



St Vincent's Special National School



Relationships Sexuality Education (RSE) policy

Mission Statement

We the staff of St. Vincent's School, in partnership with parents and management, aspire to provide a quality education, in a safe and happy environment, so that all pupils may reach their full potential.

Statement of School Policy

Consistent with our Catholic Ethos and reliant upon the co-operation and support of the parents and Board of Management, we the staff of St Vincent's National School aspire to educate the pupils in a Relationship and Sexuality Education Programme which will embrace the values of respect and dignity and commensurate with their individual needs.

Relationships Sexuality Education (RSE)

Relationships and Sexuality Education is part of Social, Personal and Health Education. This programme provides particular opportunities to foster the personal development, health and well-being of the pupil and to help him/her create and maintain supportive relationships and become an active and responsible citizen in society. Through this programme, pupils can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future.

R.S.E fosters self-worth, self-confidence, and place a particular emphasis on developing a sense of personal responsibility for one's own behaviour and actions. It promotes self-awareness and understanding by helping the students to name and manage their own feelings, to recognise and appreciate individual abilities, and to cope with various types of change. They can learn how to manage their own behaviour and to set and review personal goals within a safe and supportive environment. Such intra personal development will increase the pupil's sense of self-efficacy and help him/her to be in more control of his/her life.

R.S.E helps pupils to establish supportive relationships, to enjoy the company of others, and to resolve conflicts in appropriate ways. While in school, pupils can learn to be fair minded and caring in their dealings with others, to be competent in a variety of social situations.

R.S.E programme provides pupils with structured opportunities to develop the knowledge, attitudes value and practical skills necessary to establish and healthy personal relationships.



The R.S.E programme is delivered in the school in the following ways.

1. In the context of positive school climate and atmosphere.
2. As part of time tabled S.P.H.E.
3. On an integrated cross curricular basis

The R.S.E Curriculum and Guidelines recommend a spiral curriculum. This involves revisiting key topics in a developmental manner at regular intervals.

Key characteristics of the curriculum are that SPHE/R.S.E

- Is a lifelong process
- Is a shared responsibility between family, school etc.
- Is a generic approach
- Is based on the needs of the child
- Is spiral in nature
- Is developed in a combination of contexts
- Engages pupils in activity based learning

Promotion of Self-Esteem Through R.S.E.

Self-esteem is defined as self respect or a strong belief in oneself. We aim to take a part in enhancing pupils self esteem to help them:

1. See themselves as valued members of a group, possessing unique qualities.
2. To be able to express themselves.
3. Learn the skills to maintain a sense of personal control over their lives.

Building blocks of self esteem

- Acceptance
- Attention
- Appreciation
- Affection
- Affirmation

Development of self esteem

- Sense of security
- Sense of identity
- Sense of belonging
- Sense of purpose
- Sense of personal competence



Developing a Good Class Spirit

- A good class spirit comes from happy relationships
- Every student is included
- Every student is accepted
- Pupils share with each other
- Pupils help each other

Our School Agreement

- Quiet voice
- Walk not run
- Share
- Good listening
- Play safe
- Everybody work together

Teaching Strategies/Approaches

- Classroom discussion
- Group work
- Individual work
- Stories
- Role play
- Video
- Games
- Music/song
- Art
- Quiet time
- Our school agreement



Term 1

Focus on Friendships and Relationships

Term 2

Emotions

Term 3

Physical and social development

There are two strands in the R.S.E Curriculum: **Myself, Myself & others.**

Within these strands the topics are arranged in Strand Units

Under **Myself** the strand units include:

- **Self Esteem**
- **Growing & Changing**
- **New Life**
- **Feelings & Emotions**
- **Keeping Safe**
- **Making Decisions**

Under **Myself & Others** the topics are based on:

- Relationships with family, Friends & Other People

CONTENTS

ALL ABOUT ME	RELATIONSHIPS
HUMAN GROWTH AND DEVELOPMENT	BEING RESPONSIBLE
SENSES	BODY PARTS
GENDER DIFFERENCES	GROWTH GROWING OLDER
BASIC HYGEINE	PUBERTY
SELF CARE	SOCIOSEXUAL SKILLS
BASIC SAFETY GREETING BEHAVIOUR	MENSTRUATION
TOUCHES	BOY/GIRL FRIENDS
BULLYING BEHAVIOUR	PRESENTATION OF SELF
PRIVACY	EMOTIONS



JUNIOR CLASSES

MYSELF	MYSELF & OTHERS
This is me Body awareness Body parts Function of body parts Senses & function of same This is my family Keeping safe I have feelings As I grow I change Making decisions	These are my friends Relationships with others Greeting behaviour Expressing feelings Being clean- keeping healthy Bullying behaviour Growth Problem solving Reasons for rules

JC1 & 2 CLASSES – MIDDLE SCHOOL

MYSELF	MYSELF & OTHERS
All about me Growth & development puberty Privacy Senses & function of same Gender differences Keeping safe, finding help for self & others New life Making decisions	Friends & friendship Relationships with others Expressing feelings & emotions Greeting behaviour assertiveness keeping safe Learning to say no Bullying behaviour Reasons for rules Problem solving

SENIOR CLASSES

MYSELF	MYSELF & OTHERS
All about me Presentation of self Growth & development Privacy/ personal space Growing older Being responsible Human life cycles Keeping safe, finding help for self & others Emotions positive & negative Making decisions	Friends & friendship- peer pressure Greeting behaviour Relationships getting on with others Disagreements Bullying behaviour Reasons for rules Problem solving Dealing with conflict