



**Polasaí Oideachas Caidrimh agus Gnéasachta (OCG)  
Policy on Relationships and Sexuality Education (RSE)**

**Gaelscoil na Lochanna, Baile Coimín**

**Sonraí Scoile  
School Details**

Gaelscoil na Lochanna  
f/ch Adult Education Centre, VEC, Baile Coimín, Co. Chill Mhantáin.  
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Bunaithe: Meán Fómhair 2006

Faoi láthair: 36 páiste, beirt oide

Scoil Lán Ghaelach agus Idircreidmheach

Patrún: Forás Patrúnachta na Scoileanna Lán Ghaeilge

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## **Fealsúnacht na Scoile School Philosophy**

Tá sainmheoin idircreidmheach ag an scoil agus múintear an dá phríomh chreideamh Críostaíochta taobh le taobh sa scoil. Ag dréachtú an polasaí seo agus á chur i bhfeidhm, is mian linn seasamh le prionsabail Críostaí na scoile.

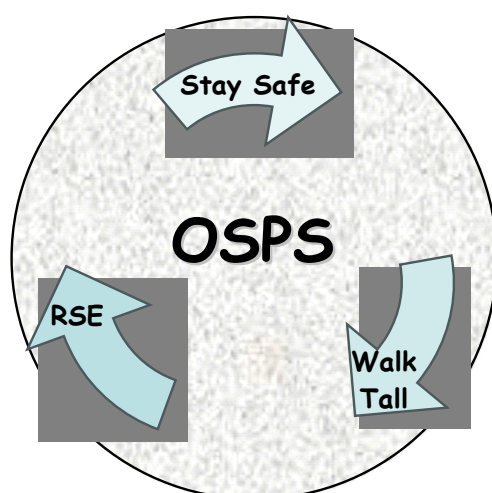
Our school is interdenominational and the two main Christian religions are taught in school, alongside one another. In implementing this policy we will be guided by the Christian values of these faiths.

### **Cad atá ar siúl sa scoil faoi láthair? What is happening in the school at present?**

Go dtí seo múineadh OCG i gcomhthéacs ábhair mar Oideachas Creidimh, OSIE (Oideachais Staire, Imshaoil agus Eolaíochta) agus OSPS (Oideachas Sláinte Pearsanta agus Sóisialta) agus go neamhfhoirmiúil tré mheon agus atmaisféar na scoile (tríd an gcuraclam “folaithe”). Chomh maith le sin, eagraíodh sa scoil "Seachtain na gCairdeas" gach bliain chun scileanna an chairdeas agus an chóibriú a chur chun cinn. Úsáideadh ceachtanna agus gníomhachtaí ó na cláracha Beo go Deo, Seo Linn agus Misneach. Tá sé i gceist againn An Cúrsa Fan Slán a thosú sa scoil go luath.

Up to now, RSE has been taught in the school through the subjects of Religious Education, Social Environmental Scientific Education (SESE) and Social Personal Health Education (SPHE) and informally passed on through the ethos and atmosphere in the school. The Beo go Deo, Here We Go and Walk Tall programmes are used and soon the school will begin the Stay Safe programme. Also, the school organises a Friend's week each year to promote the skills and values of friendship and cooperation.

**An Gaol idir OCG agus OSPS.  
Relationship of RSE to SPHE**



Tá 11 ábhair ar an gcuraclam bunscoile, ceann dóibh ná OSPS (Oideachas Sóisialta, Pearsanta agus Sláinte).

There are 11 subjects on the Primary School Curriculum. One of them is called SPHE (Social Personal and Health Education).

SPHE encompasses the all round personal development of each child; its aim is to give the children the skills to deal with the changing and challenging world in which they live. The SPHE curriculum strives to help children become self-confident and to develop positive self esteem. SPHE is divided into 3 sections myself, myself and others and myself and the wider world.

In delivering the curriculum, the school employs 3 different programmes:

- Stay Safe Programme (Anti bullying Programme)
- Walk Tall Programme (Substance Misuse and Prevention Programme)
- RSE programme (Relationship and Sexuality Education)

**Aidhmeanna OCG:**

**The aims of OCG are:**

- To enhance the personal development, self-esteem and well-being of the child.
- To help the child to develop healthy friendships and relationships.
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework.
- To enable the child to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction.
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life.
- To enable the child to be comfortable with the sexuality of oneself of oneself and others while growing and developing.

