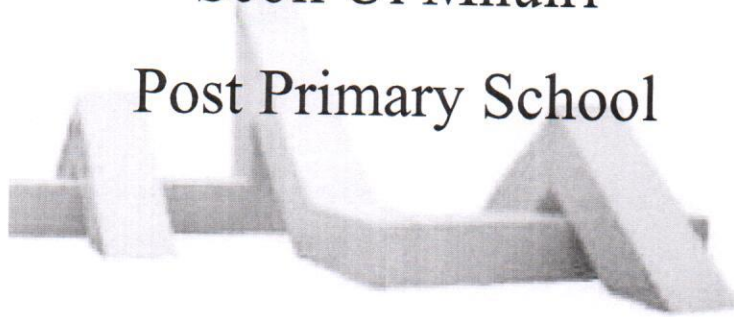


Scoil Uí Mhuirí
Post Primary School



Relationships & Sexuality Education (R.S.E.)

Policy

Revised May 2018

Introductory Statement:

This RSE policy was developed in accordance with:

1. Our mission statement; ‘Our vision for Scoil Uí Mhuirí is a school where we the students are given the tools to progress and the attitude to succeed, where we are all treated equally but our differences are celebrated’ (created by students Clarice O’Brien and Zak Matthews, 2017)
2. Guidelines as set out in Circular M4/95, M20/96, C23/10 *Social and Personal Health Education (SPHE) and Relationships and Sexuality Education-Best Practice Guidelines for Post Primary Schools* and C37/2010.
3. Guidance from SPHE Department including the RSE teachers (Ms Friel, Ms Morrison-Reilly)
4. All members of the School/College community are consulted during its development namely staff, management, Board of Management, parents and students.

This RSE policy is a written statement of the aims of the RSE programme within Scoil Uí Mhuirí. The policy reflects the relationship of RSE to SPHE and other subjects e.g. Religious Education, Science, Biology and Home Economics and the organisation and management of RSE within Scoil Uí Mhuirí. (*RSE Interim Curriculum and guidelines, p.8*). This policy applies to all aspects of teaching and learning about relationships and sexuality. It also applies to all school staff, students, parents /guardians, visiting speakers, invited guests, volunteers and members of the Parents’ Association Representatives and Board of Management.

Context: Scoil Uí Mhuirí

School

1. Scoil Uí Mhuirí is a co-educational, academically non-selective day school, with an enrolment varying between 600 and 700 pupils.

Our School Philosophy

1. The school encourages its pupils to consider and assess different viewpoints in relation to issues of morality. The experience gained through the working out of this policy and through respecting the needs of minority groups and individuals enriches the whole life of the school.

2. The school gives its pupils the opportunity to explore the humanities, sciences, arts, business studies and technical subjects. In addition it provides religious, moral and physical education in order to meet its founding objectives of supporting pupils in achieving their full academic potential and preparing them for participation in civic society and working life.

3. A code of conduct has been published after consultation with parents, staff and pupils and the following excerpts illustrate how the ethos of the school operates on a daily basis:

- * Discipline is founded on the principles of respect for people, environment, property and safety. All rules follow from these basic principles which are intended to create and maintain a happy and stable community.
- * The best way in which the school can operate with the maximum happiness and fulfillment for everybody is if the maximum courtesy and respect is shown for other people. Pupils at the school are expected to respect the dignity of other pupils, teachers and other staff in the school and have the right to expect that their own dignity will be respected.

Rationale:

It is necessary to have an RSE policy as RSE is a key element of healthy social and personal development as:

- Young people are exposed to a wide variety of messages about sexuality and sexual activity. Schools in consultation with parents/guardians need to reflect on how to provide for the needs of their students.
- The Education Act 1998 requires that schools should promote the social and personal development of students and provide health education for them. Section 4 of the Rules and Programme for Secondary schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both Junior and Senior cycle. At Junior Cycle the RSE programme is part of the Social, Personal and Health Education (SPHE).
- Circulars M4/95, M20/96, C23/2010 and C37/2010 request schools to commence a process of RSE policy development.
- The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, members of the board of management and students.
- Spiritual, moral and religious issues will arise when teaching RSE. The RSE policy will guide teachers in the treatment of such issues in accordance with the ethos of the college. It is important that teachers of RSE understand that their role is to express the views of the whole school community on these sensitive issues and not their own personal views.

