

RELATIONSHIPS AND SEXUALITY EDUCATION POLICY



**Módh Scoil Láir Naíonán, Sráid Maoilbhríde, Baile Átha
Cliath 1**

Central Model Infants' School, Marlborough Street, Dublin 1.

Tel/Fax 018788344

Email info@centralmodelinfantschool.ie

Website www.centralmodelinfantschool.ie

Ethos

The Central Model Infants' School is a co-educational school, under the patronage of the Minister of Education. The Central Model Infants' School is an inclusive, child centred Learning Community. Respectful relationships are fundamental to us. We achieve excellence through high expectations, teamwork and shared leadership. We aim to nourish and develop each child's sense of their own self-worth as an individual and celebrate their unique gifts and talents

Definitions

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.

Relationships and Sexuality Education (RSE) addresses the meaning of relationships, human sexuality growth and development, personal and social skills within a moral framework. RSE encourages the children to examine and explore the various relationships in their lives. They learn to have respect for themselves and for others in their friendships and relationships. Promoting confidence and fostering self-esteem will be part of this programme. These qualities are vital in enabling children to cope with the changes that take place in their lives as they grow. Relationships and Sexuality Education (RSE) is an integral part of Social, Personal and Health Education and is taught in this context.

The aims of our R.S.E. programme.

- ✚ To enhance the personal development, self-esteem and well being 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 appropriate to their age.
- ✚ To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.
- ✚ To develop and promote in the child a sense of wonder and awe at the process of birth and new life.

Management & Organisation of R.S.E. in our school.

An overview of the content of the RSE Programme is attached to this policy.

- ✚ The R.S.E. programme is taught by the class teacher.
- ✚ Every class will be taught RSE from September. The Stay Safe programme will be taught in January and February. Parents will receive information home so they can support the programme.
- ✚ Parents are welcome to view and discuss the programme with the school at any time.
- ✚ A copy of the programme will be available in the school and published on our website.

Resources

The following resources will be used in the teaching of S.P.H.E and R.S.E
NCCA Interim curriculum and guidelines

The SPHE curriculum1.Resource Materials for RSE-

- ✚ The Stay Safe Programme.
- ✚ Circle Time.
- ✚ The Walk Tall Programme (substance misuse and prevention).
- ✚ The Learn Together Curriculum.
- ✚ ‘Lessons in Diversity’

Language:

It is the policy of this school to teach and use the proper terms for the human body. The acquisition of appropriate language in RSE is crucially important to enable children to communicate confidently about themselves, their bodies and their relationships. Not being familiar with the biological terms for the body can put children at a disadvantage and especially in terms of staying safe.

Answering Questions:

If a pupil asks a question that is not in line with the curriculum content and not considered to be age-appropriate the school will

- Refer the child to his/her parents.

Privacy

Everyone has a right to privacy (see Universal Declaration of Human Rights and UN Declaration on the Rights of the Child). Teachers will not answer personal questions about themselves nor require the child to give information of a personal nature which they do not wish to share.

Rights and responsibilities of Parents/Guardians

- Parents are the primary educators of their children, especially in the areas of SPHE and RSE.
- Our R.S.E. Policy is available to all to read and parents are invited to participate in forming and reviewing this policy.
- We hold an information meeting once a year for each class group where the RSE programme can be discussed.
- Parents are asked to do the Stay Safe homework with their child

On-going support, development and review

The Board of Management Central Model Infants School commits itself to:

1. Ensuring access to in-career development opportunities for teachers and the policy committee.
2. Involving parents in the delivery of the programme eg. A family visit with a new baby to the classroom
3. Providing relevant R.S.E. school resources.
4. To carry out an evaluation of the Programme with the help of the Parents, Teachers and Policy Committee every three years.

The R.S.E Policy should be taught/read in relation to the school's

- Child Protection Policy.
- Anti-bullying Policy.

This policy was formulated in collaboration with Parents, Staff and Board of Management of this school.

This R.S.E. Policy was ratified by the Board of Management:-

On:- _____

Signed: _____ Chairperson – Board of Management.

Overview of content for Infants and First Class:

- Myself
- I am unique – self esteem, developing and expressing self confidence.
- My body.
- As I grow I change.
- New life.
- Keeping safe.
- Feelings and emotions.
- Making decisions.

Myself and others

- Myself and my family.
- Myself and my friends.
- Special people in my life.
- Relation to others – communicating, sharing and co-operating, resolving conflict.

