

R.S.E.

Relationships and Sexuality Education

Policy/Teaching Approach

ST. EITHNE'S P.S.

Introduction

- This policy document sets out the ideology and teaching strategies for R.S.E. at St.Eithne's Primary school.
- The views and approaches stated in this document reflect the views and approaches expressed by the teaching staff.
- This policy has been submitted to the school's board of governors for ratification.
- If needed amendments will be made. The policy will then be available to parents.
- Parents, if they wish, can make submissions on the content of the policy. To do so please submit your comments in writing to the Principal.
- Following the completion of the process outlined above a new policy document will be written.
- This policy will be reviewed annually.

R.S.E.- Definition

Relationships and Sexuality Education is such a broad area of education. The following purports to establish the areas of R.S.E. that are relevant to St. Eithne's Primary School at this time.

1. R.S.E. concerns itself with all the types of relationships that children make throughout their lives-Mother, Father brother, sister, friend, neighbour, and stranger.
2. Some of these relationships are life long-*father; husband, wife* and others are short-*friend, neighbour, and stranger*.
3. R.S.E. concerns itself with how children deal with these relationships: relationship breakdown, and steps to rebuild again.
4. R.S.E. is about children learning about themselves, the changes that happen to their bodies: physically, emotionally and spiritually.
5. R.S.E. is about children learning that they are unique human beings sharing their lives with other unique human beings and about the joys and difficulties living, playing and working with others can bring.
6. R.S.E. is about children learning to care about themselves-*hygiene, self worth etc* and caring about others: for children to appreciate that their lives and the lives of others are all made "*in the image of god*".
7. R.S.E. is about children learning the skills and strategies necessary to foster long-term relationships.
8. R.S.E. is about children learning to respect diversity and difference in other peoples abilities, sexuality, race, religion and social/cultural/economic background.

R.S.E.-The St.Eithne's Approach

St.Eithne's children do not follow a separate structured programme of R.S.E. lessons. Children are taught through those elements of R.S.E, already outlined in other school policies and programmes of study. *A break down of these elements follows this section of the policy.*

1. In addition many elements of R.S.E. are dealt with through class discussion/group assemblies as they arise or are deemed appropriate by the teachers/headmaster.
2. A structured separate subject based approach, the staff felt, was not the best way to deliver this aspect of the children's' education.
3. Our existing staff rejected separating the sexual aspects of RSE, in favour of a more holistic approach.
4. The exception of this approach applies to Primary Seven children. They receive, in a single sex setting, a number of talks and video presentation given by the school nurse on the topics of puberty, sex, and childbirth. *(This is further explained below).*
5. Each primary 7 child is given a pack to discuss issues arising from the talks/video with their parents.
6. Parents have the right and will be given the opportunity to opt their children out of the above if they wish.
7. All aspects of R.S.E. at St. Eithne's embody the principles of catholic education and catholic teaching on sex and human relationships.
8. All aspects of R.S.E. at St. Eithne's reflect the view that human sexuality is a wonderful gift from God to be respected and not a taboo subject to be avoided.
9. R.S.E. at St. Eithne's will acknowledge the importance of marriage and that two parents represent the ideal family situation.

10. Proper anatomical names are used when talking to children. This might be particularly relevant to the planned lessons for Primary 7 on puberty but on occasions the class teacher, from other year groups, may have to use the most appropriate and accepted terms for parts of the body. *A single sex setting might be the best way to approach such discussions.*

11. The theme of *change* runs through many of the lessons at St.Eithne's. Maths, Science, Literacy and Alive O lessons allow children the opportunity to discuss, measure, investigate how their bodies/abilities change over time from primary one to primary seven.

12. The planned lessons outlined in no.11 should be viewed in context with this ongoing theme of *change*.

13. An aspect of St.Eithne's R.S.E. provision is the promotion of proper hygiene, diet and lessons on how these factors effect children lives and their relationships with others.

14. R.S.E. at St. Eithne's promotes ideals of self worth, self-esteem and the importance of contributing to society.

15. Class management, marking policy, rewards systems, charity collections, showing courtesy to visitors etc are all part of R.S.E. mentioned in No 13.

