

Trinity Comprehensive Ballymun RSE Policy

Aim

Trinity Comprehensive through the RSE programme aims to:

- Help young people develop healthy friendships and relationships
- Promote an understanding of sexuality
- Promote a healthy attitude to sexuality and relationships
- Promote knowledge of and respect for reproduction
- Enable young people to develop healthy attitudes and values towards their sexuality in a moral spiritual and social framework

Scope

This Policy statement has been drawn up in consultation with the Board of Management, Staff, Parents and Students of Trinity Comprehensive. It applies to all pupils in the school to their parents and to all members of the school staff and management.

Relationship with the school Mission Statement

The mission of our school community is to create an environment where learning is valued. Each individual will be supported in achieving their full academic, personal and spiritual potential in a healthy, safe and inclusive environment. We will respect the rights and responsibilities of all.

The aims and content of RSE support and contribute towards the achievement of the school's Mission Statement

Rationale

Trinity Comprehensive through various education programmes and extra curricular activities seeks to promote the social and personal development of students. It also seeks to provide them with Health Education. This is supported by the Education Act (1998). The RSE programme provides a structured approach where the values of self-esteem, self-confidence, mental and emotional well being are fostered.

Relationships and Sexuality Education is integral to this process and is integrated into the SPHE programme.

Goals:

The RSE programme should enable students to:

- Acquire the skills necessary to form healthy friendships and relationships
- Develop a positive sense of self awareness
- Become aware of the variety of ways in which individuals grow and change especially during adolescence

- Develop respect for the difference between individuals
- Understand human physiology with particular reference to reproduction, fertility and sexually transmitted diseases
- Understand sexual development and identity and explore sex roles, stereotyping, gender issues and cultural influences on sexuality
- Value family life and appreciate the responsibility of parenthood
- Develop the capacity for making decisions that are consistent with personal and moral integrity and respectful of the rights and dignity of others
- Develop skills for coping with peer pressure, conflict and threats to personal safety

Programme Content

- Human Growth and Development
- Human Sexuality
- Human Relationships

Development of themes at Junior Cycle.

Human Growth and Development

- Awareness of changes in the human 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

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
- Awareness of sexual abuse and rape including identification of help agencies within and outside the school.

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.

Development of themes at Senior Cycle.

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 fetus
- Appreciation of the importance of health care during pregnancy
- Recognizing the range of human emotions and ways to deal with these
- An understanding of the relationships between safe sexual practice and sexually transmitted diseases with particular reference to HIV/AIDS

Human Sexuality

- Understanding of what it means to be male or female
- Exploration of some of the issues pertaining to equality
- Understanding the concept of sexual harassment and its different forms
- Understanding the concept of consent
- 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
- Laws in relation to sexual activity
- Exploration of the range of attitudes, values and beliefs regarding sexual behaviour in modern society

- 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
- Understanding of marriage in various cultures
- Deeper awareness of the importance of family life

R.S.E.

Relationships and Sexuality Education is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. In the school setting RSE is an integral part of the general educational provision, which seeks to promote the overall development of the person and which includes the integration of sexuality into personal understanding, growth and development. The RSE programme provides opportunities for young people to learn about relationships and sexuality in ways that help them to think and act in a moral, caring and in a responsible and inner directed way.

RSE in the school aims to support the work of parents, who are the primary educators of their children in this area.

Schools also appreciate that parents, peers, adults and the media deliver this education consciously and unconsciously.

What the School currently provides

In its broadest 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. At a more formal level, RSE is dealt with in the context of certain subjects; Science, Home Economics, English, C.S.P.E., Religion, and population demographics/social studies within the Geography syllabus. However, to ensure an adequate response to the needs of all students, specific provision for RSE is made within the Social, Personal, and Health Education programme, to which one class period is apportioned each week for **junior cycle students**.

The programme for **Senior students** involves 6-10 class periods of RSE in TY, 5th and 6th year. It is usually delivered between Jan and February each year. While the RE department have the primary responsibility of delivering the programme particular aspects of the programme i.e. human reproduction and family structure are delivered in collaboration with the Biology and Home Economics Departments respectively.

