



Coláiste Chúlainn



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Bord Oideachais agus
Oiliúna Lú agus na Mí
Louth and Meath Education
and Training Board

Coláiste Chúlainn

Relationships and Sexuality Education Policy

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Introductory Statement

Coláiste Chú Chulainn is a post primary school in Dundalk Co Louth, under the patronage of Louth and Meath Education and Training Board. Established in 2014, the school community moved to its new building in 2018. Coláiste Chú Chulainn is a co-educational school, offering a broad education through a wide curriculum of subjects approved by the Department of Education and Skills, together with sport and extra-curricular activities; with an enrolment, increasing yearly, that currently stands at approximately 640.

One of the aims of the school is to encourage each pupil to develop to his or her full potential, to mature as an individual and to become a constructive and caring member of society.

This Relationship and Sexuality Education (RSE) policy was developed in accordance with:

1. Our vision statement
2. Guidelines as set out in Circular M4/95, M20/96, C23/10 *Social and Personal Health Education (SPHE) and Relationships and Sexuality Education-Best Practice Guidelines for Post Primary Schools* and C37/2010.
3. Consultation with the Student Support Team
4. Consultation with the SPHE Department

Scope

This RSE policy is a written statement of the aims of the RSE programme within Coláiste Chú Chulainn. The policy reflects the relationship of RSE to Wellbeing and the whole school experience.

This policy applies to all aspects of teaching and learning about relationships and sexuality. It also applies to all school staff, students, parents /guardians, visiting speakers, invited guests, volunteers and members of the Board of Management.

Fís na Scoile

Our school's Vision Statement is built on the three strands of Vision, Values, and Behaviours as adopted by our Board of Management. This statement is central to all plans, policies and routines in school.

Vision Coláiste Chú Chulainn - Success for All.

Values

- We **Plan** for Success for Every Student
- We **Model** Success in Our Practice
- We **Celebrate** Success
- We are **Partners** for Success in Our Community
- We **Deliver** Success for Students, Families and Community

Behaviours

We Plan for Success for Every Student

- We set and share learning intentions in our work.
- We differentiate in our lessons.
- We give formative feedback to our students on their work.
- We use self and peer assessment in our lessons.
- We engage all students in school life.

We Model Success in Our Practice

- We implement LMETB and Coláiste Chú Chulainn policies in all of our work.
- We are prepared for our work as students and staff.
- We reflect on our professional practice and strive for improvements where identified.
- We share resources, knowledge and experience.

We Celebrate Success

- We praise our students for their efforts and achievements.
- We hold Awards Events.
- We share our stories at every opportunity.
- We include the whole community in our celebrations.

We are Partners for Success in Our Community.

- We collaborate with local and national enterprises.
- We are active in community activities.
- We invite guests to work with us in our learning.
- We are inclusive of everybody.

We Deliver Success for Students, Families and Our Community

- Our students achieve the best possible grades.
- Our students complete their 2nd Level education in Coláiste Chú Chulainn.
- Our students progress to Higher & Further Education or employment.
- Our students have excellent attendance.

Rationale:

It is necessary to have an RSE policy as RSE is a key element of healthy social and personal development as:

- Young people are exposed to a wide variety of messages about sexuality and sexual activity. Schools in consultation with parents/guardians need to reflect on how to provide for the needs of their students.
- 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 the RSE programme is part of the overall Wellbeing Programme.
- Circulars [M4/95](#), [M20/96](#), [C23/2010](#) and [C37/2010](#) request schools to commence a process of RSE policy development.
- The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, members of the Board of Management and students.
- Spiritual, moral and religious issues will arise when teaching RSE. The RSE policy will guide teachers in the treatment of such issues in accordance with the ethos of the college. It is important that teachers of RSE understand that their role is to express the views of the whole school community on these sensitive issues and not their own personal views.

Aims and Objectives:

This RSE policy intends to achieve the following:

Aims:

- Promote knowledge and respect for reproduction.
- Provide an opportunity to learn about relationships and sexuality.
- Encourage students to think and act in a moral, caring and responsible way.
- Help students' understand and develop friendships.
- Help students' understanding of sexuality.
- Develop a positive attitude towards one's own sexuality.

Objectives:

- The policy will ensure clarity and consensus on how RSE is taught in Coláiste Chú Chulainn.
- It will articulate the relationship of RSE to Wellbeing.

- It will articulate the aims of the RSE programme.
- It will clarify the rights, roles and responsibilities of all within the college community in relation to the RSE programme with particular reference to college staff, students, parents/guardians and the Board of Management/LMETB.
- It will ensure that teachers, parents/guardians and students understand how the teaching of RSE is linked to the college ethos.
- It will provide information on the practicalities of delivering the programme.