In this regard, it should be noted that:

- Schools are required to deliver all aspects of the RSE curriculum, including those in relation to sexual orientation, contraception, sexually transmitted infections etc. This can be done within a context in which teaching of the programme is informed by the school's ethos.
- A school can express its ethos while at the same time facilitating students in discussing a range of views in relation to topics within the RSE programme.

Aims and Objectives:

This RSE policy intends to achieve the following:

Aims:

- Promote knowledge and respect for reproduction.
- Provide an opportunity to learn about relationships and sexuality.
- Encourage students to think and act in a moral, caring and responsible way.
- Help students understand and develop friendships.
- Help students understanding of sexuality.
- Develop a positive attitude towards one's own sexuality.

Objectives:

- The policy will ensure clarity and consensus on how RSE is taught in Scoil Uí Mhuirí.
- It will articulate the relationship of RSE to SPHE.
- It will articulate the aims of the RSE programme.
- It will clarify the rights, roles and responsibilities of all within the college community in relation to the RSE programme with particular reference to college staff, students, parents/guardians and the board of management/patron.
- It will ensure that teachers, parents/guardians and students understand how the teaching of RSE is linked to the college ethos.
- It will provide information on the practicalities of delivering the programme.

What we currently provide

The RSE programme as taught in our school is the programme laid out by the NCCA. The core resource used at Junior Cycle is Resource Materials for Relationships and Sexuality Education: Junior Cycle and Busy Bodies DVD developed by the Health Service Executive. The core resource used at Senior Cycle is Resource Materials for Relationships and Sexuality Education: Senior Cycle and the Trust programme developed by the HSE. B4Udecide, Lockers and Be in Ctrl. and growing up (LGBT) resource materials for Teachers developed by the HSE can be used for both Junior & Senior Cycle students.

- * The School encourages parents/guardians to ensure that students participate in this programme as a way of supporting parents as the primary educators of their children.
- * Student centred pastoral care structure supports include Year Head, Guidance and Counselling, Check and Connect, Learning Support, Principal & Deputy Principal, Student Council, the Pastoral Care Team and an Chrannóg.
- * Possibility of one to one conversations with the school Guidance Counsellors.
- * Anti-bullying policy and programmes of prevention (Wellbeing Week, Internet Safety Programme etc.) which emphasise respect for the rights and dignity of others.
- * Visits by speakers on topics which may be relevant to senior cycle RSE.
- * First, Second and Third Year: One timetabled period per week will be allocated to SPHE and out of the SPHE Programme in the year; six timetabled periods will be assigned to RSE.
- * Class groups are mixed gender of no more than 30 students in compliance with guidelines issued by The Department of Education & Skills.
- * RSE is included in the Transition Year programme.
- * Fifth and Sixth Year: RSE will be delivered as a stand-alone, independent module to all students.
- * RSE is included in the LCA programme through Social Education module, an Chrannóg access RSE in mainstream and with the coordinator of an Chrannog in E2.

Ethical/Moral Considerations:

RSE is a complex area of the curriculum. A school's RSE policy will provide guidance for teachers on the moral and ethical framework within which the programme will be taught. Issues include the following:

Answering Questions:

While it is important to create an environment in SPHE/RSE in which students can discuss issues openly, teachers may not be able to answer all questions asked by students and can set appropriate limits. Students may ask questions about issues which are not included in the curriculum. On these, and on all questions, teachers will use their professional judgment, guided by the age of the students, the RSE curriculum and the RSE policy for the school. Students should be made aware at the beginning of the RSE programme that asking personal questions of staff and peers is inappropriate and unacceptable. It is suggested that teachers might make available a "question box" in the classroom, into which students may place questions of an embarrassing nature to be dealt with anonymously and in the strictest confidence. If a teacher becomes concerned about a matter that has been raised they should inform/seek advice from the Principal/Deputy Principal.

