

St. Corban's B.N.S.  
Fairgreen  
Naas  
Co. Kildare



## Relationship and Sexuality Education Policy 2019

### ▪ **Introductory Statement & Rationale**

This policy statement is an approved approach to the teaching of RSE in St. Corban's BNS. It was originally developed in 2002 by St. Corban's BNS R.S.E. Policy Committee which included two teachers, two representatives of the Board of Management and two parent representatives. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE. It was reviewed with the help of a PPDS Advisor in February 2010 and reviewed and ratified again in 2013. In 2017 it was reviewed again to take account of the reconfiguration of the school to include infants for the first time.

### ▪ **School Philosophy**

St. Corban's BNS is a boys' only Catholic school and therefore all policies developed are implemented in ways which are in keeping with the ethos of the school. Although we have a Catholic ethos, we accept pupils of all faiths and none. The ethos of the school is characterised by the following:

- *Sensitive to reality of our children's lives in a changing world*
- *Mutual respect between all partners in education*
- *Child-centred*
- *Aims to ensure each child reaches full potential in the holistic sense*
- *Hopes that children are equipped with high self-esteem to enable them to go to live happy and fulfilled lives*

The school is aware that families with different religions and cultures attend St. Corban's BNS and this has been taken in to account when drafting the RSE policy. The school is also aware that different types of family units live in the area and is sensitive to their needs.

### ▪ **Definition of RSE**

RSE aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them to think and to act in a moral, caring and responsible way. RSE 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 build relationships, form values and establish behaviours within a moral, spiritual and social framework.

### ▪ **Relationship of RSE to SPHE**

Social, Personal and Health Education contributes to developing the work of the school in promoting the health and well-being of children and young people. This happens in the

context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development.

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 others. RSE is an integral part of Social, Personal and Health Education and must be taught in this context to keep it in perspective and to give it proper emphasis. SPHE is a time-tabled subject to be implemented in full.

▪ **Current Provision**

The school currently provides SPHE /RSE formally and informally through:

- The promotion of a caring atmosphere on a daily basis
- Religious Education (Alive-O & Grow in Love)
- SPHE Curriculum
- PE Curriculum
- Stay Safe Programme
- SESE lessons
- Health Education visitors
- RSE lessons as part of the SPHE Programme

▪ **Aims of our RSE programme**

- To help young people develop healthy friendships and relationships
- To promote a healthy attitude to sexuality and to relationships
- To enhance the personal development, self-esteem and well-being of the child
- To foster and 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

▪ **Guidelines for the Management and Organisation of RSE in our School**

The RSE programme will be delivered as follows:

The programme will be taught in the normal classroom situation by the class teacher. It is recognised that a teacher has the right to opt-out of teaching some or all of the programme (e.g. sexually sensitive issues in RSE). In this case alternative arrangements will be made to ensure that the programme will be taught to all classes. It is responsibility of Board of Management to ensure that the curriculum will be taught to the children by another teacher or an outside speaker. Teachers will adhere to the limits of the content of the programme.

Visitors such as: Nurse, Garda, Fire Person, Post Office Worker, Farmer, Mother and baby may be brought into any class if a teacher feels that such a visit would be beneficial to the pupils

Issues discussed will be age appropriate. Topics will be dealt with in a manner that will show care and sensitivity to all pupils.

Sensitive issues will usually be dealt with in the third term and parents will be informed in advance.

#### Curriculum Matters:

- Curriculum Content – The curriculum detailed in the RSE books will be followed as published, and will be taught in Junior Infants to 6<sup>th</sup> class. All resources used will be in keeping with the ethos of the school and the policy.
- When an outside speaker is used, the class teacher is responsible for making them aware of school policy and that teacher will sit in during the lesson.

#### Organisational Matters:

- As parents / guardians are the primary educator's of their children they may wish to deal with certain aspects of the RSE programme in the home. Consequently, having been made aware of the programme a parent may decide to withdraw the child from the classroom while the lessons are being taught. If children are withdrawn, they will be accommodated in another teacher's classroom. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom.
- Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns.
- Parents are invited to a meeting with the sixth class teachers prior to the sensitive issues being addressed.

