



Relationships and Sexuality Education (RSE) Policy.

(A) Introductory Statement.

Ard Scoil Chiaráin Naofa, Clara is a co-educational and multi-denominational post-primary school, committed to our ETB School Core Values of Excellence in Education, Care, Equality, Community and Respect. The Relationships and Sexuality Education (RSE) Policy has been developed in partnership with all members of the school community – parents, students, teachers, Principal and the Board of Management. The RSE Policy is a written statement of the aims of the RSE programme, the relationship of RSE to SPHE, and the organisation and management of RSE within the school. In this policy document, the term “parent” is taken to include “guardian”.

(B) Policy Context and Rationale.

This policy is informed by:

- The Mission Statement of Ard Scoil Chiaráin Naofa
 - The SPHE Policy
 - The Code of Behaviour
 - The Child Protection Policy / Child Safeguarding Statement
 - The Acceptable Use Policy
 - The Special Educational Needs Policy
 - The Guidance Plan
 - The Wellbeing Policy
 - The Junior Cycle Wellbeing Guidelines, 2021
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- The Education Act, 1998, requires that schools should promote the social and personal development of students and provide health education for them.
 - Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both Junior and Senior Cycle. At Junior Cycle and Senior Cycle, the RSE programme is part of Social, Personal and Health Education (SPHE), in line with CL M11/03.
 - Circulars M4/95 and M20/96 request schools to commence a process of RSE policy development, and its implementation is outlined in CL 37/2010.
 - Circular 15/2017 ‘Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19’
 - Section 1.5.1 of the DES Child Protection Procedures (2017) stated: ‘All post-primary schools are also required to have a Relationships and Sexuality Education (RSE) programme at Senior Cycle’.
 - The school adopts and adheres to the DES Child Protection Procedures, Children First Legislation (2017) and has a Child Protection Policy / Child Safeguarding Statement, with

the Principal as Designated Liaison Person (DLP) and the Deputy Principals as the Deputy DLPs. The RSE Policy is cognisant of all aspects of our current Child Protection Policy / Child Safeguarding Statement. Where a child protection concern is raised, the procedures outlined in the school's Child Protection Policy / Child Safeguarding Statement are followed.

- Sexuality is a key element of healthy social and personal development. Young people are exposed to a wide variety of messages about sexuality and sexual activity. Schools, in consultation with parents, need to reflect on how to provide for the needs of the students.
- The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents, members of the Board of Management and students.

(C) Relationship to Characteristic Spirit of the School.

- The RSE policy acknowledges the importance of RSE being taught in the context of Wellbeing/SPHE and a whole-school climate that is inclusive and respectful.
- The RSE policy reflects the educational philosophy of Ard Scoil Chiaráin Naofa and the core values and ethos of the school, as outlined in the school's Mission Statement below:

Mission Statement

Ard Scoil Chiaráin Naofa promotes the holistic educational development of all within the school community. We strive for academic excellence and aim to maximise the potential of each individual in a safe, caring and respectful manner

Ard Scoil Chiaráin Naofa is committed to providing the best educational formation possible for all our students, by providing equally for all, a broadly-based curriculum. We aim to provide a holistic educational development of all within the school community. We strive for academic excellence and aim to maximise the potential of each individual in a safe, caring and respectful environment. Relationships and Sexuality Education encompasses the development of attitudes, beliefs and values about relationships, sexual identity and intimacy, contributing towards the full human development of the student. As outlined by the Department of Education and Skills in Circular 0037/2010, no aspect of the RSE programme including STI's, family planning, or sexual orientation can be omitted on the grounds of religious ethos. As we seek to promote the overall development of the student, this involves the integration of Relationships and Sexuality into personal understanding, growth and development within the context of our holistic educational ethos.

(D) Scope.

The policy will apply to all aspects of teaching and learning about friendships and sexuality. Discussion about relationships and sexuality also takes place in classes other than RSE / SPHE. It is therefore important that all teachers are familiar with the RSE policy.

The policy will apply to school staff, students, Board of Management, parents, visiting speakers and external facilitators.