Confidentiality:

While students should not be encouraged to disclose personal or private information in SPHE/RSE classes, there may be times when they do talk about their own lives. Confidentiality should be respected unless a teacher becomes aware that a student is at risk, in which case the appropriate action should be taken e.g. follow the procedures set down in the Child Protection Procedures and Guidelines for Post-Primary Schools (2011).

In cases of under-age sexual activity, the Child Protection Procedures for Primary and Post-Primary Schools (2011) state: '*In all cases where a school becomes aware of underage sexual intercourse the school shall take appropriate steps to inform the child's parents. (2.1.6)*'

It is important that the students must be made aware of the limits of confidentiality and that teachers do not give unconditional guarantees of confidentiality. Teachers may refer back to the ground rules agreed at the start of their SPHE programme. Students must be aware that any incident may be conveyed to the Principal and possibly the parents /guardian if the Principal decides that it is in the best interests of the child. Teachers will inform students when the content of a conversation can no longer be kept confidential.

Sexual Activity:

It is advisable for teachers to give young people information on the age of consent which, following the passage of the Criminal Law (Sexual Offences) Act, 2006, is 17 years of age for both males and females.

Family Planning/ Contraception :

The post-primary RSE Curriculum Guidelines state that the subject of family planning should be covered within the Senior Cycle RSE programme. There is a lesson on family planning in the RSE Senior Cycle Resource Materials on P77 and also in the “*TRUST*” pack. The RSE programme requires that young people are provided with information about methods of contraception, including Natural Family Planning. Age appropriate information is already taught as part of the Junior Certificate science curriculum. Schools can use their discretion with regard to the age at which students receive any aspect of the RSE programme.

Sexual Orientation:

- The post-primary RSE Curriculum Guidelines include the subject of sexual orientation. There is a lesson on sexual orientation in the RSE Senior Cycle Resource Materials on P151. RSE training courses delivered by the SPHE Support Service provide teachers with further materials.
- The school may decide if the topic needs to be addressed before Senior Cycle, especially if homophobic bullying is an issue. Teachers do not promote any one lifestyle as the only acceptable one for society. Therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education.

- One of the many advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality should be appropriate to the age of the pupils.
- The *Equal Status Act 2000* and the *Equality Act 2004* prohibit discrimination across nine grounds, including sexual orientation. Consideration needs to be given to the messages that are conveyed if the subject of homosexuality is not discussed in schools.
- It is important that any student who is coming to terms with their sexual identity should not experience any harassment, embarrassment or isolation which may impact on their mental and emotional health and they should be offered support from the Care Team.

Abortion:

This topic will be dealt with in an age appropriate, open manner, looking at all aspects of the issues in a non-directive way.

Sexually Transmitted Infections (STIs):

While awareness of STIs is one of the objectives of the Second Year SPHE/RSE syllabus, STIs are mainly addressed in Senior Cycle. There is a lesson on STIs in the RSE Senior Cycle Resource Materials on P103 and also in the “*TRUST*” pack. Given that rates of STI transmission are increasing, it is important that the subject is addressed in schools. Visiting Nurses are available from the University Hospital Limerick.

Practical Issues

- All students in the Junior cycle have one period of SPHE per week. RSE will be included as a module in the second term of school as part of their SPHE programme.
- Students in senior cycle will receive a minimum of 6 weeks tuition in RSE as part of their Religious Education programme.
- The size of the class groups will be determined by the base class.
- Boys and girls will be taught all aspects of RSE together.
- The boundaries of the RSE programme will be delivered with due deference to :
 - (a) The age of the students
 - (b) The school ethos
 - (c) Limits of confidentiality, limits to discussions and questions.
 - (d) **Ensuring that the RSE classroom is a safe place for all, including students and teachers.**
 - (e) RSE curriculum guidelines
- Visiting speakers must be made aware of the schools RSE policy, Mission statement and the SPHE visitor guidelines as laid down by the Department of Education in circular 0023/2010 to secondary schools. The Care Team are advised when visiting speakers are in the College. Thus, classroom teachers must remain in the classroom with the students; parents should be consulted and made aware of visiting people and agencies. All programmes and events delivered by visitors and external agencies must use appropriate evidence based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with young people for whom the programmes are designed. Evaluation of the speakers is compulsory.
- Provision will be made for students with special needs as laid down by the NCCA guidelines. To comply with these guidelines it will be necessary for the class teacher to consult with the special needs co-ordinator, prior to the programme, to discuss any students with special needs and to ascertain how they can be supported throughout the programme.
- Consideration and sensitivity must be given to the needs of students with special circumstances. Consult the Care Team. Check the A LIST.