KEY MEASURES:

A. Provision of training and staff development:

Arrangements regarding the deployment of staff will be made by the Principal. Consideration will be given to gender balance. All teachers involved in this work do not have to be “experts” on the issues concerned. However, they do require sensitivity to the needs of the class, an ability to deal with questions openly/honestly and preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to RSE.

In-service training for the teaching of RSE will be provided by the SPHE support service. Staff will be encouraged to attend by the Principal and the SPHE coordinator.

The appropriate teaching resources will be made available to staff subject to budget constraints.

B. Inclusion of Parents/Guardians:

Parents /Guardians are the primary educators of their children and their role in education concerning RSE is seen by the college as very important.

This policy will be available on the policy section of the school website. This policy will be presented to the Parents’ Association for consultation and parents’ views will be considered in this and any future policy review.

Note: [The Education Act 1998](#) provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parents or in the case of a student who has reached the age of 18, the student. Hence, parents /guardians have a right to opt their child out of the sensitive issues in RSE if they wish to do so. This will be administered on an annual basis.

C. Ethical/Moral Considerations:

RSE is a complex area of the curriculum. This RSE policy will provide guidance for teachers on the moral and ethical framework within which the programme will be taught. Issues include the following:

Answering Questions:

While it is important to create an environment in Wellbeing/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. Students may ask questions about issues which are not included in the curriculum. On these, and on all questions, teachers will use their professional judgment, guided by the age of the students, the RSE curriculum and the RSE policy for the school. Students should be made aware at the beginning of the RSE programme that asking personal questions of staff and peers is inappropriate and unacceptable. It is suggested that teachers might make available a “question box” in the classroom, into which students may place questions of an embarrassing nature to be dealt with anonymously and in the strictest confidence. If a teacher becomes concerned about a matter that has been raised they should inform/seek advice from the Principal/Deputy Principal or other appropriate person.

Confidentiality:

While students should not be encouraged to disclose personal or private information in SPHE/RSE classes, there may be times when they do talk about their own lives. Confidentiality should be respected unless a teacher becomes aware that a student is at risk, in which case the appropriate action should be taken e.g. follow the procedures set down in the [Child Protection Procedures and Guidelines for Post-Primary Schools](#) (2011).

In cases of under-age sexual activity, the [Child Protection Procedures for Primary and Post-Primary Schools](#) (2017) state: *‘Where a school becomes aware of underage sexual intercourse the school should take appropriate steps to inform the child’s parents. (2.3.4)’*

It is important that the students must be made aware of the limits of confidentiality and that teachers do not give unconditional guarantees of confidentiality. Teachers may refer back to the ground rules which will be agreed at the start of their RSE programme. Students must be aware that any incident may be conveyed to the Principal and possibly the parents /guardian if the Principal decides that it is in the best interests of the child. Teachers will inform students when the content of a conversation can no longer be kept confidential.

Sexual Activity:

It is advisable for teachers to give young people information on the age of consent which, following the passage of the [Criminal Law \(Sexual Offences\) Act, 2006](#), is 17 years of age for both males and females.

Family Planning/ Contraception:

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 and also in the “TRUST” pack. The RSE programme requires that young people are provided with information about methods of contraception, including Natural Family Planning. Age appropriate information is already taught as part of the Junior Certificate science curriculum. Schools can use their discretion with regard to the age at which students receive any aspect of the RSE programme.

Sexuality:

The post-primary RSE Curriculum Guidelines include the subject of sexual orientation. There is a lesson on sexual orientation in the RSE Senior Cycle Resource Materials on P151. RSE training courses delivered by the SPHE Support Service provide teachers with further materials.

The school may decide if the topic needs to be addressed before Senior Cycle. It is inevitable and natural that different sexualities will be discussed during a programme of sex education.

The [Equal Status Act 2000](#) and the [Equality Act 2004](#) prohibit discrimination across nine grounds, including sexual orientation. Consideration needs to be given to the messages that are conveyed if the subject of sexuality is not discussed in schools.

It is important that any student who is coming to terms with their sexual identity should not experience any harassment, embarrassment or isolation which may impact on their mental and emotional health and they should be offered support from the Student Support Team, or other supports, as appropriate.

Abortion:

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

Sexually Transmitted Infections (STIs):

While awareness of STIs is one of the objectives of the Second Year SPHE/RSE syllabus, STIs are mainly addressed in Senior Cycle. There is a lesson on STIs in the RSE Senior Cycle Resource Materials on P103 and also in the “*TRUST*” pack. Given that rates of STI transmission are increasing, it is important that the subject is addressed as part of the RSE programme.