Relationships and Sexuality Education (RSE) is an integral part of Junior Cycle and Senior Cycle SPHE and of the Wellbeing programme. 'It facilitates teaching and learning about the cognitive, emotional, physical and social aspects of relationships and sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to develop self-awareness and self-esteem, realise their health, wellbeing and dignity; develop positive and respectful, social and sexual relationships; consider how their choices affect their own wellbeing and that of others; and, understand their rights and responsibilities in relation to themselves and others'. (See Junior Cycle Wellbeing Guidelines 2021, p.44 and Report on the Review of Relationships and Sexuality Education (RSE) in Primary and Post Primary Schools (NCCA) 2019 p.72).

(E) Definition of RSE.

Relationship and Sexuality Education encompasses the acquisition of knowledge and understanding, and the development of attitudes, beliefs and values about relationships, sexual identity and intimacy. Relationships and Sexuality Education seeks to provide children with opportunities to acquire knowledge and understanding of relationships and human sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. (Pg. 7, Interim Guidelines).

(F) Aims of the RSE Programme.

- To build on the primary school programme which strives to help young people learn at home and at school about their own development and about their friendships and relationships with others.
- To develop knowledge and informed understanding of developing beliefs, respectful attitudes and values about sexual identity, relationships and intimacy.
- To promote an understanding of sexuality.
- To promote a positive attitude towards one's own sexuality and one's friendships and relationships with others.
- To enable students to develop attitudes and values towards their sexuality in a moral, spiritual and social framework.
- To promote knowledge of and respect for human reproduction.
- To provide young people with information and skills to evaluate critically the wide range of information, opinions, attitudes and values offered today, in order that they will make informed, positive, responsible, moral and caring decisions about themselves and the way they live their lives, while also respecting the dignity of others, behaving in a caring, responsible and ethical way. The school recognises that parents are the primary educators and home is the natural and primary environment in which RSE should take place.

(G) Goals/Objectives.

- The policy ensures clarity and consensus on how RSE is taught in the school.
- It articulates the relationship of RSE to SPHE.
- It articulates the aims of the RSE programme.
- It clarifies the rights, roles and responsibilities of all within the school community in relation to the RSE programme, with particular reference to school staff, students, parents and the Board of Management.
- It ensures that teachers, parents and students understand how the teaching of RSE is linked to the school ethos.
- It provides information on the practicalities of delivering the programme.
- RSE should help students develop an understanding of different types of relationships and support the skills to enhance relationships.
- RSE should help develop empathy with others from a variety of cultures, family arrangements, gender identities, sexual orientations, attitudes and beliefs, fostering inclusion throughout.
- RSE should help develop students' knowledge, understanding, skills and values in relation to sexual and reproductive health.
- RSE should help students develop skills to cope with challenges in relationships, peer pressure, conflict and threats to personal safety.

(H) The Relationship of RSE to SPHE/Wellbeing.

- SPHE/Wellbeing provide opportunities for students to develop personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.
- Physical, mental and emotional health and well-being are fully promoted.
- The Guidelines for RSE state that SPHE is 'spiral, developmental in nature and age-appropriate in content and methodology.' (NCCA, 1995, 1.2). The RSE programme is designed to follow this principle and pattern.
- SPHE covers areas such as self-esteem, assertiveness, communication and decision-making skills – all of which can contribute to the effectiveness of the RSE programme.
- Opportunities for reflection and discussion are provided.
- SPHE adds the dimension to education of empowering people to manage their own lives. By providing RSE through an SPHE programme we teach students personal skills to increase their personal effectiveness so that, in the context of their own lives, they are able to make informed decisions in relation to their sexuality and relationships with others.
- Currently, SPHE is part of the Junior Cycle timetable as well as Transition Year, Fifth and Sixth Year timetables. One period per week is timetabled for Junior Cycle classes and Transition Year Students. Students in Fifth and Sixth Year complete RSE on rotation with Religion and Study. This gives all students the opportunity to complete the RSE programme during their two years.
- The RSE module is taught to all Junior Cycle classes for six to eight class periods after the Christmas Holidays in January – March.