16. The schools "positive behaviour" approach to discipline taking the view that "good" and "bad" behaviour is a personal choice is an important element of the R.S.E. programme.

17. This theme of *choices* is a vital element of the St.Eithne's ideology. Children have choices to make regarding schoolwork, behaviour, and treatment of others, their own appearance etc.

18. Clear rules on behaviour are displayed in every classroom. Each set of rules carries a list of rewards and consequences.

19. *R.S.E.* provision at St.Eithne's allows children to raise issues regarding bullying, sexual, physical and/or emotional abuse. The teacher for child protection is known to all children, however children can talk to any member of staff if this makes them feel more comfortable. Aspects of confidentiality relating to these issues are dealt with in the schools' policies on child protection and pastoral care.

20. R.S.E. provision at St.Eithne's reflects a caring, sympathetic attitude to children suffering bereavement, loss, and change in family circumstances.

Puberty.

The school nurse will give a lesson on “Puberty” to groups of Primary 6 girls and Primary 7 boys separately. This will be done in a caring sensitive manner. It includes a video and questionnaire for the children. This short programme allows them to discuss the changes that occur during puberty.

Children leave these sessions much better informed and better prepared for changes in their bodies, which will have an effect on their own lives. Parents are given the opportunity to choose whether their child attends these talks. However, we do strongly recommend these sessions to all our Primary 7 children.

Sanitary towels are not actually available in any of the children’s toilets. However the following procedures have been put in place regarding this issue.

- a. Children will in many instances bring in their own.
- b. Primary 6/7 girls will be made aware that the person who deals with first aid (Mrs C. Brady) can be approached and she will sensitively advise and help out where there is a need.
- c. Children may also approach the child protection teacher (Mrs Grant).
- d. Sometimes a Primary six girl may need advice on the matter in such cases girls may seek advice from a named female P.6 and a named female P.7 teacher. The teachers may change in accordance with the allocation of classes each year. All Primary six and seven girls will be informed as to whom they can seek advice on these matters early on in the year, e.g. The named teachers for the year 04/05 are Mrs Miller / Mrs Mc Clean.

R.S.E.- Curriculum Links

Due to the nature of R.S.E. at St. Eithne's it is not possible to list every curricular link. The list below sets out the clear links that exist with many curriculum subjects and R.S.E. drawn from the schools current set of policies and schemes of work. Concepts such as *sharing, turn taking, pride in work, following class rules* are implicit elements of all lessons at St.Eithne's and therefore are part of our R.S.E. provision.

Literacy

Primaries 1-4

- Children learn how to talk to each other
- Children learn turn taking skills
- Children talk about events in their own lives.
- Children learn that what they say has the power to hurt or to heal.
- Children learn good writing has a purpose. Writing has the power to heal hurt.
- Children begin to learn that talking; reading, listening and writing are all important communications skills. These skills are important aspects of R.S.E. at St.Eithne's
- Children are encouraged to talk and write about how they feel when angry, sad, fall out with parents etc.
- Children are encouraged to design and write verses for Christmas/Mother/Father day cards.

Primaries. 5-7

- In addition to the above the children consider other aspects of R.S.E. through their literacy work.
- The children study the effectiveness of different types of language in their oral and written descriptions- *emotive, vulgar, violent, happy language.*
 - The children study the use of argument through written activities and classroom debates. The children discuss differing viewpoints maybe taking on both opposing arguments.
 - The children learn how to greet visitors-use role play-the importance of body language/mannerism and gestured signs and the effects these signs have on other people.
 - Children learn how to make telephone calls-take messages.

Mathematics

Many of the activities in our mathematics scheme, which have links to R.S.E., are further reinforced and dealt with in more depth in our Science and Alive O programmes.

Primaries 1-7

- Counting activities- fingers, eyes ears
- Comparing activities height, *arm lengths, hand spans, jumping distances, hair/eye colour etc*
- Recording differences/similarities in heights, hair colour etc on graphs and using database software on a computer.
- Class discussion on differences/similarities.
- Class wall charts showing change in height through a school year.