D. Practical Issues

- All students in the Junior Cycle will receive a SPHE programme. RSE will be included as a 6 week module, each year, as part of the SPHE programme.
- Students in senior cycle will receive a minimum of 6 weeks tuition in RSE, each year, as part of their Guidance programme.
- The size of the class groups will be determined by the base class.
- Boys and girls will be taught all aspects of RSE together.
- The boundaries of the RSE programme will be delivered with due deference to :
 - (a) The age of the students
 - (b) The school ethos
 - (c) Limits of confidentiality, limits to discussions and questions.
 - (d) **Ensuring that the RSE classroom is a safe place for all, including students and teachers.**
 - (e) RSE curriculum guidelines
- 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. All Visitors must abide by the Visitors Policy of Coláiste Chú Chulainn. Visiting speakers must be made aware of the schools RSE policy, Mission statement and the SPHE visitor guidelines as laid down by the Department of Education in circular [0023/2010](#) to secondary schools. The Care Team are advised when visiting speakers are in the College. Thus, classroom teachers must remain in the classroom with the students; parents should be consulted and made aware of visiting people and agencies. All programmes and events delivered by visitors and external agencies must use appropriate evidence based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with young people for whom the programmes are designed. Evaluation of the speakers is compulsory.
- Provision will be made for students with special needs as laid down by the NCCA guidelines. To comply with these guidelines it will be necessary for the class teacher to consult with the special educational needs co-ordinator, prior to the programme,

to discuss any students with special needs and to ascertain how they can be supported throughout the programme.

- An Tearmann, Coláiste Chú Chulainn's dedicated special class for students with ASD, will be provided with a copy of the RSE materials to supplement the work carried out in the mainstream classroom if and when appropriate. Any decision to remove an ASD student from RSE class will be made by the Year Head/Coordinator of An Tearmann in the best interests of the individual student.
- Consideration and sensitivity must be given to the needs of individual students with special circumstances. Consultation will be made by the Year Head/SPHE coordinator of each group with the Student Support Team prior to commencing the RSE programme.

Links to other Policies and to Curriculum Delivery:

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed, will be examined with reference to the RSE Policy and any implications which may impact upon them will be addressed. Similarly the implications of other college policies and guidelines/plans for the RSE Policy also need to be considered.

This policy should be considered in conjunction with the following policies:

- Code of Behaviour
- Wellbeing Policy
- Anti-Bullying Policy
- Child Protection Policy
- Acceptable Usage Policy
- Whole-School Guidance Plan
- Special Educational Needs and Inclusion Policy

Links to curriculum delivery:

Wellbeing is a core area of learning within the Junior Cycle Programme. It encompasses the curricular areas of CSPE, SPHE and PE. RSE is included in the Wellbeing Programme and provides students with opportunities to develop the skills and competencies to care for themselves and others and to make informed decisions about their health, personal lives and social development. This includes providing information on relationships and sexuality.

Aspects of RSE are delivered across the curriculum, through subjects such as Science, Biology and Home Economics. In Coláiste Chú Chulainn our aim is to ensure that all students receive a full and balanced RSE programme from First Year through to Sixth Year.

Implementation, Arrangements, Roles and Responsibilities:

Relevant teaching staff will have direct responsibility for delivering the RSE programme at Junior Cycle and Senior Cycle, under the direction of the Principal and SPHE Co-ordinator.

Ratification & Communication:

When the finalised draft policy is ratified by the Board of Management, it becomes the Coláiste Chú Chulainn's agreed RSE Policy. A copy of the RSE policy will be available to staff in SharePoint. The entire teaching staff will familiarise themselves with the policy and make themselves aware of any changes implied in curriculum delivery.

Parents/guardians will be informed of the RSE Policy from the time of acceptance of the student.

A copy of the RSE policy will be available at all times in the General Office and on the school's Website.

Monitor the Implementation of the policy:

The Principal is responsible for the implementation of the policy but may assign the monitoring to the RSE staff.

Reviewing and evaluating the policy:

Ongoing review and evaluation will take place cognisant of changing information, guidelines, legislation and feedback from parents/guardians, students, teachers and others.

The policy will be revised as necessary in the light of such reviews and evaluation. This will take place within the framework of school planning.

The policy will be reviewed at 3 year intervals or sooner if necessary.

Some practical indicators will be used to gauge the impact and effectiveness of the policy. Such indicators include the following:

- The range of resource material available to teachers.
- The in-service training availed of by teachers.
- Students' awareness of the policy.
- Parents and Guardians awareness of the policy.
- Positive feedback is received from teachers, students, parents/guardians and members of the Board of Management.