- There is continued emphasis on health and well-being, responsibility and decision-making throughout the RSE programme.
- RSE is mandatory for all year groups from first year to sixth year. The course will be developmental in nature and will be age appropriate.

(I) What the School Currently Provides.

- Formal examples of RSE in action in Ard Scoil Chiaráin Naofa include the teaching of 'TRUST' - Teaching Relationships, Understanding Sexuality Teaching for Senior Cycle, the 'Growing Up Gay and Bisexual in Ireland' programme (SPHE-PDST) and 'Lockers Programme' (SPHE-PDST).
- All Junior and Senior classes receive a minimum of six class periods of RSE in each academic year.
- Some aspects of RSE are approached during subjects such as Biology, CSPE, Guidance and Counselling, Home Economics, Physical Education, Religious Education, Geography and Science e.g. issues such as over-population and birth control are met in a minor way in subjects such as Geography and Religious Education (R.E). Some are taught informally using a cross curricular approach and support what is taught in Junior Cycle SPHE (see SPHE Policy) [e.g. CSPE / RE – values, rights and responsibilities]. Where there are cross-curricular links with SPHE / RSE the school ethos is respected at all times and informs what is taught, and content in other subjects does not constitute part of the RSE programme.
- The RSE programme is supported by the Pastoral Care system and by the Management and Staff of the school.

The teaching of the RSE programme is age-appropriate as directed by the DES-NCCA RSE Programme and Guidelines.

Teaching Methodologies may include:

- Brainstorming
- Icebreakers
- Use of graphic organisers
- Role Play and simulation
- Art work
- Project work
- Video-clips
- Reflection
- Discussion
- Pair work and group work
- Walking debates
- Case studies
- Research and presentation
- Analysis of web content
- Guest speakers

(This list is not exhaustive).

Some Resources used may include:

- www.sphe.ie - RSE Curriculum Guidelines, Policy Booklet and Parent Booklet, Junior Cycle and Senior Cycle Resource Materials.
- DVDs:
 - 'Busy Bodies.' produced by the Health Promotion Department, Southern Health Service Executive.
 - 'The Human Body', BBC TV series available on DVD.
 - TRUST programme, [Talking Relationships, Understanding, Sexuality, Training] (Senior Cycle)
- www.b4udecide.ie available here 'Growing Up Lesbian, Gay, Bisexual and Transgender in Ireland' programme (SPHE-PDST)
- Lockers Programme (SPHE-PDST)
- BeLonG To - Stand Up Awareness Week.
- BodyWhys.
- Marie Keating Cancer Awareness Pack.
- Consent resources at www.pshe-association.org.uk
- On My Own Two Feet programme resources.
- Books:
 - 'Let's Talk About Sex', Walker Books.
 - 'Understanding The Facts of Life', Usborne Books.

(This list is not exhaustive)

Cross-Curricular Links

RSE links with the following subjects:

Wellbeing subjects: SPHE, P.E., CSPE, Digital Media Literacy. R.E., Biology/Science, English.

(J) Guidelines for the Management and Organisation of RSE in Ard Scoil Chiaráin Naofa.

1. Arrangements regarding the teaching of the RSE programme and the deployment of staff are made by the Principal and Deputy Principal.
2. Provision of Support, Training and Staff Development:
 - Teachers are encouraged and facilitated to attend RSE and SPHE CPD training
 - Teachers of RSE and SPHE have access to teaching materials and resources
 - Teachers of SPHE / RSE are listed in Appendix I
 - A Co-ordinator of SPHE (including RSE) has been provided in a voluntary capacity. The role of the RSE Coordinator includes the following:
 - Scheduling regular meetings of RSE teachers to engage in collaborative planning and review of RSE
 - Record minutes of RSE meetings and include in the RSE Plan
 - Support RSE teachers through dialogue.
 - Keep up-to-date with CPD training opportunities and inform RSE teachers of same.