Junior and Senior Infant Classes

Myself

1. **I am unique**
 - Develop a positive sense of self esteem.
 - Discuss and appreciate all the features that make a person unique.
 - Understand and appreciate personal abilities, skills and senses,
 - Recognise and record personal preferences.
 - Realise that people are special and unique just as they are.
 - Express own views and opinions.
 - Listen to the views, opinions and preferences of others.
 - Begin to appreciate and use quiet time.
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2. **My Body**
 - Identify external parts of the male and female body, head, eye, ears, nose, breast, skin, hips, navel, vagina, penis, bottom, knee, leg and foot.
 - Become aware that growth is unique for each individual.
3. **As I grow I change**
 - Become aware of physical changes as growth or development takes

place.

- Compare and contrast the development of social, intellectual skills and other abilities from infancy onwards. (Tying shoelaces, drawing, writing, reading, interaction with others, learning to share, arguing).

- Recognise that things can be done for oneself.
- Recognise that that feeling and emotions can change as he/she grows and develops. Realise that they are separating from their families and that this is a natural and healthy process.
- Acknowledge the decisions made by self and those made by others. Myself – the friends I play with, my bedtime, the television programmes I watch and the school I go to.

4. New Life

- Become aware of new life in the world. New growth in springtime, children and animals being born and baby animals being fed.
- Explore birth in the animal world.
- Develop awareness of human birth, that a baby grows and is nurtured in the mother's womb until it is ready to be born.
- Identify what babies need to help them grow – love, regular food and water, warmth, nappy changing, careful handling and medical check-ups.

5. Keeping safe

- Discuss occasions when lost – when I was lost, where I was, what I did and how I felt.
- Explore safety strategies – ways to get help, who to ask, people I can trust, observing where I am, knowing directions in my immediate environment. Knowing when to say yes/no to friends and strangers in different situations. Knowing your own name, address and telephone number.
- Recognise that rules exist in the family, school and community to help keep children and others safe.
- Feel secure enough to ask for help.

6. Feelings and emotions

- The child should be able to name a variety of emotions which are experiences, happiness, sadness, anger, jealousy and love.
- Identify situations where various feeling may be experienced – I am lost, when it is my birthday, when someone I know went to hospital, when I started school.
- Explore the variety of feelings that re expressed – laugh and smile when happy, hug or cuddle when showing love, cry when sad or happy, turn red when embarrassed, stamp foot when angry.
- Discuss and cope with losing something special.

Making decisions

- Identify some everyday decisions made by self and those which are made by others,
- Begin to develop some awareness of factors which may influence choices or decisions taken –
My own feelings or want.
The decisions of friends or others,
My personal mood at a particular time.
What I see on television,
The decision of a parent/teacher or other adult.

Myself and others

1. **Myself and others**

- Identify people who constitute a family (sibling(s), Parent(s), Grandparent(s) and relatives.
- Explore the things that families do together, talking, eating, working, traveling, and shopping, playing, watching television.
- Recognise the roles of different members of families and understand that these roles may vary.

2. **Myself and my friends**

- Identify, discuss and appreciate friends.
- Discuss and examine the different aspects of friendship, talking together, spending time together, helping each other and sharing with each other.
- Resolve conflicts that may arise with friends – learning to listen, to apologise and to accept apologies and to forgive.
- Recognize those who may be isolated in their immediate environments – the lonely child at playtime.

3. **Special people in my life**

- Identify, discuss and appreciate all the people considered special, both within and outside of the family circle – parent, grandparent, brother, sister, neighbour, friend, and teacher.
- Explore and examine why these people are special.

4. **Relating to others**

- Listen accurately to messages or directions,
- Learn to give and take turns in speaking and listening.
- Begin to develop some awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice.

- Talk about a wide range of everyday experiences and feelings.
- Use language, gestures and other appropriate behaviours to perform social functions – introduce yourself and others, express thanks, make a request.
- Learn to share and co-operate with others, shagging courteously with others and respecting the wish of others.
- Learn to listen to others, to apologise and accept apologies, to compromise and forgive.

First Class

Myself – First Class

1 Self Esteem

- Acquiring a growing sense of self-esteem
- Develop an awareness and appreciation of personal strengths, abilities and personal characteristics.
- Recognise similarities and differences between people – hair, eye and skin colour.
- View yourself as special and unique.
- Express personal opinions and preferences, listen to and acknowledge those of others, and comment upon them.
- Cope with a variety of new situations – joining new groups or clubs, beginning a new activity.
- Appreciate and make use of quiet time.

2. My Body

- Name and identify external parts of the male and female body and their associated functions – mouth – swallowing, chewing or food and breathing. Nose – breathing and smelling. Penis – passing urine. Urethra – pass urine. Breasts – feeding a baby. Navel – where a baby was joined to its mother before being born.
- Appreciate the need to care for the body in order to keep it strong and healthy.
- Become aware of how infection spreads easily from person to person – e.g. common cold, verruca, and athlete’s foot.