Roles and Responsibilities in developing and implementing the policy

Class Teacher:

The RE teacher in collaboration with the Biology and Home Economics and in consultation of the Form teacher in. This ensures that the teacher can be aware of pastoral issues.

SPHE co-ordinator

The Co-ordinator will oversee the content of programmes. Recommend staff training and Organise various events.

Parents

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of the RSE policy will be included in the school's Information for Parents section on the school website and other documentation. The policy is designed as a vehicle for consultation with the parents' council representatives and the views expressed by parents will be taken into account when reviewing the policy.

Outside Agencies

The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counseling on aspects of sexual behavior and contraception; however sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

When appropriate the expertise skill and knowledge of outside agencies will be invited to deliver particular aspects of the programme. Teachers will be present in the class when this takes place.

Confidentiality

The school will work within the guidelines of the "The Child Protection Guidelines for Post Primary Schools" in all areas of child protection, aswell as in the area of confidentiality: Paragraph 4.1.1: *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 in that school. A written record of the report should be made and placed in a secure location by the DLP. The need for confidentiality at all times, as previously referred to in Chapter 1 paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.*

Management

Management will work with the SPHE co-ordinator in organising whole school events, Timetabling, arranging staff training etc.

Implementation procedures

There will be regular SPHE and RSE meetings for subject development.

Success Criteria:

Students present in each class with the confidence to ask questions.

Student feedback

Parent feedback

Monitoring Procedures

Regular review meetings

Review Procedures

When reviewing the RSE programme the following points will be considered:

Relevancy: Is the programme covering the aims of RSE and is it meeting the needs of the students.

Effectiveness: Is the programme achieving what it set out to achieve

Teaching and Learning: Examine the teaching methods being used

The policy will be reviewed after two years. The review team will comprise the Principal, Deputy Principal and RSE and other relevant personnel

Views and experiences of teachers, students and parents will be surveyed in relation to the success criteria

MEFRAME

This policy will come into force on: _____

It will be reviewed after two years.

Appendix 1

RSE Programme Delivered by RE Department in collaboration with biology and HE Departments Jan-Feb

Programme Content:

Transition Year (This may take a term)

1. Self Awareness and Personal Skills
2. Relationship Skills
3. Sexual and Reproductive Health
4. Sexual Identity
5. Parenting
6. Relationships
7. Sexual Harassment
8. Building Health Literacy
9. Life Plan

5th Year

1. Self and Others
2. Taking care of yourself
3. Relationships and sexuality
4. Human Reproduction Biology Dept
5. Family Structure Home Economics
6. Coping with problems

6th Year

7. Planning for the future
8. Implications of sexual Activity
9. Loving relationships
10. Contraception and Sexual Transmitted Diseases Biology Department
11. Sexual Harassment
12. Sexual Abuse

5th and 6th Year LCA

Module 1: Social and Health Education 1 (5th Year)

1. Self and Others
2. Taking Care of Yourself
3. Relationships and Sexuality
4. Reproduction
5. Contraception's
6. Sexually Transmitted Diseases

Module 4: Social and Health Education 2 (6th Year)

1. Relationships
2. Becoming a Parent
3. Rights and Responsibilities
4. Sexual Orientation/Gender Identify
5. Sexual Harassment and Abuse. Concept of Consent.
6. Unexpected Pregnancy
7. Rape and Abortion
8. Mental Health

Appendix 2

Dear parent/guardian,

As part of the Social, Personal & Health education (S.P.H.E.) syllabus, we are required to cover the area of Relationships and Sexuality (R.S.E.) during third year.

The teaching of this topic will commence shortly.

R.S.E. plays a critical role in supporting and preparing young people for the transition from adolescence to adulthood.

Should you have any queries or concerns, the S.P.H.E. department will be happy to address these.

Regards,
S.P.H.E. Department

Appendix 3

Dear parent/guardian,

As part of the Social, Personal & Health education (S.P.H.E.) syllabus, we are required to cover the area of Relationships and Sexuality (R.S.E.) in senior cycle.

The teaching of this topic will commence shortly.

R.S.E. plays a critical role in supporting and preparing young people for the transition from adolescence to adulthood.

Should you have any queries or concerns, the S.P.H.E. department will be happy to address these.

Regards,
S.P.H.E. Department.