- Organising suitable, vetted guest speakers, where necessary, having obtained the approval of the Principal, and providing them with a copy of the RSE Policy in advance, explaining the importance of the school's ethos and values.
- Liaising with Senior Management and PDST/SPHE support service regarding needs and supports for the RSE programme.
- Liaising with the SEN co-ordinator, Guidance Counsellors, Year Heads and others as necessary in the school, and parents, where required.
- Ensuring that the Letter Template in Appendix II is sent to all parents of First Year students, on headed school note paper/through VsWare, at least one week in advance of the commencement of the RSE programme.

3. Inclusion of Parents:

- The Parents' Council is consulted on the design and review of the RSE policy. The views expressed by parents will be considered when reviewing the policy.
- Parents have a responsibility to inform themselves of the RSE programme content and to prepare their sons / daughters for the information they will acquire around the sensitive areas covered in RSE.
- Parents of First Year students are notified by letter (see Appendix II) at least one week in advance of the RSE module commencement.
- A copy of the RSE may be requested by a parent from the school office. Parents are asked to familiarise themselves with the policy content.
- While all partners in the school community - teaching staff, students, parents and management - are agreed on the programme, we recognise, nevertheless, the right of any parent who so wishes to request that his/her daughter should not participate in the programme.

(K) Withdrawing students from the RSE Programme.

- I. The Education Act (1998; section 30, subsection (2)(e)) provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parent or in the case of a student who has reached the age of eighteen years, the student. Parents have a right therefore to withdraw their son / daughter from all or any aspect of RSE. Parents must notify the Principal in advance of their wish to have their child withdrawn from all or part of the programme. The Principal may ask the parents to put their request in writing.
- II. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so – we aim to resolve misunderstandings if possible. Once a parent's written request to withdraw is made, that request must be complied with until revoked by the parent.
- III. If a student is withdrawn from the lessons pertaining to the sensitive elements of the RSE programme, parents must give a notice in writing to the school that they are withdrawing their child. The student may be accommodated in another teacher's classroom in the school.

- IV. Issues such as overpopulation and birth control are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the formal RSE Programme.

What we do if a request for withdrawal from the RSE programme is made by a parent:

- I. We discuss the nature of the concerns with the student's parent and, if appropriate, attempt to reassure them (initially such discussion takes place at a meeting with the RSE teacher but the Principal may become involved if necessary).
- II. We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other students.
- III. We attempt to ensure that where a student is withdrawn from RSE there is no disruption to other parts of their education.
- IV. We point out that students who have been withdrawn may be vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme.
- V. We also point out that students may sometimes receive inaccurate information from their peers.
- VI. We offer parents access to appropriate information and resources.

(L) Ethical/Moral Considerations – Guidelines for Teachers

1. Answering Explicit Questions

It is natural that students should wish to ask questions in the area of RSE. While it is important to create an environment in RSE in which students can discuss issues openly, teachers may not be able to answer all questions asked by students and can set appropriate limits. If any questions asked by students are deemed to be inappropriate, the teacher will refer the student to their parents or state that this information may be available at a later stage of the curriculum. 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 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, the RSE policy and use their professional judgment. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed among students outside of the RSE lesson.

2. Confidentiality

Teachers strive to create a safe learning environment for all students. While students should not be encouraged to disclose personal or private information in RSE classes, there may be times when they talk about their own lives. It is important that students are made aware of the limits of confidentiality and that teachers do not give unconditional guarantees of confidentiality. Confidentiality should be respected unless the teacher has a concern that the child is/was/will be at risk or where there are reasonable grounds to believe that a law may be broken. In such a case, the appropriate action should be taken in accordance with the procedures set down in the Child Protection Procedures for Post-

Primary Schools, the school's Child Protection Policy / Child Safeguarding Statement and the Children First legislation (2017) or the school's Substance Use Policy, i.e. the teacher must inform the Designated Liaison Person, and ensure that all reporting procedures are complied with. The DES Child Protection Procedures (2017), Section 2.1.6 state: 'In all cases where a school becomes aware of underage sexual intercourse the school should take appropriate steps to inform the child's parents'. Teachers of RSE comply with these procedures, and will report any child protection concern or risk to the DLP.