Science

Through out the St.Eithne's science scheme children are involved in activities that make them consider what their bodies and minds can do/not do e.g. *Children in P3 might say they can go to the shop for their mum now but they can not walk home by themselves yet.*

Primary 1

- Children learn to name and recognise body parts-*nose head eyes knee etc*
- Children learn to understand the need for appropriate clothing depending on weather or season
- Children learn to appreciate their senses-they are encouraged to talk about smells, sounds, tastes etc.
- Children begin to talk about feelings
- Children are made aware of litter and the importance of keeping their class and themselves tidy.
- Children observe the growth of plants through seasons. Plants like people need to be cared for in order to survive.

Primary 2

- Children increase the quick recall number and names of body parts.
- Children begin to sequence body changes- baby to toddler
- Children begin to compare young animals to young humans.

Primary 3

- Children locate area of own heart. Feel beat.
- Children compare hair-long short
- Children discuss need for good personal hygiene, keeping fit, and washing to keep germs away.
- Children study life cycle of a butterfly.
- Children discuss why litter is dangerous

Primary 4

- Children compile personal fact file. Hand span shoe size
- Children compare height, weight, and eye colour.
- Children identify major organs including some bones-skeleton. Skull Joints
- Children observe mini-beasts –how they move and are constructed.
- Children sequence main stages of age- baby, child, teenager, adult, old person.
- Revise need for exercise
- Children take part in project run by local dentists on looking after teeth.
- Children learn about fire sense.
- Measuring litter

Primary 5

- Children build fact file-adding more info. than in P4.
- Children study growth. Discuss parts of body that grow/do not grow.
- Through P.E. explore how body can move-hands/feet/bottom/belly/back
- Children explore what/when they eat.
- Children list factors, which contribute to healthy/unhealthy life style.
- Study how animal's feed compared to humans.
- Consider human activities that create waste.
- Explore waste disposal methods.

Primary 6.

- Children study animal reproduction cycles and how they link with seasonal changes.
- Explore main characteristics of humans-breathing, growth, feeding.
- Study fertilisation of flower
- Explore benefits of recycling.

Primary 7

- Study change in physical body./Discuss ways children can look after themselves.
- Explore lifestyles. Make judgements about different types of life style real/fantasy lifestyles.
- Discuss body image, does image matter
- Look at the effects of abuse- overeating, alcohol, and drugs. Etc.
- Illness and prevention
- Look at food chains in animals.

P.E.

Primarys 1-7

P.E. offers children the opportunity to explore the physical limits to what their bodies can do and compare these with other children. It reinforces the need and desirability for regular exercise. In addition P.E. promotes notions through games and sport of fair play, real effort, following rules, accepting consequences and so on.

Music.

Primarys 1-7

Music offers children the opportunity to explore and develop their listening skills, listening to themselves and other children. It promotes teamwork and offers a non-verbal way of expression.

Geography Primarys1-7

An important element of the St.Eithne's geography scheme is to make children aware of their environment and of the importance and responsibility in looking after it. Children study conservation, recycling, use of space etc.

History Primarys 1-7

History study involves looking at peoples evolving attitude of to personal hygiene, education, the place and role of woman, and ethnic groups in society. History, at St.Eithne's, looks at the consequences of poor diet, lack of education and unclean working conditions. These are all important aspects of R.S.E.

R.E.

Many aspects of R.S.E. are looked at through the Alive O programme.

Primary 1

- Stories –theme of good over evil
- Songs/pictures about beauty in nature to make children aware of their world.
- Rules/acceptable, unacceptable behaviour
- Lessons on relationships
- Praise for effort and perseverance.

