup>th</sup> class).</u></li> </ul>

## **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 Junior Infants to 6<sup>th</sup> class.

### **Pupils with Special Educational Needs**

- Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/guardians in advance and anticipation of the children’s needs will be central to ensuring learning is meaningful.
- Children may be pre-taught language or concepts in anticipation of 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 School Support or School Support Plus Plan in consultation with parents/guardians.

### **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, the school cannot guarantee that the other children will not inform him/her about what was discussed.

- The teacher may make incidental reference to the issues discussed at a time when that child is present.

### Organisational Matters

- If children are withdrawn, parents must supervise them during lesson times.
- The school takes no responsibility for what the child may hear from other children following the teaching of RSE lessons.
- Teachers have the right to opt-out from teaching RSE. The Board of Management however has the responsibility to ensure that the RSE programme is taught to every child by a teacher in our school or by outside speakers.
- Parents will be informed in advance of lessons being taught on the sensitive areas of the RSE programme, with a letter outlining the content of the lessons. (See Appendix 2 & 3)
- The letter issued in advance, gives parents an opportunity to meet with the class teacher if they so wish, to discuss or clarify the lesson content 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 or Principal if they have any concerns.
- A parent's right to withdraw a pupil from the process will be honoured on the understanding that the parent is taking full responsibility for teaching their child this aspect of education. It is the responsibility of the parent to inform the school in writing of their decision to withdraw their child and their willingness to cover sensitive issues with their child outside of school hours.

### Dealing with questions

- All questions answered will reflect the parameters of the curriculum only.
- The teacher will refer a child to their parents should they ask a question that is judged to be inappropriate.
- The school cannot guarantee confidentiality, if a child asks a question of a personal nature or discloses personal/ family information.
- Teachers will not engage with questions about their own personal context.
- A "Question Box" facility can be availed of by the children should the teacher choose to use this methodology.
- Teachers will be mindful of children's reactions to questions asked by others.
- Questions do not have to be answered straight away

### **Provision for ongoing support, development and review**

- Parents are encouraged to view the RSE curriculum which is available to view on <https://pdst.ie/node/811>.
- Regular contact with parents prior to teaching of RSE lessons involving "sensitive issues" in the form of the home/school link page accompanying such lessons in RSE resource books.
- Parents will be issued with a home/school link page (indicating vocab and lesson content) prior to sensitive RSE issues being taught.
- Our schools RSE policy will be reviewed every 2 years, by the RSE policy committee. This policy will also be reviewed should the need arise. Parents and staff will be informed of any amendments made to the RSE Policy.
- Parents enrolling their child in Hansfield ETNS will be advised to familiarise themselves with the RSE policy which will be available on our school website <http://hansfieldetns.com/> .
- Staff members can avail of Professional Development in any of the Education Centres on the following programmes.

- o The Stay Safe Programme
- o Relationships and Sexuality Programme (RSE)
- o LGBT programmes
- o Walk Tall Programme

Where necessary or if opportunities arise, the BOM may be requested to support further in-career development for the staff as a whole.



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Date: \_\_\_\_\_

Dear Parents/Guardians of pupils in 5<sup>th</sup> Class

As part of the SPHE (Social, Personal and Health Education) curriculum we will soon be commencing the RSE (Relationships, Sexuality Education) module of the programme in school.

Relationships and Sexuality Education (RSE) is a partnership involving parents, teachers and The Board of Management. We are sending you the enclosed information about the RSE curriculum so that you are aware what your child will be learning in school, during the module. This information will also equip you to confidently discuss various aspects of RSE with your child and will help you to communicate the information in an age- appropriate manner using standardised terminology.

Please find enclosed “**Relationships and Sexuality Education in Primary Schools - Parent Information Leaflet**”. For further information, please consult the school’s RSE policy which is available on the school website [www.hansfieldetns.com](http://www.hansfieldetns.com).

All schools are required by law to provide the RSE module. Should you prefer however, that your child does not participate, we require your written undertaking (see below) that you will address the material from the RSE lessons on sexuality with your child at home. It is vital that every child receives this information.

Many Thanks,

\_\_\_\_\_  
 (Class Teacher)

\_\_\_\_\_  
 Fergal Collins (Principal)

\_\_\_\_\_  
 Brian Campion (BOM)

If you prefer that your child does not participate in the RSE module, please sign the declaration below and return this page to your child’s class teacher.

I/We undertake to communicate the information contained in the RSE lessons to my/our child \_\_\_\_\_ (Name). He/She will not be participating in the RSE module being taught in school. I/We understand that class discussions subsequent to the RSE module being taught may include module content which is unavoidable. I/We also agree to supervise my/our child in the Parents’ Room while the other children are engaging in the RSE module. I/We have received a copy of “**Busy Bodies**” information pack with DVD and booklet which is sent home with my child from school.

Pupil’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parents’ signature(s): \_\_\_\_\_





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Date: \_\_\_\_\_

Dear Parents/Guardians,

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Relationships and Sexuality Education (RSE) is a partnership involving parents, teachers and The Board of Management. We are sending you the enclosed information about the RSE curriculum so that you are aware what your child will be learning in school, during the module. This information will also equip you to confidently discuss various aspects of RSE with your child and will help you to communicate the information in an age-appropriate manner using standardised terminology.