KEY MEASURES:

Provision of training and staff development:

- Arrangements regarding the deployment of staff will be made by the Principal. Consideration will be given to gender balance. However, it would be preferable to consult with and timetable teachers who express an interest in teaching
SPHE/RSE. All teachers involved in this work do not have to be “experts” on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to RSE.
- In service training for the teaching of RSE will be provided by the SPHE support service. Staff will be encouraged to attend by the Principal and the SPHE coordinator.
- The appropriate teaching resources will be made available to staff subject to budget constraints.

Inclusion of Parents/Guardians:

- Parents /Guardians are the primary educators of their children and their role in education concerning relationships and sexuality education is seen by the college as very important. Relevant sections of this RSE policy will be included in the Parent’s information pack on enrolment to the college and also in the student’s journal. In Senior Cycle, a letter will be sent home at the beginning of the Module
- The policy has been designed in consultation with the Parents’ Council representatives and the views expressed by parents will be taken into account when the policy is being reviewed. A copy of this policy will be made available to any parent/guardian on request to the general office.

Note: The *Education Act 1998* provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parents or in the case of a student who has reached the age of 18, the student. Hence, parents /guardians have a right to opt their child out of the sensitive issues in RSE if they wish to do so. Parents do not have to give reasons for withdrawal. Once a parent’s/guardian’s request to withdraw is made, that request must be complied with until revoked by the parent. Parents/Guardians must collect and supervise students at this time.

Links to other Policies and to Curriculum Delivery:

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant college policies already in place, being developed or reviewed, will be examined with reference to the RSE Policy and any implications which may impact upon them will be addressed. Similarly the implications of other college policies and guidelines/plans for the RSE policy also need to be considered.

Identify any links to curriculum delivery:

- Social, Personal and Health Education (SPHE) is a Junior Cycle core subject. SPHE provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. This includes providing information on relationships and sexuality.
- Aspects of RSE are delivered across the curriculum, through subjects such as Religious Education, Science, Biology and Home Economics. In Scoil Uí Mhuirí our aim is to ensure that all students receive a full and balanced RSE programme from First Year through to Sixth Year.

Implementation, Arrangements, Roles and Responsibilities:

- An RSE policy committee may be assigned the role of coordinating the implementation of the policy.
- Teaching Staff will have direct responsibility for delivering the RSE programme at Junior Cycle and Senior Cycle.
- Year Heads have a Pastoral care role in liaising with students, parents/guardians, Chaplain, Guidance Dept, Special Education Needs Co-ordinator and Co-ordinator of Ignatian Ethos.

Ratification & Communication:

When the finalised draft policy is ratified by the Board of Management, it becomes the Scoil Uí Mhuiri's agreed RSE Policy. A copy of the RSE policy will be available to staff in their handbook. The entire teaching staff will familiarise themselves with the policy and make themselves aware of any changes implied in curriculum delivery. Parents/guardians will be informed of the RSE Policy from the time of acceptance of the student. A copy of the RSE policy will be available at all times in the General Office and on the school's Website.

Monitor the Implementation of the policy:

The Principal is responsible for the implementation of the policy but may assign the monitoring to the RSE staff.

Reviewing and evaluating the policy:

Ongoing review and evaluation will take place cognisance of changing information, guidelines, legislation and feedback from parents/guardians, students, teachers and others. The policy will be revised as necessary in the light of such reviews and evaluation and within the framework of school planning. The policy will be reviewed at 3 year intervals or sooner if necessary. Some practical indicators will be used to gauge the impact and effectiveness of the policy. Such indicators include the following:

- A student /teacher evaluation form may be given to some classes at the end of the RSE module.
- The range of resource material available to teachers.
- The in-service training availed of by teachers.
- Students awareness of the policy
- Parents and Guardians awareness of the policy.
- Positive feedback is received from teachers, students, parents/guardians and members of the Board of Management.