Limits to confidentiality include:

- Child abuse – physical, sexual, emotional, neglect, whether past, present or potential in the future
- Intention to or actual harm to self or others (including harm online e.g. sexting, intimidation, bullying etc.)
- Substance misuse
- Underage sexual intercourse
- Illegal activity (e.g. exposure to pornography, prostitution, child trafficking, extortion etc.)

(This list is not exhaustive)

3. Sexual Activity

Teachers should give young people information on the age of consent which, following the passage of Criminal Law (Sexual Offences) Act 2006, is seventeen years of age for both males and females. In all cases where the school becomes aware of underage sexual activity the school will take appropriate steps to inform the child's parents, in accordance with Children First legislation and the Child Protection Procedures, Section 2.1.6.

4. Out-of-School Factors

The school also recognises the many out-of-school factors which affect the development of a positive attitude to sexuality during adolescence - the social lives of students, the relationships they form, their behaviour within these relationships, the peer expectations of relationships, the reading material of students, their exposure to sexually explicit material / pornography on video / smart phones, television and through music. The RSE programme will attempt to heighten the students' awareness of the influences of these forces on the development of their values and attitudes and empower them to make informed decisions and choices.

5. Lesbian, Gay, Bisexual and Transgender Identities, Sexual Orientations and Related Issues

Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that sexual orientation, sexual identity and gender identity will be discussed during a programme of relationships and sexuality education. One of the advantages of exploring LGBTQ+ identities and issues is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of sexual and gender identity and sexual orientation should be appropriate to the age of the students. The Equal Status Acts of 2000 and 2004 prohibit discrimination on nine grounds, including sexual orientation, and it is therefore important to make students aware of this in a respectful manner. This also relates to the school's Anti-Bullying Policy, which firmly forbids bullying

in the school, including homophobic bullying, and aims to foster emotional and mental health and wellbeing among students.

6. Sensitive Issues e.g. Sexual Activity, Abortion, Contraception and STIs

Sensitive topics will be dealt with in an age-appropriate, open manner, looking at all sides of the issues in a non-directive way, within the context of the school's ethos and DES-NCCA guidelines. RSE teachers give young people information on the age of consent which, following the passage of the Criminal Law (Sexual Offences) Act, 2006, is seventeen years of age for both males and females. The post-primary RSE Curriculum Guidelines state that the subject of family planning should be covered within the Senior Cycle RSE programme. There is a lesson on family planning in the RSE Senior Cycle Resource Materials on P77. The RSE programme requires that young people are provided with information about methods of contraception, and this is done within the values and moral framework of the ethos of Ard Scoil Chiaráin Naofa, Clara. Abortion is dealt with in an age appropriate, open manner, looking at all aspects of this sensitive issue in a non-directive manner – the topic may also be covered from a moral perspective in R.E. Sexually Transmitted Infections (STIs) are part of the Senior Cycle RSE programme, while awareness of STIs is covered in Third Year.

(M) Practical Issues.

- SPHE is an integral part of the Wellbeing / SPHE programme and is timetabled in all classes.
- RSE is taught to Transition Year, Fifth Year and Sixth Year students within SPHE.
- The programme is delivered in a mixed setting of boys and girls. Boys and girls will be taught together in their base class groups.
- If there is a student who may be pregnant in a class, then relevant topics e.g. family planning etc. will be dealt with sensitively and with the student in mind.

(N) Students with Additional Educational Needs.

- Students who have additional educational needs (AEN) 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.
- The NEPS Continuum of Support is adopted in the school, where students are supported at three levels: support for all, some and few.
- Annual events recognising and celebrating people who are LGBTQ+ are held. Differentiated approaches are taken by subject teachers to ensure that students with AEN are included.
- Wellbeing Week and Active School Week are annual events enjoyed by all. The SEN Co-ordinator will advise on differentiation and inclusion, as appropriate.

RSE teachers will further support students with AEN by:

- Creating a safe, respectful, student-centred, inclusive learning environment for all students in RSE – a code of conduct which is respectful of all students is essential,
- Linking content with prior learning,
- Use lower order and higher order questions to guide students through learning activities,
- Scaffolding key learning activities and concepts on the advice of the SEN Coordinator, where relevant,
- Provide opportunities for pair-work and group-work,
- Organise tasks into smaller stages, giving clear verbal and written instructions for tasks,
- Use language that is understandable to students with AEN,
- Use graphic organisers to support learning,
- Display key words with visuals,
- Monitor and assess all students' progress e.g. gathering samples of students' work and reviewing with feedback.

