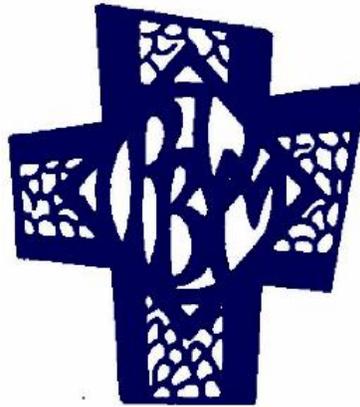


Presentation Secondary School, Clonmel



Social, Personal and Health Education Policy including Relationships and Sexuality Education Policy Statement

2019-2020

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Mission Statement

Presentation Secondary School Clonmel is committed to offering our students a holistic Catholic education in a caring environment conducive to learning and personal development

Aims

Presentation Secondary School Clonmel has a proud tradition based on the core educational values of Nano Nagle and our founding Sisters. This has been fostered by dynamic and committed staff through the generations.

We aim to provide:

- An inclusive Catholic education with the emphasis on respect for all the school community.
- A caring disciplined atmosphere conducive to learning.
- An innovative holistic education where the God given talents of our students are developed to equip them for life in the 21st century.

Aims of SPHE

- To enable the students to develop skills for self-fulfilment and living in communities.
- To promote self-esteem and self-confidence.
- To enable the students to develop a framework for responsible decision-making.
- To promote physical, mental, emotional and sexual health and well-being.

SPHE/RSE in our School

In our school we endeavour to create a positive school climate and atmosphere where

- People are valued
- Self-esteem is fostered
- Fairness and tolerance are evident
- High expectations and standards are promoted
- Those experiencing difficulty are supported
- Communication is open
- Effort is recognised
- Uniqueness and difference are valued
- Conflict is handled constructively
- Initiative and creativity are encouraged
- Social, moral and civic values are promoted.

Modules in Junior SPHE (Syllabus 2000)

- Belonging and Integrating
- Self-Management
- Communication Skills
- Physical Health
- Friendship
- Relationship and Sexuality (RSE)
- Emotional Health
- Influences and Decisions
- Substance Use
- Personal Safety

Definition of Relationships and Sexuality Education

RSE is a developmental process through experiential learning in which pupils participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

Relationships and Sexuality Education within Social Personal and Health Education

The Draft Guidelines for RSE (NCCA, June 1995, 1.2) state that Social Personal and Health Education is “spiral, developmental in nature and age appropriate in content and methodology”. The RSE programme is designed to follow these principles and pattern. Apart from the specific lessons of RSE, SPHE deals with many issues such as self-esteem, assertiveness, communication and decision making skills - all of which can contribute to the effectiveness of the RSE programme.

Aims of RSE

- To help young people understand and develop friendship and relationships.
- To promote an understanding of sexuality.
- To promote a positive attitude to one's own sexuality and in one's relationships with others.
- To promote knowledge of and respect for reproduction.
- To enable young people to develop attitudes and values towards their sexuality in a moral, spiritual and social framework.
- To enable students to make informed choices.

RSE Junior Level

SPHE is allocated one class period per week for all Junior Cycle students. Relationships and Sexuality Education (RSE) module is located in the overall framework of SPHE.

1st Year 2019-2020 (To be delivered in Term 2)

- Impact of physical, emotional and psychological and social development in adolescence
- The human reproductive system
- Menstruation
- Age of consent
- Sexual intercourse & conception
- Gender stereotyping

2nd Year 2019-2020 (To be delivered in Term 2)

- Sexual orientation and gender identity
- Consent
- Conception to birth
- Recognising and expressing feelings and emotions
- Managing relationships
- Peer pressure and other influences
- Making responsible decisions
- Health & personal safety (sexually transmitted infections)
- Sharing of images

3rd Year (To be delivered in Term 2)

- Where am I now? (To facilitate a review of the stages of human growth and development)
- Relationships
- Respect, rights and responsibilities
- Conflict
- Health & personal safety (Sexually transmitted infections, contraception)
- Sharing of images
- Body image and self-esteem

RSE Senior Level

- Transition Year students follow a life skills programme throughout the year and this programme is further enhanced with many speakers and workshops on various topics.
- Due to timetable constraints the RSE programme is delivered in Fifth Year as part of the Religion timetable.