## **Guidelines for the management and organisation of RSE in our school**

1. Guidelines as laid down by the Department of Education and Science and as discussed in this document will be followed. It is recognised that during any year a special teacher/pupil relationship develops within a class. A trust and understanding of each other is acquired and having regard to this special relationship we recognise the need to allow the teachers flexibility / discretion as the need may arise when dealing with certain areas of the curriculum.
2. It is envisaged that the programme will be taught in an integrated manner where possible.
3. Parents are to be informed in advance of the programme content.
4. Parents are also to be informed in advance, regarding when the formal lessons on the sensitive areas of the programme e.g. puberty, will be covered in school.
5. If a video is to be used to complement the teaching of RSE parents are to be offered an opportunity to view same.
6. Visiting speakers may be used at a senior level to cover certain areas of the programme or, indeed, to reiterate / elaborate on certain aspects already covered. The visiting speaker will be fully versed as regards the school's RSE policy.
7. Parents may have the opportunity to meet with the visiting speaker in advance (not the night before) of their visit to the school.
8. Parents have a responsibility to become involved, to inform themselves of the programme content, to prepare their children for the information they will acquire around the sensitive areas and to discuss areas covered in school in RSE/SPHE with their children.
9. If a parent wishes their child to be withdrawn from a formal RSE class they must first discuss this with the teacher involved and the principal and then inform the principal in writing. Every effort will be made to withdraw the child with the minimum of fuss. Recognising that the Department of Education and Science do not allow a child to stay away from school while RSE is being taught, the child will be sent to another classroom to work.
10. Children will be encouraged to discuss the material being covered in class with their parents, guardians or older siblings. Where possible, handouts, worksheets etc. will be provided to facilitate this.
11. In a class situation, children will be encouraged to recognise that certain information is for them only i.e. that it is inappropriate for them to discuss information received about puberty, intercourse and birth with younger siblings, friends from outside school, etc. It will be explained that other children will be given this information by their own parents and teachers when they reach the appropriate age.

12. Children will also be taught to recognise that certain personal disclosures are inappropriate. Teachers will neither give, nor request personal information. A respect for personal information and a respect for personal privacy will be emphasised.
13. Parents will be informed if the teacher feels a particular child would benefit from more in-depth discussion, at home, of a topic covered.
14. If a parent has a particular concern / issue which has arisen as a result of an RSE discussion in school they would be encouraged to discuss same with the teacher or the principal.
15. As always, parents are requested to inform teachers of special family situations. These will be dealt with in confidence. It is the experience of the teachers that it is to everyone's benefit if they are kept informed.
16. Sensitive issues may be dealt with in the following class groupings –
 

<i>Puberty</i>	- Girls at the end of fourth class - Boys at the beginning of fifth class
<i>Puberty, intercourse and birth</i>	- with Boys and Girls during sixth class.

*(To facilitate this, appropriate arrangements will be made for the rest of the classes for the periods concerned.)*
17. Children's questions will be dealt with, taking into account the following criteria, when relevant
  - by being aware of circumstances in which the question has arisen
  - by clarifying what information is required
  - by deciding, if the issue is relevant, who it is relevant to
  - by giving an age-appropriate answer
  - by deferring the question as one which will be answered in the next lesson, one which should be answered at home or one which will be answered more fully in the future.
18. There will be ongoing assessment of the programme through observation by and feedback from parents, teachers and pupils.

## Measúnú Review

After two years there will be a review of this policy. The parents will be given an opportunity to make comments and suggest amendments as appropriate. In time, it is intended that the senior pupils' opinions will be included in this review.

## Traenáil do Mhúinteoirí In-Career Training

Well planned dissemination of information and preparation for boards of management, teachers and parents will be essential for the success of an RSE programme. The principal and staff should, as part of their wider planning, identify the training needs of teachers, and this training should be provided. Similarly, parent groups and boards of management may need to identify and secure necessary training as the programme is implemented, reviewed and revised.