#### Dealing with Questions:

All questions answered will reflect the parameters of the curriculum. Certain topics will not be discussed i.e. abortion, masturbation, homosexuality, contraception. Questions to the teacher may be written or oral within the group setting and answered within the boundaries of the curriculum and policy. Any questions asked by the children that are judged to be inappropriate, the teacher will refer the child to their parents. The school cannot guarantee confidentiality if a child asks a question of a personal nature relating to themselves or discloses personal information.

RSE will be facilitated in three ways within the school:

1. In the context of a positive school atmosphere
2. As part of SPHE discrete time
3. In an integrated cross-curricular format

#### ▪ **Provision for Ongoing Support**

- Parents are welcome to view the curriculum if they wish





### First and Second Class

**First Class:** The themes covered include “New Life” and “How my body works” (RSE Teaching Materials p. 68-75)

Vocabulary Introduced: urine                      urethra

**Second Class:** Themes explored include “The Wonder of New Life”, “When My Body Needs Special Care” (RSE Teaching Materials p. 162-169)

Vocabulary Introduced: vagina                      anus

Relevant Objectives from SPHE Curriculum:

The child should be enabled

- ❖ to name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions  
(SPHE Curriculum – 1<sup>st</sup> & 2<sup>nd</sup> Class – p. 27)
- ❖ appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world  
(SPHE Curriculum – 1<sup>st</sup> & 2<sup>nd</sup> Class – p. 28)

### Third and Fourth Class

**Third Class:** Preparing for New Life (RSE Teaching Materials p.70-79)

Vocabulary Introduced: Pregnancy                      umbilical cord                      navel (belly button)

**Fourth Class:** Themes include “The Wonder of New Life” and “Growing and Changing” which deal with all stages of pregnancy and birth and encourages children not to take these daily miracles for granted (respect). (RSE Teaching Materials p.170-181 & 196-205)

Vocabulary Introduced: Fertilized egg                      scan                      hormones                      cells  
menstruation                      Periods                      Pubic areas                      Pubic Hair                      Perspiration

Relevant Objectives from SPHE Curriculum:

The child should be enabled

- ❖ discuss the stages and sequence of development of the human baby, from conception to birth  
(SPHE Curriculum – 3<sup>rd</sup> & 4<sup>th</sup> Class – p. 41)
- ❖ understand the physical changes taking place in both the male and female body  
*growing height and weight, increasing strength growing from boy to man, growing from girl to woman*  
(SPHE Curriculum – 3<sup>rd</sup> & 4<sup>th</sup> Class – p. 39)

## Fifth and Sixth Class

**Fifth Class:** Themes developed include “My Body Grows and Changes”, “The Wonder of New Life” and “Caring for New Life” (RSE Teaching Materials p. 82-92 & 94-101 )

Vocabulary Introduced: ovaries fallopian tubes uterus cervix  
testicles scrotum sperm production erection wet dreams  
conception

**Sixth Class:** Themes covered include “Growing and Changing”, “Relationships and New Life” and “A Baby is a miracle” (RSE Teaching Materials p. 184-197 & 200-208 & 210-219 )

Vocabulary Introduced: Adolescence responsibilities

Relevant Objectives from SPHE Curriculum:

The child should be enabled

- ❖ identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone

*female*

*hormonal changes, changing body shape  
development of breasts, appearance of  
pubic hair, onset of menstruation (periods)*

*male*

*hormonal changes, physical growth  
enlargement of testicles and penis  
appearance of pubic, underarm and facial  
hair  
breaking of the voice, beginning of sperm  
production*

*onset of nocturnal emissions (wet dreams)*

- ❖ understand the reproductive system of both male and female adults (SPHE Curriculum – 5<sup>th</sup> & 6<sup>th</sup> Class – p. 56)
- ❖ understand sexual intercourse, conception and birth within the context of a committed, loving relationship
- ❖ discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent  
*preparing for the birth of the baby taking care of offspring from birth onwards  
emotional, psychological and practical provisions*  
(SPHE Curriculum – 5<sup>th</sup> & 6<sup>th</sup> Class – p. 58)

