



POLICY FOR RELATIONSHIPS AND SEXUALITY EDUCATION (RSE)

Moville Community College Post-Primary School

ETB schools are state, co-educational, multi-denominational schools underpinned by the core values of:

- Excellence in Education
 - Care
 - Equality
- Community
- Respect

Mission Statement

Moville Community College is a school where everybody is encouraged and expected to be the best that they can be.

Vision

Moville Community College is a second level school under the management of Donegal



Education and Training Board. We provide a broad curriculum and a high quality education to learners in our community. We promote academic success and always recognise our students' achievements. Our staff, supported by parents, enable the students to develop the skills and attitudes necessary to become responsible young adults who contribute positively to society. We value mutual respect, tolerance and positive relationships. We celebrate diversity and we seek to foster a sense of belonging. We include all students in our school and we aim to create a safe and supportive learning environment for all.

School

School Moville Community College is a co-educational school, with an enrolment of approx 625 students.

Our Mission Statement:

Definition of Relationships and Sexuality Education 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 sexuality and relationships.

Relationships and Sexuality Education within Social Personal and Health Education The NCCA guidelines state that Social Personal and Health Education is "spiral, developmental in nature and age appropriate in content and methodology". The RSE programme 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 oneself and one's relationship with others. SPHE deals with many issues such as self esteem, assertiveness, communication and decision making skills - all of which can contribute to the effectiveness of the

RSE programme

The aims of our Relationships and Sexuality Education programme Relationships and sexuality education which is located in the overall framework of Social, Personal and Health Education, has as its specific aims:

- To help pupils understand and develop friendships and relationships
- 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 of and respect for reproduction
 - To enable pupils to develop attitudes and values toward their sexuality in a moral, spiritual and social framework in keeping with the policy of the school
 - To provide opportunities for pupils to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. It is acknowledged that in a course of limited duration these aims are aspirational.



RSE Schemes of work

First Year Me Changes at Adolescence Reproductive System Images of Male and Female Respecting myself and others

Second Year Body Image Expressing Feelings and emotions Relationships Conception to Birth (DVD) Peer Pressure

Third Year Relationships Where I am Now Three R's Conflict

Fifth Year Sexual Health Education Programme The Body Sexuality Sexual Health Protection Sexual Transmitted Infections Body Image Relationships and Communication The effects of Alcohol and Drugs on me and my choices

Sixth Year (Information received in fifth year is revisited) Contraception Sexually Transmitted Infections Relationships How a baby changes one's life.

Guidelines for the management and organisation of Relationships and Sexuality Education in our school

1. Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.
2. Informing and Involving 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. A copy of our S.P.H.E. and R.S.E policies will be made available to any parent on request to the school Office.
3. Offering Advice: The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. Teachers may provide pupils 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 pupil.
4. Explicit Questions: It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised he/she should seek advice from the SPHE Co-ordinator or the Principal. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.
5. Confidentiality: It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Principal. The Principal will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.



The following is also school policy:

- Teachers must not promise absolute confidentiality;
- Pupils must be made aware that any incident may be conveyed to the Principal and possibly to parents if the Principal decides that it is in the best interests of the pupil to notify parents;
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

The Child Protection Guidelines for Post Primary schools state

- 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 Designated Liaison Person. 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 support of the school should continue to be made available to the child.
- 4.2.1 If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

6. The division between biological and nonbiological aspects of sex education: The Science subjects (Biology, Physics, Chemistry) deals primarily with the biological aspects of reproduction. It is also covered in the First and Second Year Schemes for RSE. The topic of the family unit is also addressed in SPHE.

7. Withdrawing pupils from the RSE programme:

- The parents have a right to withdraw their child from sensitive aspects of RSE - parents will always be provided with a full copy of this policy following a request to do so.
- Parents must provide a written note to withdraw their child from RSE lessons. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent.

8. Using visiting speakers and others

- It is 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, not instead of a planned programme of RSE.



- After gaining approval from the Principal for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues to consider are: i) the degree of explicitness of the content and presentation; ii) will the visitor be accompanied by teaching staff? iii) will the staff take an active role in the visitor's activities? iv) how will the visitor be prepared for the visit? v) how will the visit be built upon and followed up?

Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.

- In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
- The Office should be informed of the date and name of the visitor.
- Where applicable, refreshments should be arranged.
- The visitor should be welcomed at the main door.
- At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main door after refreshments.

9. LGBTQ+ teachers do not promote any one lifestyle as the only acceptable one for society and therefore all aspects of Relationships and Sexuality Education including sexual orientation will be taught. RSE has an important role to play in the prevention of bullying and initiatives such 'Growing Up LGBT' will be taught. Also the school is part of the Q Mark program where all staff have received training and there is a whole school approach to supporting LGBTQ+ students.

Inclusive statements within RSE

"This topic applies to everyone regardless of their sexual orientation or gender identity."

"Most people are attracted to people of the opposite sex, some are attracted to people of the same sex and some are attracted to people of either sex."

"Gender stereotypes should be avoided and it should be acknowledged that men and women express their gender in a variety of ways"

10. Sexually Transmitted Infections Creating awareness of Sexually Transmitted Infections (STIs) is undertaken in second level schools. Information on STIs is mainly addressed in the Senior Cycle. Teachers should use their professional judgment, guided by the age of the students, together with the student's emotional maturity, the RSE curriculum and RSE Policy for the school, while dealing with the issue of STIs.

11. Contraception This topic will be dealt with in an age appropriate, open manner, looking at all sides of the issues in a non-directive way.

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 in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

Ongoing support, development and review

Training:

- All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to health education. Furthermore, many teachers have training in related areas such as counselling. Some teachers have expert training in the specific areas of health, relationships and sexuality education and will be encouraged to train other teachers.
- The school will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the school to continue with as little disturbance as possible.

Resources:

The school will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal, within the normal budgetary framework and as general school resources allow.

Monitoring, evaluating and reviewing the RSE programme: We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the RSE Programme are:

- pupil feedback;
- staff review and feedback;
- parental feedback. The policy is monitored and evaluated every 3 years.

Links to other school policies

School policies being examined or reviewed should be considered with reference to the school's RSE Policy, while the implications of other school policies for the RSE policy also need to be considered.