



Ballinahinch National School

Ballinahinch,

Birdhill,

Co. Tipperary

V94 R234

Tel: 061-379404

Email: ballinahinchns@gmail.com

Website: www.ballinahinchns.ie

Principal: Shane McGrath

RSE Policy

Introductory Statement:

This policy is an agreed approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents / guardians / carers about the provision of RSE in Ballinahinch National School.

School Philosophy:

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school. Through our SPHE/RSE programme we wish to assist children to develop feelings of self-worth and self-confidence, while encouraging their ability to relate to others in a positive way. The curriculum encourages children to be aware of their rights as an individual, while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos values respect, inclusion and diversity of all members of our school community. Our school acknowledges that parents/guardians/carers have the primary role in the social, personal and health education of their children and as such, their involvement will be encouraged. SPHE/RSE is a key component in supporting our pupils to develop into healthy young adults.

The following definition of RSE is referenced from the Interim curriculum and guidelines for primary schools (DE 1996, p.5)

Definition of RSE:

"Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills."

Note:

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SPHE / RSE Curriculum:

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

RSE is part of the Social, Personal and Health Education (SPHE). Through SPHE and RSE, pupils are enabled to enhance their self-esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

SPHE/RSE is:

- a lifelong and continual process throughout primary school and should not be confined to once off inputs or solitary lessons.
- a shared responsibility and collaboration between family, school, health professionals and the community.
- a subject which develops a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- child-centred. RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made to suit individual requirements and individual school situations.
- spiral in nature. SPHE/RSE formally begins in Junior Infants and is developed throughout the child's time in school. This will provide opportunities to consolidate and build on previous learning in developmentally appropriate manner.
- taught through active learning methodologies. RSE provides a range of learning opportunities that requires children to actively participate in their learning in a wide variety of ways e.g. discussion, circle time, role play.
- free of bias. Lessons, language and resources selected by the school should reflect this. SPHE/RSE encourages children to be inclusive with each other, challenge prejudice and learn how to live together in an intercultural society.

Aims of RSE

- To enhance the personal development, self-esteem and wellbeing 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

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- 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 and others while growing and developing

Broad Objectives of RSE

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child (in conjunction with the SPHE curriculum) to:

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making

Policies that support SPHE / RSE

- Child Safeguarding Statement and Risk Assessment
- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- Acceptable Use Policy
- Healthy Eating Policy
- GDPR Policy

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Curriculum Planning for SPHE/RSE

Our school follows a two year plan for SPHE.

RSE, which largely looks at the development of relationships, is interwoven through all strands and strand units of the SPHE curriculum. The more sensitive aspects of RSE will be covered under the strand 'Myself' and strand units 'Growing and changing' and 'Taking care of my body'. Teachers will refer to the resource Making the Links to support their planning for the delivery of these strand units. Suggested resources are listed under the Resources Section of this policy.

There are 3 strands in the SPHE curriculum. There are nine strand units for Junior Infants to Second Class and ten strand units for Third Class onwards. *Making Decisions strand unit only applies to 3rd - 6th Class.

The Department of Education (DE) advises to follow a 2 year plan when planning for SPHE. Each year schools should teach from each of the three main SPHE strands. Sharing the strand units over a two-year period ensures pupils will have covered the entire content relevant to their class grouping with a balanced offering from the three strands. It also ensures adequate time is allocated to each strand unit. If a teacher has any concern in relation to the teaching of specific content, the teacher should consult with their school leader.