Primary 2 <ul style="list-style-type: none">• Self esteem-term1 lesson2, 4,7 9<ul style="list-style-type: none">• Uniqueness-term1 lessons-1, 2,5,7,11• Personal abilities-term1-lessons 1,2,7 11• People are special-term 1 lessons 1,2• Own views-all chatting exercises• My body-term 1 lessons 1,2,5,6• Growth and change-term1 lessons 1,2• Comparing skills-term 1 lessons 1,2,4• Doing things for oneself-term1 lessons 1,2,4.• New life-term1 lessons 5,6,term2-lessons 2,8,9, term3 lesson1• Birth – term1 lesson-5,6 term2 lessons 2,8,9• Feeling/emotions-term1 lesson 1 term2 lessons 2,4• Experiencingfeelings-term1 lesson1 term2lessons 3,4• Family-term1 lesson7, 9• Families together-term1 lesson 13 term2 lesson10• Friends-term1 lessons 1, 2• Aspects of friendship-term1 lessons2,4• Special people-term1lesson4• Why people are special-term1 lesson 10• Listening/turn taking-all three terms/lessons• Gestures/facial expressions-all chatting exercises.• Resolve conflict-tem2 lesson1	Primary 3 <ul style="list-style-type: none">• Self esteem-term 2 lesson 2• Personal strengths-term 2 lessons 2,3, and 8• Seeing self as unique –term1-lessons 5/term 2-lessons2 and 3• My body-term1, lesson3 term3 lesson 3• Care for body-term 1-lesson 7 term 3 lessons 3 and 5.• Growth changes-term1 lesson4• Comparing change-term 1 lesson4• Responsibility-term 1 lessons 1,3, and 5.• New life-term 1-lessons 13, 15 term 3-lessons 1• Developing empathy towards others-term 1-lessons 10,11, 13, 14, term 3 lesson 8• Listening to others-term1-lessons 9,10,12, term 3 lessons 4, 6.• Appropriate language/ gestures-term1 lessons 1,7,13,and 15• Helping family members-term 2-lessons 5,6,7, term 3 lessons 3• Friends-term 1 lesson1-term2 lessons 2,6,7.• Losing a friend-term 2 lesson 6 term 2 lessons 7• People depend on each other-term1lessons 3,5,10,12,12,14,15,term 2 lessons 3,4,8.• Feeling-term 2 lesson6. /7.• Making decisions-term1 lessons 1,2,5.• Risky behaviour-term 2 lessons 6,7• Families-term1 lessons 13,11, term 3 lesson3• Plant cycles-term1 lessons 1,2 and 3.• Keeping safe-term1 lessons 8,11,14, term 2 lessons 5• Emotions –term2-lessons 1,2,5,6,7, -term 2 lessons 6 and 7.• Sharing-term 1 lessons 1,2,5,10,13,15 term 2 lesson 9 term 3 lessons2, 3,and 8• Resolving conflicts-term 2 lessons 6,7,and 8
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Primary 4. <ul style="list-style-type: none">• Self esteem-term2 lesson2• Personal strengths-term1 lesson1,2,3,5, term2 lesson2• Growth/change-term2 lessons 1,3• New life –term 1 lesson 14.term2 lesson 3,term3 lesson 9• Keeping safe-term 1 lessons 1 9 term2 lessons 5• Positive/negative feelings-term2 lessons 6,7• Decisions –term2lessons 6,7• Risky behaviour-term2 lessons 6.7• Choices-term2 lessons 2,6,7• Family as unit-term1 lessons 1• Families help each other-term1 lesson 1 term2 lessons 6,7• Friendship-term1 lessons 2,9 term2 lessons 6,7 Term3 lessons 3,6,11• Losingfriends-term1 lesson2,term2 lessons5,6,7• Depending on others-term1 lessons 1,2,3,4,6 term2	Primary 5 <ul style="list-style-type: none">• Self Identity-Term 2 lessons 6,7 term 3 lesson 5• Self image-term 2 lessons1, 6 term 3 lesson 5• Personal goals Term 1 lessons 1,3, 10 term 2 lesson 5 term 5 lesson 5• Dreams for future-term 1 lesson 3• Term2 lesson 2• Enhance own learning-term3 lesson 5• Coping with change-term 1 lessons 1,3• Worries-term2 lessons 6,7,9• Growing is continuous-term1 lesson 1• Independence-term2 lesson6• New life-term2 lesson 3• Feelings/emotions-term1lessons1, 7,8,10.term2 lessons 1,2,6,7, 9.• Term 3 lessons 6,7.• Influence of Feelings-term 1 lessons 1,2,3,5,7,8. term 2 lessons 2,3,6,7,9. term3 lessons 3,4,6,7,8• Personal safety. Term2 lesson 3 term3 lesson 6