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Many thanks,

\_\_\_\_\_

(Class Teacher)

\_\_\_\_\_

Fergal Collins (Principal)

\_\_\_\_\_

Brian Campion (BOM)

If you prefer that your child does not participate in the RSE module, please sign below and return this page to your child’s class teacher.

I/We undertake to communicate the information contained in the RSE lessons to my/our child \_\_\_\_\_(Name). He/She will not be participating in the RSE module being taught in school. I/We understand that subsequent class discussions may include content from the module. I/We also agree to supervise my/our child in the Parents’ Room while the other children are engaging in the RSE module in class.

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

Date: \_\_\_\_\_

## RELATIONSHIPS and SEXUALITY EDUCATION IN PRIMARY SCHOOLS

### Parent Information Leaflet



#### Introduction

Learning about relationships and sexuality is a process that goes on throughout our lives. Children learn primarily from their families. Therefore, as a parent, you are the first and most important teacher of your child when it comes to relationships and sexuality. A school based Relationships and Sexuality Education (RSE) programme can complement and support what children are learning at home. RSE is most effective when schools and parents work in partnership.

Partnership is supported when schools:

- Inform parents about what will be taught in RSE, and when it will be taught
- Consult with parents of a child with a learning difficulty to ensure that his/her needs are being met.
- Inform parents of their right to withdraw their child from the sex education component of RSE.
- Collaborate with parents when reviewing their RSE policy

The Department of Education and Skills requires all schools to teach RSE and to have an RSE policy. The policy will ensure that RSE is taught in a way that reflects the core values and ethos of the school.

The purpose of this leaflet is to give you some information about RSE. For more detailed information please go to the Drumcondra Education Centre website: [www.ecdrumcondra.ie/programmes/rse](http://www.ecdrumcondra.ie/programmes/rse)

#### What is RSE?

RSE teaches children about relationships, sexuality and their own growth and development. The lessons give children the opportunity to reflect on their lives and their relationships in a social, moral and spiritual framework. RSE is taught in the context of a wider subject called Social Personal and Health Education (SPHE).

SPHE provides opportunities to:

- Foster the personal development of children
- Promote the health and well being of children
- Help children to maintain supportive relationships
- Encourage children to become active, responsible citizens

The lessons in SPHE are arranged under three strands: **Myself, Myself and Others, Myself and the Wider World.**

The RSE programme is incorporated into the strands **Myself** and **Myself and Others**. Each strand is sub-divided into strand units. These are shown below, with a very brief summary of their content.

The Stay Safe Programme is also an aspect of SPHE and should be taught under the strand unit 'Personal Safety'. The programme helps children to deal with upsetting, unsafe or frightening situations. For more information go to: [www.staysafe.ie](http://www.staysafe.ie)

## JUNIOR INFANTS TO SECOND CLASS

### **MYSELF:**

**Self Identity:** What makes me unique and special, becoming self reliant, making choices, expressing opinions.

**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.

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

**Safety and Protection:** Identifying risks, developing strategies for keeping safe, understanding why there are rules.

### **MYSELF AND OTHERS:**

**Myself and My Family:** Learning about how families love and take care of each other.

**My Friends and Other People:** Appreciating friendship, treating others with dignity and respect, recognising bullying behaviour, understanding that it is wrong and knowing what to do about it.

**Relating to Others:** Listening to others, practicing care and consideration towards others, resolving conflict.

### **MYSELF**

**Self Identity:** Self awareness, self confidence, expressing feelings and opinions, coping with change, becoming more responsible, body image, identifying goals and targets.

**Taking Care of My Body:** Understanding health, dangers of substance misuse, personal hygiene, nutrition. For 3<sup>rd</sup>/4<sup>th</sup> Class: understanding physical changes for boys and girls. For 5<sup>th</sup>/6<sup>th</sup> Class children: understanding physical and other changes at puberty, understanding the male and female reproductive system.

**Growing and Changing:** Identifying and discussing feelings, having a positive sense of self. For 3<sup>rd</sup>/4<sup>th</sup> Class children: being able to discuss the development of the human baby from conception to birth, recognising how feelings are influenced by puberty. For 5<sup>th</sup>/6<sup>th</sup> Class children: understanding sexual intercourse, conception and birth in the context of a committed, loving relationship.

**Safety and Protection:** Identifying threats to safety, knowing how to keep safe, helping others to be safe.

**Making Decisions:** Decision making, understanding that decisions have consequences, recognising the role of adults in setting boundaries for young people.

### **MYSELF AND OTHERS**

**Myself and My Family:** Exploring what it means to belong to a family, identifying behaviour that promotes harmony in families.

**My Friends and Other People:** Appreciating the importance of friendship, coping with the loss of friendship, learning how to deal with bullying, recognising the importance of courtesy, good manners and caring for others.

**Relating to Others:** Listening and communication skills, positive strategies for resolving conflict.

## THIRD CLASS TO SIXTH CLASS