3. As I grow I change

- Understand that physical growth has taken place since birth – compare and contrast clothes now and when younger, photographs taken recently and younger.
- Compare and contrast the development of social and intellectual skills, and other abilities from infancy onwards.
- Begin to recognize the physical, emotional, social and spiritual factors which promote growth – love, food, warmth, communication and friendship.

- Recognise that growing up brings increased responsibility for oneself and others – making own lunch, putting away school clothes, brining in shopping, bathing myself, feeding a younger child.
- Explore the various feeling that change as one grows- what mad me laugh when I was younger, the things I enjoyed when I was younger, the things I was afraid of when I was younger, The things I enjoy that I find funny and that make me cry. How I cope with losing special things.

4. New life

- Appreciate and celebrate the wonder of life.
- Understand that all living things reproduce.
- Become familiar with the cycles of some common plants and animals – life cycle of seed, chick, frog, duck, pig and sheep.
- Appreciate what is necessary in order to provide and care for new born babies in both the animal and human world – love, regular feeding, nappy changing, careful bathing and medical check-ups.
- Realize the various roles parents and other family members have in providing for new born babies. – love, time, energy, talking to baby, money patience.

5. Keeping safe

- Recognise the dangerous situations and how to seek help,
- Identify people who make him/her feel unsafe – vandals, bullies, people who bother me/fight.
- Distinguish between ream and imagined dangers – fiction and non fiction book, television programmes, walking on a high wall.
- Develop appropriate observational skills to promote personal safety – noting features on a journey, the number of the bus route.
- Develop strategies to deal with threatening situations – saying no, telling a trusted person, making a telephone call (e.g. dialing the correct number, asking for the correct person, giving the correct address).

6. Feelings and emotions

- Identify and name positive and negative feelings which can be experienced – joy, love, happiness, embarrassment, anger, jealousy, excitement, being bullied and being frightened.
- Differentiate between physical and emotional hurt, being injured and hurt feelings.
- Realise how it fees to be excluded – feeling lonely or feeling relieved when left out of a game, not invited to a party, not receiving a prize.
- Realise the various ways that feelings can be expressed and choose which is more appropriate and socially acceptable – affection, hugging? shaking hands? Anger – hitting someone? crying?, telling someone about the anger?

7. **Making decisions**

- Recognise the choices that are made every day.
- Discuss the factors which may influence personal decisions and choices – personal beliefs or desires, what is right, the wishes or actions of parents, teachers or others, peer pressure, television.
- Identify the risky behaviour and consequence of same – dangers of playing on the road.
- Begin to realize that he/she will be given more opportunities to make choices as the trust of others is earned – I can choose to have a pet if I can be trusted to look after it.

Myself and others

1. **Myself and m family**

- Explore and discuss how the family functions as a unit.
- Understand accept that all families are not the same.
- Identify the ways in which members of families can help each other,
- Be sensitive towards the feelings of there family members.

2. **Myself and my friends**

- Identify, explore and discuss qualities and skills associated with friendship – spending time together, talking together, playing together, traveling together, sharing, offering help, respecting each other individually, making new friends and making a new comer feel welcome.
- Identify, explore and discuss the difference ways one can lose a friend and begin to develop the necessary skills to cope with such a loss.
- Acknowledge that friends often circulate in groups which can be healthy/unhealthy – a healthy group: inclusive friendly, supportive, an unhealthy group: teasing, taunting, bullying.

3. **Other people**

- Begin to appreciate how people depend on each other in the family, school and the wider community.
- Begin to develop sensitivity and empathy towards others including those who may be different – imagining how others feel in a particular situation.
- Examine how boys/girls are presented in books, magazines, television programmes and in the media.

Relating to others

4. **Communicating**

- Listen to others and hear what is being said.
- Talk about and reflect on a wide range of everyday experiences, feelings and emotions.
- Use language, gestures and other appropriate behaviours to perform

social functions – introduce oneself and others, express concern and appreciation, express thanks, ask questions, offer help.

- Express and/or record experiences, opinions, feelings and emotions in a variety of ways – oral language, drama and role play, drawing, painting or other art work, dance or music and writing.

5. **Sharing and co-operating**

- Learn to share and co-operate with others – sharing courteously with others, co-operating and working together, recognize what can and cannot be shared, respecting the wishes of others.

6. **Resolving conflict**

- Explore and practice, through discussion, role play and other techniques, how to handle conflict without being aggressive – listen and think about other person's point of view, present own point of view clearly, seek to persuade and compromise, apologise and /or accept apology.

Answering Questions:

If a pupil asks a question that is not in line with the curriculum content and not considered to be age-appropriate the school will

- Refer the child to his/her parents.