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<p>lessons 3,6,7,term 3 lessons 2,4,5,7</p> <ul style="list-style-type: none"> • Empathy-term1 lesson6-term2 lesson7 term3 lesson8 • Communicating-term 1 lessons 2,8 term2 lessons6,7 term3 lesson3 • Sharing-term1 lesson 1,4 term2 lesson6, 7 • Resolving conflicts-term1 lessons 3,4 term2 lessons 6,7 	<ul style="list-style-type: none"> • Decision making-term1 lessons 3,10 term2 lessons 1,5,6,8,10. • Myself and family- term2 lesson 1 term2 lessons3 • Family harmony-term 1 lesson 3 term2 lessons 1,2,3,6, • Need for friends/good manners-term1 lesson 3 term2 lessons 1,5 term3 lessons 7 • Bullying term 2 lesson 6 • Use of language/gestures-term 2 lesson6 • School community-term3 lesson 7 • Fairness/justice in community-term2 lesson 6 7 • Local celebrations-term 1 lessons6, 7. Term3 lessons 8 • Radio/t.v-term1 lessons 6,7 term3 lesson 8
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Primary 6	Primary7.
<p>1. self awareness-term 1 lesson3 term2 lessons7,8,9. Term3 lessons 2,4,5.</p> <p>2. self image-term1 lesson1 term2 lessons 4,8 Term3 lesson 2.</p> <p>3 Unique contribution term 1 lesson 1,3 term 2 lessons 2,5,6,8</p> <p>4. personal preferences-term1 lesson1,8 term2 lessons 4,6,7, term3 lesson3</p> <p>5. self confidence-term 1 lessons8,12 term2 lessons 3,5,7. Term3 lesson1</p> <p>6. Coping with change-term1 lesson 1 term2 lesson 3 term3 lessons4,5,</p> <p>7. Becoming responsible-term1 lessons 8,10 term2 lessons 7,8 term3 lesson2</p> <p>8. Worries-term 1 lessons 1,9,11,term2 lessons 4 Term3 lessons 3,4</p> <p>9. Concerns with health-term1 lessons 7,8 term2 lessons 1,3,5 term3 lesson 4.</p> <p>10. sexual stereotyping-term2 lesson 2 term3 lesson7</p> <p>11 food/nutrition- term1 lesson7,8</p> <p>12. Continuous growth term1 lesson 1,6, 10</p> <p>13. Spiritual development- term 1 lessons 2,3,6,8.</p>	<ul style="list-style-type: none"> • Self Awareness Term1 lessons 1,3, 4, term 2 lessons 5 • Self Confidence. Term 1 lesson 5 • Health and well-being Term 1 lessons 6,10 Term 2 Lesson 4 • Knowing my body Term 2 lesson 2, 5, 9. • Food and nutrition. Term 1 Lesson 4 • Growth and change. Term 1, 9, 10 Term2 Lessons 2, 4, 9. • Birth and new life Term 3 lessons 1, 2, and 3. • Feelings. Term 1 Lessons 3, 5, 9, 10. • Personal safety. Term 1 Lessons 1, 3, 4, 9. • Decision- making. Term 1 lessons 1, 3, 4, 9, 11 Term 2 lesson 10 • My self and my family. Term 1 lesson 3, 10 Term 2 lessons 1, 4, and 5. Term 3 lesson 3 • Friends and other people. Term 1 lesson 3, 4, 10, 11. Term 2 Lessons 1, 5, 10. • Relating to others. Term 1 lesson 3 4, 10, 11. Term 2 lessons 1, 5, 10 Term 3 Lesson 3 • Myself. Term 1 lesson 10 Term 2 lesson 2,3,7, 8, 9, 10 • Environmental care. Term 1 lessons 9, 10, 11, Term 2 lessons 4, 8, 10.

This policy was agreed by the Board of Governors
on
Monday 26th October 2004.