



Relationship and Sexuality Education Policy

Senior Cycle



Mission Statement

Coláiste Naomh Feichín endeavours to create a safe, secure environment for staff and students in which education in a holistic sense will be provided, focusing on student's academic, social and cultural development. The student's uniqueness and individuality will be recognised and nurtured so that they become respectful, balanced and valuable members of society.

Index

1. Learning intentions
2. Aims of the Programme
3. The Organisation of the Work
4. Subject Teachers
5. Time Allocation
6. Choice Structure
7. Classification of Students
8. Subject Matter
9. Planning for students with special needs
10. Cross-curricular planning
11. Wellbeing
12. Visiting speakers and other Resources
13. ICT Facilities
14. Health and Safety Requirements
15. The acquisition of the Curriculum
16. Curriculum subject matter, Homework, Assessment Methods
 - a. Bliain 5
 - b. Bliain 6
17. Continued Professional Development

1. Learning Intentions

- RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of relationships and sexuality.
- To promote an understanding of sexuality
- To promote a positive attitude to one's own sexuality and in one's relationship with others.
- To promote knowledge and respect for reproduction.
- To enable students to develop attitudes and values towards their sexuality in a moral, spiritual and social framework in keeping with the policy of the school.

2. Aims

- The RSE programme is designed to follow the principles set out in the draft guidelines for RSE (NCCA, June 1995, 1.2) state that social, personal and health education is "spiral, developmental in nature and age appropriate in content and methodology". The RSE is designed to follow this principle and pattern.
- Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in one's self and one's relationship with others.
- This programme will deal with issues such as self-esteem, assertiveness, communication and decision making skills.
- To gain knowledge in how we grow and change as individuals during our youth and to gain a sense of accepting diversity as part of that development.
- Students will gain a knowledge on the physiological changes that occur during the reproductive cycle, on fertility and sexually transmitted diseases.
- To develop an understanding of one's own sexuality, gender issues and issues relating to our sexual culture.
- To promote respect for the family unit and the understanding of parental responsibilities.

- To develop strategies to promote personal morality and respect for others and the dignity of others.
- To promote opportunities for students to deal with peer pressure, conflict and situations which may threaten their personal safety.

In its broader sense, RSE is a whole school responsibility and all members of this community share responsibility for modelling relationships that are characterised by justice and respect.

3. Organisation of the Work

- Máire Nic an Mháistir is the primary co-ordinator of RSE in our school.

4. Subject Teachers

- RSE is dealt with in the context of certain subjects outside of the formal class;
 - Home Economics with Eibhlín Uí Mhainín
 - Science/Biology with Áine Bairéad
 - Science/ Biology with Frances Ní Bhruadair
 - SPHE and Wellness with Sharon Casburn

5. Time Allocation

- Three blocks will be allocated annually to the teaching of RSE. The blocks will last for 120 minutes or 3 classes of 40 minutes at a time to cover the course.

6. Choice Structure

- It is the right of parents to withdraw their children from the RSE module of the SPHE programme as outlined in the educational act 1998. Therefore, written parental consent must be given to the school in advance so that students can participate in these classes.
- Parents do not have to give reasons for withdrawal. Once a parents request of withdrawal is made that request must be complied with until revoked by the parent.

7. Classification of students

- RSE classes are mixed.

8. Subject Matter

- See content

9. Planning for Students with special needs

- Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up. They may also need more help learning what sort of behaviours are and are not acceptable, and in being mourned and prepared against abuse by others. Individual questions and time may be allocated to these students.

10. Cross-Curricular Planning

- As outlined in our policy

11. Wellbeing

- Wellbeing is an important part of the RSE module. The school recognises the importance of a positive mental attitude among our young people. It is our aim to be mindful of our students who may be vulnerable and/or at risk. Prior to the teaching of RSE, steps are taken to ensure that the classes are positive, respectful and allow students to be confident in their development.

12. Visiting speakers and other Resources

- It is our school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors can enhance the quality of the provision as long as they are used in addition to and not instead of a planned programme of RSE.

13. ICT Facilities

- All class rooms are equipped with computers. We have a computer classroom, overhead projector and we have Wi-Fi source in each classroom.

14. Health and Safety Requirements

- Student's health and safety is paramount to our policy. Please see the child protection guidelines for post-primary schools.
- If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse, he/she should without delay report the matter to the Designated Liaison Person, i.e. the Principal or Deputy Principal if the Principal is unavailable, in the school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all

times should be borne in mind. The supports of the school should be continued to be made available to the child.

15. The Acquisition of the Curriculum

- Please see our policy.

16. Subject Matter, Homework and Assessment

Subject	5 th Year	6 th Year
	<ul style="list-style-type: none"> • Revise the Male and Female Reproductive Systems • Fertility • Birth • Contraception • Open and frank discussion with students • Sense of identity and gender issues – guest speaker possible 	<ul style="list-style-type: none"> • Revise the Male and Female Reproductive Systems • Fertility • Birth • Contraception • Open and frank discussion with students • Sense of identity and gender issues (guest speaker possible)
Bloc A	<ul style="list-style-type: none"> • Sexually Transmitted Diseases – guest speaker possible (GP, Midwife/Nurse) • Contraception 	<ul style="list-style-type: none"> • Issues relating to sexual consent • Discussion on advice and support and issues regarding consent, assault and rape
Block B	<ul style="list-style-type: none"> • Fertility • Child Birth – guest speaker possible (midwife) 	

17. Continued Professional Development

- Teachers will be afforded every opportunity to avail of CPD regarding their teaching.