This policy should be read in conjunction with the Scoil Uí Mhuirí Child Protection Policy

| <i>Policy Stages</i> | <i>Date</i> |
|--|--------------------------|
| * Policy Re drafted | 3 rd May 2018 |
| * Policy ratified by Board of Management | 9/11/18 |
| * Policy agreed by staff | |
| * Policy agreed by Parent's Council | |
| * Policy explained to Student's Council | |
| * Policy Explained to Care Team | |
| * Date of Implementation | |

Signed:

 9/11/2018

Chairperson, BOM

Appendix 1

RSE information and permission letter to parents.

Our school's SPHE and RSE Programme

Dear Parent/Guardian,

I am writing to inform you about the Social, Personal and Health Education Programme which is a core part of the secondary school curriculum. S.P.H.E. provides a unique and exciting opportunity for students to develop skills and competence, to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

Relationship and Sexuality Education (RSE) is one module within the S.P.H.E. curriculum. RSE is a life-long developmental process of acquiring knowledge and an understanding of human relationships through which students cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships. One timetabled period per week is allocated to S.P.H.E. and out of the S.P.H.E. Programme in the year; six timetabled periods will be assigned to Relationships and Sexuality Education. This module will be taught to all year groups from first to sixth year. A complete breakdown of the S.P.H.E. curriculum, which includes comprehensive details on the RSE module, is available for your information on <http://www.sphe.ie/resources.aspx>.

As you are the primary educators of your children, we recognise the right of any parent/guardian who so wishes to request that his/her daughter or son should not participate in the programme. The school will respect this choice. Any Parents/Guardians wishing to withdraw their child must contact the Principal to make their wishes known.

Le gach dea-ghuí,



Eilis Flood (Principal)

Appendix 2

Themes at Junior cycle

10.1 Human growth and development

- awareness of changes in the human life cycle
- an understanding of the physical and emotional changes that take place in males and females at puberty and appreciation of variation
- knowledge of sexual organs and their function
- an appreciation of hygiene associated with puberty
- an awareness of the sometimes conflicting feelings, moods and emotions characteristic of adolescence
- development of a language for the expression of emotions
- an understanding of fertility, conception, pregnancy and birth
- awareness of implications of sexual activity
- understanding of sexually transmitted diseases, with particular reference to HIV/AIDS

10.2 Human sexuality

- an awareness of what it is to be female and male
- an awareness of stereotyping and its influence on attitudes and behaviour
- an appreciation of equality and difference
- information on and sensitivity to sexual orientation
- awareness of discrimination
- respect for sexuality
- developing skills for personal safety

10.3 Human relationships

- developing skills for self awareness
- developing skills for building and maintaining self esteem
- awareness of the qualities valued in friendships and how friendship patterns change
- developing skills for establishing and maintaining relationships
- awareness of roles and responsibilities in relationships and families
- identifying groups students belong to, behaviour in these groups and response to peer pressure

Themes at Senior cycle

12.1 Human growth and development

- understanding the structure and function of sex organs
- awareness of fertility
- awareness of the importance and methods of family planning
- understanding of pregnancy and the development of the foetus
- appreciation of the importance of health care during pregnancy
- recognising the range of human emotions and ways to deal with these
- an understanding of the relationship between safe sexual practice and sexually transmitted diseases with particular reference to HIV/AIDS

12.2 Human sexuality

- understanding of what it means to be male or female
- consideration of male and female roles in relationships and in society
- awareness and understanding of sexual orientations
- exploration of some of the issues pertaining to equality
- understanding the concept of sexual harassment and its different forms
- awareness of sexual abuse and rape, including legal issues and the identification of help agencies in these areas
- skills for making choices about sexual activity
- exploration of the range of attitudes, values and beliefs regarding sexual behaviour in modern society

12.3 Human relationships

- understanding the nature of peer pressure
- developing skills for resolving conflict
- development of an awareness of the complex nature of love and loving relationships
- understanding marriage as a loving commitment
- deeper awareness of the importance of family life