Ballinahinch N.S. SPHE 2 Year Plan

Our school follows a two year plan for SPHE

MONTH	YEAR 1	YEAR 2
September - October	Self - Identity (Myself)	Myself and My Family (Myself and Others)
November - December	My Friends and Other People (Myself and Others)	Relating to Others (Myself and Others)
January - February	Safety and Protection (Myself)	Growing and Changing (Myself)
March - April	Making Decisions (3rd-6th) (Myself)	Taking Care of My Body (Myself)
May - June	Media Education (Myself and the Wider World)	Developing Citizenship (Myself & the Wider World)

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- The Department of Education (DE) advises schools to follow a 2-year plan when planning for SPHE. Therefore, this will determine which aspects of RSE are taught to classes in each year.
- Sharing the strand units over a two-year period ensures pupils will have covered the entire content relevant to their class grouping with a balanced offering from the three strands every year. It also ensures adequate time is allocated to each strand unit.

This standard approach involves:

- Teaching five strand units in Year 1
- Teaching five strand units in Year 2
- Ensuring each year at least one strand unit is taught from each of the three strands
- Each strand unit is allocated two months of teaching time

Some Teachers will utilise additional teaching resources to support the implementation of the curriculum in their classes. i.e. Mindful Matters & Weaving Wellbeing.

Please note the following:

1. The Stay Safe Programme is covered with all classes in its entirety every year.
2. In Term 2 The Sensitive Areas of the RSE Programme - Strand Unit: Growing and Changing are covered in Senior Infants, Second Class, Fourth Class and Sixth Class.
3. Trained facilitators from Accord will deliver their programme (Relationship Programme for Primary Schools) to 6th classes, which will run in conjunction with, and in addition to the school's SPHE programme. This programme is in keeping with the school's RSE policy and SPHE curriculum. The class teacher/Special Education Teacher will be present at all times with the class during the delivery of the programme.
4. RSE, which largely looks at the development of relationships, is interwoven through all strands and strand units of the SPHE curriculum. The more sensitive aspects of RSE will be covered under the strand 'Myself' and strand units 'Growing and changing' and 'Taking care of my body'.
5. Teachers will refer to the resource 'Making the Links' to support their planning for the delivery of these strand units. All resources used will be in keeping with the ethos of the school, the whole-school approach to SPHE and the RSE policy. Suggested resources are listed under the Resources Section of this policy.

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Sensitive Language

The RSE programme includes a number of sensitive issues, listed in the table below. It is school policy to deal with these issues through structured lessons, without undue emphasis. Listing the issues here, along with the classes in which they are first taught, enables parents to prepare their children in advance for a particular topic, if they so wish.

RSE Language Grid – Ballinahinch NS

Class	Strand / Strand Unit	Content Objectives	Language	RSE Resource Materials Book Walk Tall	Supplementary Resources
Junior / Senior Infants	Myself Growing and changing Taking care of my body	Growing and changing: Become aware of new life and birth in the world. Develop an awareness of human birth. Taking care of my body: Name the parts of the male and female body using appropriate anatomical terms.	Womb Breastfeeding Penis Vulva Vagina Urethra	New life p.68 My body p.147 Caring for new life p.137 At the beach or swimming pool p.153 Our amazing bodies p.94 (Senior Infant book)	Anatomically correct dolls Picture books of new baby Visit of baby to class
First / Second Class	Myself Growing and changing Taking care of my body	Growing and changing: Begin to understand that reproduction, birth, growth and death are all part of life cycles. Taking care of	Womb Breastfeeding Penis Vulva	The wonder of new life p.59 & p.151 How my body works p.67 & p.161 Growing means changing	Picture books of going to the doctors Tom's Power Flower Books / activities on life cycles

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		my body: Name the parts of the male and female body using appropriate anatomical terms and identify some functions.		p.77 & p.171 A visit to the doctor p.164 Our amazing bodies p.37 (2nd class book)	
Third / Fourth Class	Myself Growing and changing Taking care of my body	Growing and changing: Understand the physical changes taking place in both male and female body. Realise changes occur at different times and being different is normal. Taking care of my body: Recognise feelings and emotions affected by puberty. Discuss stages of development of human baby from conception to birth.	Revise above Umbilical cord Menstruation Changes in puberty	Preparing for new life p.69 The wonder of new life p.169 As I grow and change p.93 Growing and changing p.195 As I grow I change p.175 (3rd class) Changing and growing p.140 (4th class)	Body system labelling activities Puberty sorting game Picture books on growing and changing
Fifth / Sixth Class	Myself Growing and changing Taking	Growing and changing: Understand sexual intercourse,	Revise above Wet dreams Semen Sexual intercourse	My body grows and changes p.81 The	Busy Bodies Body system labelling activities Puberty sorting