(O) Guest Speakers

In compliance with CL 23/2010, and CL 43/2018 outside speakers are sometimes invited into the RSE class to facilitate learning on specific aspects of the programme.

- a) It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the students. 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.
- b) The SPHE Co-ordinator / RSE teacher will inform the visitor, well in advance of the visit, of this RSE policy on the school website, and request that they familiarise themselves with its content. 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.
- c) The Principal is informed by the RSE teacher in advance.
- d) The RSE teacher remains with the class group at all times during the visit of the guest speaker.
- e) The credentials of the guest speaker will be checked in advance, and Garda vetting requirements met, where appropriate.
- f) Content delivered by guest speakers must use evidence-based approaches with clear educational outcomes. Evaluation of the guest-speaker input should occur soon after the learning activity.

Issues to consider include:

- i) The degree of explicitness of the content and presentation.
- ii) Will the visitor be accompanied by teaching staff?
- iii) Will the teaching 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?

- vi) Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the Unit of Learning.
- vii) 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, though not mandatory, for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the students in the visit and will make the experience more relevant for them - it also facilitates planning.
- viii) The Principal, Deputy Principals and the Administration Office staff should be informed of the date and name of the visitor.
- ix) Where applicable, refreshments should be arranged.
- x) The visitor should be welcomed at the main door.
- xi) At the end of the session a vote of thanks should be given by a student and the visitor escorted to the main door after refreshments.
- xii) A written acknowledgement of their contribution should be sent to the visitor and could appear on the school's social media platforms (Facebook & Twitter for example).

(P) Implementation Arrangements, Roles and Responsibilities

- The Board of Management has assigned the role of co-ordinating the implementation of this policy. SPHE (including RSE) Co-ordinator, 2022-2023: Laura Watchorn
- SPHE and RSE Teachers: See Appendix I.
- The RSE teachers will meet at least twice a year to plan, review and evaluate the implementation of the programme. RSE teachers will keep up-to-date with CPD in RSE.
- RSE teachers may avail of support from fellow-RSE teachers, the SPHE Coordinator, Senior Management, Guidance Counsellor, the SEN Coordinator, the Junior / Senior Student Support Teams, SNAs.
- Finance will be made available to provide necessary resources for the teaching and learning of RSE.
- RSE teachers will be facilitated (on a rota basis, where necessary) to avail of relevant CPD opportunities.
- The Parents' Council and Student Council should provide feedback and any relevant suggestions to the Deputy Principal, with responsibility for School Planning, as part of the Policy review process. Views of students are considered following evaluation of Units of Work and evaluation of guest speaker inputs.

(Q) Implementing, Monitoring, Reviewing and Evaluating the Policy

Effective policy requires constant monitoring and evaluation to ensure successful implementation and to review what adjustments may be necessary from time to time.

This policy is ratified by the Board of Management and is the agreed policy of Ard Scoil Chiaráin Naofa, Clara. All teaching staff will need to be familiar with this policy and aware of any changes implied in curriculum delivery.

The Board of Management and Senior Management Team are committed to ensuring access to CPD opportunities for all teachers involved in RSE, to providing relevant RSE school resources and to supporting efforts of parents to provide educational opportunities for other parents. Senior Management and the Board of Management facilitate teachers to participate in professional development opportunities, with due regard to the school budget and Supervision/Substitution rota, and the need for the ongoing teaching and learning programme of the school to continue with as little disturbance as possible.

Any teacher has the right to opt out of teaching the sensitive elements of RSE, following reasonable notification to the Principal. It is the responsibility of the Board of Management to ensure content is covered by another teacher or an outside speaker.

The policy will be reviewed and evaluated at least every two years under the direction of the Board of Management. On-going review and evaluation will take cognisance of changing information, guidelines, legislation and feedback from parents, students, teachers and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school self-evaluation and policy planning.

To review and evaluate the policy, it will be necessary to gauge the impact and effectiveness of the policy by examining the extent to which:

- RSE is being successfully taught through SPHE at Junior Cycle and Senior Cycle for students.
- Resource materials are available to teachers in designated area in workroom and online.
- The timetable facilitates the implementation of the RSE programme e.g. at Senior Cycle, that all classes at Senior Cycle are taught RSE.
- Appropriate professional development for teachers is available and relevant teachers are availing of it.
- Staff, students and parents are aware of the policy.
- Feedback is received from teachers, other school staff, students, parents, members of Board of Management etc.

Specifically, important to the review and evaluation of the RSE Policy and Programme are:

- a) Student feedback: A confidential survey of students is conducted once the RSE lessons are completed. Feedback is sought from the Student Council.
- b) Staff review and feedback.
- c) Parental feedback, including at parent-teacher meetings and Parents' Council meetings.
- d) Feedback is sought as part of our School Self-Evaluation process and helps to inform future planning.

(R) Review Procedure

This Assessment and Reporting Policy will be reviewed every two years by the relevant team in consultation with teaching staff, the Student Council and the Parents' Council with ratification by the Board of Management and Trustees.

This policy was ratified by the Board of Management on 20th September 2022

Date of next review: September 2024

Signature (Chairperson): Mark Lyster
For and on behalf of the Board of Management.

Appendix I

Relationships and Sexuality Education: Teaching Staff 2022-2023

Junior Cycle (incl. Brosna)	Senior Cycle (incl. Brosna)
Molly Fox Elaine Coyle Laura Watchorn	Elaine Coyle Laura Watchorn

Appendix II

Template Letter to Parents

27th November 2021

Dear Parents/Guardians,

We will be starting to deliver the Relationships and Sexuality Education (RSE) Programme to your son/daughter over the coming weeks. RSE is a required part of the curriculum and the manner in which it is taught in this school is informed by our mission statement. We aim to deliver a programme that:

- Enables young people to develop healthy friendships and relationships.
- Promotes an understanding of sexuality and a positive attitude towards one's own sexuality and in one's own relationships with others.
- Promotes knowledge and respect for reproduction.

We also hope to enable young people to develop attitudes and values towards their sexuality in a moral and respectful manner. We are aware of your role as the child's first educator. We would appreciate your support by talking to your son/daughter about the RSE programme and helping them with any concerns they may have. We can support you with accessing resources that are available to parents.

Should you have any concerns in relation to the above please do not hesitate to contact us.

Thanking you,

Mr. Roger Geagan
Principal

Ms. Laura Watchorn
SPHE Teacher

Appendix III

Class Evaluation of Senior Cycle RSE (at the end of a Unit of Learning)

LOOKING BACK, LOOKING FORWARD WORKSHEET 1



RSE SENIOR CYCLE: EVALUATION

Rate the RSE lessons by marking the appropriate box, using the scale below

1 = Not helpful 2 = fair 3 = Good 4 = Very good 5 = Excellent

- Content of RSE lessons (topics and key messages)

1 2 3 4 5

- Way of working (e.g. group work, worksheets, discussions, walking debates)

1 2 3 4 5

- Usefulness of the lessons (for me in my life now and into the future)

1 2 3 4 5

- 1 What did you enjoy about this module/programme, e.g. the topic, way of working?

- 2 What are the three key things you learned?

- 3 How could the programme/module be improved?

Appendix IV

Sexual Health Support Services

SUPPORT SERVICES FOR YOUNG PEOPLE



GENERAL SUPPORTS

CRISISLINE

24-hour support and information service for children and adolescents
Tel: 1800 600 600

NSCC

National Society for Prevention of Cruelty to Children
Tel: 01 476 1862

SAMERITANS

24-hour confidential support service for anyone who is in crisis
Helpline: 1800 40 90 90
www.sameritans.org

SPINSCOUT

An interactive website for young people which deals with a wide variety of issues.
www.spinout.ie

ACCOMMODATION

EMERGENCY ACCOMMODATION SUPPORT SERVICES

Helpline: 1800 724 724

MENTAL AND EMOTIONAL HEALTH

HEADSUP

Support service for mental health issues
HeadStart: NAMIIC to receive a list of topics with which help might be needed
www.headsup.ie

MENTAL HEALTH IRELAND

A support service around positive mental health
www.mentalhealthireland.ie
Tel: 01 284 1168

SHINY

Support service for people who have suffered, or are suffering, from mental health problems
www.shiny.ie
Tel: 1200 474 474

HEADSTRONG

Support service for youth mental health issues
www.headstrong.ie
Tel: 01 880 1341

ALCOHOL AND DRUG RELATED ISSUES

ALCOHOL & RELATION

Alcohol misuse support service
Tel: 01 8732088

DRUGS/RYE HELPLINE

Drugs misuse and HIV support service
Helpline: 1800 459 459

DRUG AND ALCOHOL SUPPORT

Drugs and alcohol information and support
www.drugs.ie

www.under21.ie

Support and information service for young people around alcohol misuse

SEPARATION AND BEREAVEMENT SERVICES

TIES BETWEEN

Support service for teenagers (12-21 years of age) of separated parents
www.tiesbetween.ie
Lo call: 1 800 300 300

RAINBOWS IRELAND LTD

Support service for children dealing with the grieving process and losses around separation and divorce or bereavement
Tel: 01 4754175

COMERGE

Support service for people dealing with the grieving process and losses around bereavement by suicide
Helpline: 1800 201898

SEXUAL HEALTH SUPPORT SERVICES



GENERAL

www.yoursexualhealth.ie
HSE support and information service on a range of sexual health topics

www.usaid.gov/ie
Information on sexual health

REPRODUCTION AND FERTILITY ISSUES

www.fpa.ie
Information and support service on a wide range of sexual health issues.
www.fpa.ie
National pregnancy helpline: 1850 495051

www.thinkcontraception.ie
Information service targeted at 18-25 year olds. Covers the wide range of contraceptive methods available in Ireland.

www.positiveoptions.ie
Crisis pregnancy support service
Presset "tel" to 50444 for a list of crisis pregnancy counselling agencies

STIs

STI CLINICS
Support services around Sexually Transmitted Infections

DUBLIN –
St. James's Hospital, GUERU Clinic
Tel: 01 4782315 / 4162316

Waterloo Maternity Hospital
Tel: 01 8332063

The Gay Men's Health Project Clinic
Tel: 01 6099513

The HIV Testing Centre (open to all)
Tel: 01 6099500
Free phone number: 1800 201187

CARLOW – Carlow District Hospital
Tel: 051 842646

CASTLEBAR – Mayo General Hospital
Tel: 004 9021733

CLARE – Ennis Regional Hospital
Tel: 061 482383

STIs (cont)

CORK – Victoria Hospital
Tel: 021 4966644

GALWAY –
University College Hospital
Tel: 091 525200
Perinatal Hospital Ballinacree
Tel: 090 9648377

LIMERICK – Regional Hospital
Tel: 061 461391

LISKEE – Sligo General Hospital
Tel: 071 9170473

MONAGH –
Monagh General Hospital
Tel: 061 467363
South Tipperary Hospital
Tel: 051 842646

TRALEE – Tralee General Hospital
Tel: 051 4966644

WATERFORD – Waterford Regional Hospital
Tel: 051 842646

GAY, LESBIAN, BISEXUAL AND TRANSGENDER ISSUES

GLAN

Working for equality for Gay, Lesbian, Bisexual and Transgender people in Ireland
www.glan.ie

IRISHTO

Support service for Gay, Lesbian, Bisexual and Transgender young people
www.irishto.org

SEXUAL ABUSE AND VIOLENCE ISSUES

CAR (CHILDREN AT RISK IN IRELAND)

Support service for young people around sexual abuse issues
www.car.ie
Helpline: 1890 924567 (Monday 9.30am – 5.30pm)

DUBLIN RAPE CRISIS CENTRE

Support service around sexual abuse issues
National 24-hour helpline: 1800 778 555