The following is an outline of the programme presented to all Fifth Year Students

Lesson 1	What we value in Relationships	Trust Lesson 1
Lesson 2	b4udecide.ie	Introduction to this website.
Lesson 3	Sexual Orientation	Trust Lesson 10
Lesson 4	Age of Consent	b4udecide.ie Lesson 12
Lesson 5&6	Fertility12	Trust Lesson 14&15
Lesson 7&8	Contraception	Trust Lesson 16&17
Lesson 9	STI Information	Trust Lesson 19&20
Lesson 10&11	Without Consent (Unplanned pregnancy, rape/sexual assault)	Trust Lesson 18 and RSE 18
Lesson 12	Guest Speaker, Varies from Year to Year in order to respond to the group needs e.g. Cuan Saor, Internet Safety etc.	

The above programme may vary as different issues arise which must be addressed and taken into account.

Cross-Curricular Aspects of SPHE/RSE

- There are aspects of the SPHE/RSE programme addressed in other subject areas such as Home Economics, Science, CSPE, Religion, PE, Life skills, Biology and within the Transition Year Programme.
- The programme is also supported informally through the Pastoral Care system (Class monitors, Year Heads, Leaders) Guidance Counsellor and Student Counsellor.
- The strong tradition of sport, drama, music and charity events within the school contribute to the personal development of students.

Guidelines for the Management and Organisation of SPHE/RSE in the School

- It is the responsibility of the BOM to ensure that an SPHE/RSE programme is in place for all students.
- Arrangement regarding the teaching of the programme and the deployment of staff will be made by the Principal.
- To allow for the effective delivery and planning of the programme a co-ordinator will be appointed with co-ordination time per week when resources permit.
- In organising the learning environment the teacher will be careful to create an atmosphere which respects the privacy of each individual student and treats all students with due sensitivity and care. Active learning methods will be used to ensure that students actively participate in their own learning.
- Contemporary topics and issues, which may emerge in this class, will be dealt with at a level appropriate to the age and stage of the student and within a moral framework.

- Parents have the primary responsibility for the teaching of sexuality to their children and RSE is a support to the family in this.
- A copy of this policy will be available to parents on the school website.
- Visiting speakers on SPHE/RSE topics will be given a copy of the school SPHE/RSE policy and must speak within the spirit of the policy. Teachers will be present at all times when a guest speaker is visiting a class.
- Our SPHE/RSE policy has been developed through a consultative process involving parents, board of management, teachers and students.
- All elements of the RSE programme must be taught.
- Relevant sections of this SPHE/RSE policy will be included in the school's journal which is published annually in August.

Explicit Questions

It may not be appropriate to deal with some explicit questions in class. 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 or Year Head. 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 and the RSE policy.

Confidentiality

It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse, in breach of the law or in danger, the teacher must refer this immediately to the DLP. The DLP will decide whether to inform the parents and/or appropriate agencies and may arrange for counselling.

The following is also school policy:

- Teachers must not promise absolute confidentiality.
- Pupils must be made aware that any incident may be conveyed to the Principal and possibly to parents if the Principal decides that it is in the best interests of the pupil to notify parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential- the pupil can then decide whether to proceed or not.

Training and Resources

All resources needed in terms of time, finance and personnel will be made available to develop and support the SPHE/RSE programme in the school, taking into consideration budget and planning considerations. Teacher training is seen as an essential element in delivering the programme. The objectives of this training are to enhance the personal growth of teachers and to enable them to acquire the knowledge, understanding and skills necessary to teach the programme. The programme will be supported by the SPHE Support Services and the local South Tipperary Health Promotion Unit services (HSE).

Evaluation

- The SPHE/RSE policy will be reviewed and evaluated on an annual basis.