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	care of my body	conception and birth within the context of a loving committed relationship. Taking care of my body: Identify physical changes of puberty and understand they occur at different rates. Understand the reproductive system of male and female adults.	Refer to Busy Bodies language for guidance	wonder of new life p.92 Caring for new life p.103 Different kinds of love p.141 My amazing body p.345 (5th class) Creation p.121 (6th class)	games Question box Puberty quiz
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Approaches and Methodologies

Active learning is the principal learning and teaching approach recommended for SPHE. It requires children to actively participate in their learning in a wide variety of ways, thereby increasing the possibility of internalising what they have explored and of being able to use this learning in their everyday lives. Active learning contributes significantly to fostering their self-confidence, self-discipline and self-control in the learner. Active learning methodologies are an integral part of teaching and learning in SPHE and RSE. In Ballinahinch NS we will use the following approaches and methodologies to teach RSE which will allow the child to play an active part in the learning process:

- Discussion
- Use of Circle Time
- Interviewing friends, or other school pupils, family members
- Surveys of attitudes
- Analysing and evaluating media
- Engagement with Restorative Practices
- Modelling

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- Designing advertisements
- Writing captions
- Ranking statements
- Viewing and discussing videos, pictures, photographs and visual images
- Projects
- Drama activities
- Cooperative games
- Written activities & looking at children's work
- Art activities
- External facilitator (Circular 0042/2018)

The curriculum will be taught in a developmentally-appropriate manner at all times. The teaching materials and methodologies used will reflect the needs of all of the children. Cognisance will be taken of the needs of pupils with special educational needs in the delivery of the programme.

Special Education Teachers will support the teaching of RSE where necessary:

- Taking into account the pupils' social and emotional development, instruction will be based on individual needs where possible.
- Taking into account children's cognitive, social and emotional development and their class level (4th, 5th, 6th), instruction on the sensitive aspects of RSE will be based on individual needs and decided together by the Principal, mainstream teacher, support teacher and parents before the programme commences.
- Children may work in smaller groups or 1:1 with adapted material.
- Children may be pre-taught language or content in anticipation of whole class work.

In Ballinahinch NS teachers may use a variety of methodologies to create a safe, open space where pupils feel comfortable to ask RSE related questions. All questions answered will be within the parameters of the curriculum.

Questions

Questions to the teacher/external speaker may be oral or written within the group setting and are answered within boundaries of the curriculum and school policy. If any questions asked by children are deemed to be inappropriate, the teacher will refer the child to their parents/guardians, or state that this information may be available at a later stage of the curriculum, or in post-primary school. Some questions may be answered at a later date, allowing, for example, teachers to prepare suitable answers or to confer with colleagues. The school cannot guarantee confidentiality if a child asks a question of a personal nature or discloses personal information. With regard to matters of a confidential nature, the

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school cannot take any responsibility for what is discussed outside the RSE lesson. The following considerations will be made when responding to children's questions:

- Awareness of circumstances in which the question has arisen
- Clarifying what information is required
- Determination of whether the question is appropriate or relevant/who it is relevant to
- Provision of an age-appropriate answer
- Deferral of the question to be answered at home

1. Question Box:

For older pupils a 'question box' is one methodology that may be used as part of the formal RSE lessons. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues/RSE policy to formulate an appropriate response. During the delivery of each RSE lesson, pupils can be encouraged to place their questions into a box. These questions can be reviewed and the following may be taken into account:

- All pupils are encouraged to write on the question sheet. If they don't have a question ask them to write something interesting, they learned in the lesson
- