



Loreto Secondary School

Granges Road, Kilkenny

Relationships and Sexuality Education (RSE) Policy

Mission Statement

As a Catholic school in the Loreto tradition, we aim to create a warm and caring environment. In an atmosphere of respect and fairness, through support and friendship, we affirm each person's self-worth and dignity.

We aim to provide a student-centred education that nurtures the talents and potential of all. In cooperation with parents and guardians, we work towards the spiritual, moral, social and academic development of each student. Our wish is that our students will grow into happy, confident and responsible adults.

Definition of Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is a life-long process of acquiring knowledge and understanding of human relationships, sexual identity and intimacy. In Loreto Secondary School, RSE class will provide structured opportunities for students to gain knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. Students will be encouraged to make positive, responsible decisions about themselves and the way they live their lives.

The Aims of our RSE Programme

- To help students to 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 sexuality with others. This will aid the development of personal wellbeing and enhance relationships with others.
- To promote knowledge of and respect for reproduction.
- To enable students to develop healthy attitudes and values towards their sexuality, in a moral, spiritual and social framework in keeping with our school ethos.
- To provide opportunities for students to learn about relationships and sexuality in ways that helps them to think and behave in a moral, caring and responsible way.

It is acknowledged that in a course of limited duration these aims are aspirational.

The Objectives of our RSE Programme

The RSE Programme in Loreto Secondary School should enable students to:

- Acquire the understanding and skills necessary to form healthy friendships and relationships.
- Develop a positive sense of self-awareness and the skills for building and maintaining self-esteem.
- Become aware of the variety of ways in which individuals change and grow, especially during adolescence and to develop respect for difference between individuals.
- Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections (STIs).
- Understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality.
- Value family life and appreciate the responsibilities of parenthood.
- Develop strategies for decisions and actions consistent with personal moral integrity and be respectful of the rights and dignity of others.
- Develop skills for coping with peer pressure, conflicts and threats to personal safety.

Relationships and Sexuality Education as part of Social, Personal and Health Education

In Loreto Secondary School, RSE is taught as an integral part of the SPHE programme which is a required part of the Junior Certificate curriculum for all students (Section 4 of the Rules and Programme for Secondary Schools). This is also clearly expressed in DES RSE Policy (Circular 0027/0028)

The SPHE programme promotes the health and wellbeing of young people. Throughout all areas of SPHE students are encouraged to act in a moral, caring and responsible way and are given clear information, so that, in the context of their own lives that they can communicate effectively and implement informed decisions. Sexuality is a key aspect of development in the life of the adolescent and therefore along with the specific lessons of RSE, SPHE also covers areas which are relevant to the development of a healthy attitude to sexuality in oneself and one's relationships with others.

What the School Currently Provides

At present the school offers RSE for a minimum of 6 lessons per year for both Junior and Senior Cycle Students. Elements of RSE are also approached in subjects such as Science, Biology, Home Economics, Religious Education, CSPE, Physical Education, Guidance and Counselling. It is recognised that cross-curricular links occur with other subjects that are taught in the school and all members of the school community respect and recognise this.

The Management and Organisation of RSE in Loreto Kilkenny

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.

Staff are encouraged to attend training and in-service in relation to RSE.

RSE teachers meet on a regular basis to plan, share ideas and resources to ensure that the RSE Programme is delivered effectively and professionally to students.

The SPHE and Wellbeing Coordinator works with RSE Teachers to promote and develop a programme to meet the emerging needs of our students.

Involving and Informing Parents

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as being very important. Communication between parents and school is therefore essential. A copy of the RSE Policy will be placed on Compass Parent Portal under School Documentation for parents to access.

Parents are informed in advance of the delivery of the RSE programme. This ensures that they are aware of what their daughters are learning and it provides them with an opportunity to discuss with their daughters the topics that are covered in class.

Parents who are concerned about the topics covered during the delivery of the RSE Programme can request to see in advance the material that will be used in class.

This policy has been designed in consultation with Parents' Association representatives and the views expressed by parents will be taken into account when reviewing the policy.

Withdrawal from Class

Parents have a right to withdraw their child from the RSE programme in school and the school will respect this decision. Parents will however be expected to demonstrate how the RSE programme is at variance with their conscience and beliefs. The collaborative and supportive role of parents and school is emphasised in all areas of learning. Once a parent's request to withdraw is made, that request must be complied with until revoked by parent. The school may not be able to provide alternative supervision during her RSE class, in which case a parent/guardian will be asked to aid in that regard.

The Role of the RSE Teacher

The relationship between teacher and student is a core aspect of successful learning in all areas of education but this is especially true in RSE, given the personal nature of the subject. Students respond positively to teachers who show authenticity and empathy and who are willing to listen to and respect their views. At the same time the teacher must be able to set limits and boundaries. The following points should be borne in mind by teachers of RSE:

- Ongoing professional development and training for all teachers of RSE/SPHE will support the effective delivery of RSE.
- Teachers assigned to teach RSE/SPHE must have an understanding with the range of active and experiential methodologies associated with education in this area.
- All teachers of RSE at Senior Cycle should inform themselves about the previous learning of students at Junior Cycle in RSE/SPHE and to what extent students are familiar with participative methodologies. If this is a new way of working for a group, participative methodologies should be introduced gradually and carefully.

- Teachers must be familiar with their school's RSE policy, particularly with regard to some of the sensitive moral issues that may arise in an RSE class. A school does not have a right to omit any aspect of RSE, but it does have a right to ensure that topics are taught in a way that is consistent with the ethos of the school. It is the responsibility of the RSE teacher to articulate the values expressed in the school's RSE policy in a way that is respectful to all. This can be done while also allowing students to express their views and opinions in a respectful way.
- The teacher is responsible for ensuring that the classroom is a safe environment for students. A way of fostering this climate from the beginning is to help students to establish ground rules for working together as a group.
- Teachers should be sensitive to the needs of students of all sexual orientations and gender identities.
- It may be necessary to set boundaries for students in terms of what can be discussed and what questions can be answered in an RSE class.
- Given the sensitivity of many of the topics in RSE teachers should be aware of the range of pastoral and counselling supports available within the school and outside school.

Confidentiality

At the beginning of each academic year and at regular intervals throughout the year students are informed that complete confidentiality cannot be guaranteed.

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or breach of the law, the teacher must refer this immediately to the Designated Liaison Person. Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential. The student can then decide whether to proceed or not.

The Child Protection Procedures for Primary and Post-Primary Schools 2017 states in 4.4.1 that

“Mandated persons who receive a disclosure of harm from a child, which is at or above the threshold of harm (Section 4.3), must make a mandated report of the concerns to Tusla. Children First National Guidance 2017 states that “mandated persons are not required to judge the truth of the claim or the credibility of the child.”

The Child Protection Procedures also state that if the school becomes aware that a young person is sexually active under the age of consent it has a responsibility to inform her parents. The legal age of consent in Ireland is 17 for boys and girls for heterosexual and for homosexual sex.

Lesbian, Gay, Bisexual and Transgender

Lesbian, gay, bisexual and transgender (LGBT) young people follow the same developmental challenges and pathways as those of their heterosexual peers. Additionally LGBT students may have to cope with negative attitudes, discrimination and harassment directed towards LGBT people. Loreto Secondary School aims to ensure a positive school climate and culture where difference is welcomed. An LGBT (Lesbian, Gay, Bisexual, and Transgender) young person may wish to seek support or come out during their time in secondary school. A positive school climate and culture will provide an appropriate environment of support where an LGBT person may choose to come out. RSE classes will

promote this climate in all lessons and class discussions, thereby giving all students the educational support required while facing the challenges of adolescence.

The Equal Status Act 2000 to 2011 is the key piece of legislation protecting young people in school who are LGBT. The main provisions of the Act aim to:

- Promote equality of opportunity
- Prohibit discrimination on nine specific grounds (gender, marital status, sexual orientation, religion, age, race, membership of the Traveller community and disability)
- Prohibit harassment on these grounds and to prohibit sexual harassment.
- Require reasonable accommodation of people with disabilities.
- Allow for positive action.

In May 2012 the Department of Education and Skills established a Working Group on Tackling Bullying, including homophobic bullying, cyber-bullying and racist bullying.

Loreto Secondary School is mindful of the above in all aspects of school life.

SEN Students

Student with special educational needs may require more help than others in coping with the physical and emotional aspects of growing up. They may also require more support in learning what sorts of behaviour are and are not acceptable and in being warned and prepared against abuse by others. If learning activities are to be meaningful and achievable for all students, it is important that differentiated approaches and methodologies are used. Additional teaching and support in this regard may be delivered by the student's SEN teacher in consultation with the RSE teacher and as part of an overall Individual Learning Plan.

Offering Advice

The purpose of RSE 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. Issues that arise in the RSE class will be addressed by staff in a professional manner that reflects the ethos of the school.

If an issue arises in class, the RSE teacher may decide it necessary to inform the relevant Class Tutor or Year Head.

In some cases it may be necessary to refer a student to the school's Guidance service for further assistance.

Explicit Questions

In RSE class it is important that we are particularly mindful of the various ranges of levels of maturity and experience among our students. It may not be appropriate to deal with some explicit questions that might arise in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. When deciding whether or not to answer the question the teacher will consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy. If a teacher becomes concerned about a matter that has been raised he/she should seek advice and take appropriate steps as outlined in The Department of Education and Skills

Circular 0081/2017 on Child Protection Procedures for Primary and Post-Primary Schools 2017 and the school's Child Safeguarding Statement (both documents are available on the school website and the Compass portal).

Using Guest Speakers

It is school policy that most of the RSE programme is best delivered by teachers. Circular 0043/2018 states "The qualified classroom teacher is the best placed professional to work sensitively and consistently with students and he/she can have a powerful impact on influencing students' attitudes, values and behaviour in all aspects of wellbeing education." If outside agencies or guest speakers can enhance the quality of the provision of the programme then they may be considered in addition but not instead of the planned RSE programme in the school.

In line with Circular 0043/2018, *Best practice guidance for post primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for practice* the following should be considered when supplementing or complementing wellbeing promotion:

- Does the programme and/or external facilitator address an identified need?
- Will the programme be delivered to class groups with the involvement of school staff?
- Does the programme enhance protective factors which predispose students to positive outcomes in the face of adversity?

When engaging external speakers the staff member who books the visitor will provide them in advance of the visit with a copy of this RSE policy. Once approval has been given by the Principal the organising teacher will also make the speaker aware of the ethos of the school and the manner of delivery of the RSE Programme.

- External facilitators must be compliant with the school's Child Safeguarding Statement and other relevant school policies and procedures.
- Programmes used must be delivered by facilitators who are qualified to work with the specific area of content and with students for whom the programmes are designed.
- Relevant school staff should be informed of the details of the programme being provided prior to the visit.
- External facilitators must always work under the guidance and supervision of the relevant classroom teacher who will remain in the room for the duration of the visit. The absence of the teacher may undermine the integrity of the curriculum and the credibility and professionalism of the teacher. It may also compromise the safety of the students.
- External facilitators and programmes are evaluated by students and teachers with regard to the subject matter, messages communicated, methodology and proposed learning outcome.

Assessment of RSE

- **Student Self-assessment**

Such assessment can be done in class by providing students with questionnaires and or worksheets on which they might record their own progress or learning. These can be kept in a portfolio. Alternatively students can be encouraged to keep a journal recording their key learnings.

Some of the outcomes of self-assessment will be private, but students are also encouraged to provide feedback to the teacher to enable the teacher to modify the RSE Programme in light of the views of the students.

- **Assessment of Students**

This can involve the assessment of students' work and skills through specific tasks, homework or project work.

Questions may be asked at the beginning of a topic and again at the end of a unit of learning to establish what knowledge the students have acquired.

Parents will be given the opportunity to meet SPHE Teachers and discuss their daughter's progress at Parent Teacher Meetings.

Further Development and Evaluation

The school will facilitate participating teachers in taking part in ongoing professional development so as to provide the proper delivery of the RSE programme. It will also ensure that appropriate teaching materials which have been identified by staff as useful and approved by the Principal are available for delivery of the programme.

The teachers involved in the delivery of the programme will evaluate the RSE programme each year and modifications may be made if this is considered desirable for an effective delivery of a relevant programme within the provisions of this policy statement.

The RSE document is a living policy which will be reviewed every two years.

Signed _____

Date of Review _____

Appendix A

Junior Cycle Themes/Topics

First Year

Human Relationships

- Me as unique and different
- Friendship

Human Growth and Development

- Change and Puberty
- The male and female reproductive systems

Human Sexuality

- Images of male and female body
- Gender identity/stereotyping and LGBT

Second Year

Human Relationships

- Managing relationships
- Peer pressure and other influences

Human Growth and Development

- From conception to birth

Human Sexuality

- Recognising and expressing emotions and feelings
- Health and personal safety
- Making decisions
- Sexual orientation

Third Year

Human Relationships

- Relationships - Setting boundaries
- The three R's - Respect, Rights and Responsibilities
- Conflict

Human Growth and Development

- Where am I now?

Human Sexuality

- Body image
- Fertility
- Sexually transmitted infections and vaccines

Senior Cycle RSE

Transition Year

1. Relationships
2. Self Esteem
3. Decision
4. Making and Responsible Relationships
5. Human Reproduction and Fertility
6. Intimacy
7. STI's
8. Breast Cancer
9. Cervical Cancer

Fifth and Sixth Year RSE

Relationships

1. What we value in relationships
2. Healthy relationships
3. Self-esteem
4. The influence of self-esteem
5. When we hurt
6. Understanding boundaries
7. Communicating our boundaries
8. Intimacy

Taking time to think

1. Sexuality
2. Sexual Orientation
3. Influences and values
4. Decision making
5. Responsible relationships

Sexual Health

1. Human reproduction and fertility
2. Understanding female fertility
3. Contraceptive methods
4. Unplanned pregnancy
5. STIs - What's what
6. STI transmission

Appendix B

Resources Include:

www.sphe.ie

RSE Curriculum Guidelines

Junior Cycle RSE Resource Materials

Senior Cycle Resource Materials

www.healthpromotion.ie

Busy Bodies

TRUST

Lockers (PDST)

B4uDecide.ie

Relationships and Sexuality Education

Growing Up Lesbian, Gay, Bisexual and Transgender.

Stay Safe

Be in Ctrl