## Foramharc ar an ábhar Rang Naí-Rang 2/ *Overview of content for Infant, First and Second classes*

	Naíonáin/Infant classes	Rang 1-2/First and Second classes
<i>Snáitbe/ Strands</i>	<i>Snáithaonaid/ Strand Units</i>	<i>Snáithaonaid/ Strand Units</i>
<b>Mé Féin</b> Myself	<ul style="list-style-type: none"> <li>• I am unique               <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• My body</li> <li>• As I grow I change</li> <li>• New life</li> <li>• Keeping safe</li> <li>• Feelings and emotions</li> <li>• Making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• I am unique               <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• My body</li> <li>• As I grow I change</li> <li>• New life</li> <li>• Keeping safe</li> <li>• Feelings and emotions</li> <li>• Making decisions</li> </ul>
<b>Mé Féin agus Daoine Eile</b> Myself and others	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Myself and my friends</li> <li>• Special people in my life</li> <li>• Relating to others               <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Myself and my friends</li> <li>• Special people in my life</li> <li>• Relating to others               <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>

Foramharac ar an ábharRang 3-6/ *Overview of content for Third to Sixth classes*

	Rang 3-4/Third and Fourth classes	Rang 5-6/Fifth and Sixth classes
<i>Snáitbe/Strands</i>	<i>Snáith aonaid/ Strand Units</i>	<i>Snáith aonaid/ Strand Units</i>
<b>Mé Féin</b> Myself	<ul style="list-style-type: none"> <li>• Accepting myself                             <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• Physical development</li> <li>• Growing and changing</li> <li>• Birth and new life</li> <li>• Feelings and emotions</li> <li>• Personal hygiene</li> <li>• Personal safety                             <ul style="list-style-type: none"> <li>- <i>Identifying and assessing risks</i></li> <li>- <i>Developing safety strategies</i></li> </ul> </li> <li>• Making decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting myself                             <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• Physical development</li> <li>• Becoming an adult</li> <li>• Parenthood</li> <li>• Feelings and emotions</li> <li>• Personal hygiene</li> <li>• Personal safety                             <ul style="list-style-type: none"> <li>- <i>Identifying and assessing risks</i></li> <li>- <i>Developing safety strategies</i></li> </ul> </li> <li>• Making decisions</li> </ul>
<b>Mé Féin agus daoine eile</b> Myself and others	<ul style="list-style-type: none"> <li>• Roles and responsibilities in families</li> <li>• Friendship</li> <li>• Portrayal of sexuality and relationships</li> <li>• Roles of males and females in society</li> <li>• Relating to others                             <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Changing relationships in families and friendships</li> <li>• Group affiliation and loyalty</li> <li>• Portrayal of sexuality and relationships</li> <li>• Roles of males and females in society</li> <li>• Relating to others                             <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>

All curricular content is available for parents to view on request.

### **Foclóir sa seomra ranga**

#### **Vocabulary in the classroom.**

It is extremely important that proper terminology is used without embarrassment within RSE lessons in school and that the tone of discussions is genuine and respectful.

### **Cuairt ó Mháthair/Athair**

#### **Visitors to the classroom**

A visit to the classroom by a mother, father and their baby can provide an excellent opportunity for pupils to learn about the needs of new-born children. The children should be allowed to prepare the classroom in advance and to welcome the visitors. The mother and father talk informally about their new-born baby and respond to the children's questions.

### **Páistí le riachtanna speisialta**

#### **Children with special needs**

RSE provides opportunities for all children to learn to accept each other, and to recognise and promote the dignity of each human being. The school will adapt the programme to cater for children with learning difficulties.

### **Modheolaíocht**

#### **Methodologies**

Is iomaí teicnic agus modheolaocht a úsáidfí na hoidí ranga le linn an ceachta OCG: Ina measc bheadh:

In order for children to reflect on and make their own sense of information received it is necessary for them to be actively engaged in the learning process. Any or all of the following techniques will allow the child to play an active part in the learning process:

- Discussion
- Role play
- Interviewing friends, or other school pupils, family members
- Surveys of attitudes
- Analysing and evaluating newspapers and magazines, television schedules
- Hosting visitors
- Projects
- Modelling
- Designing advertisements
- Writing Captions
- Ranking Statements
- Describing Photographs
- Viewing and discussing video

Teaching methods may be placed on a continuum running from those which are very teacher directed to those which employ maximum pupil participation.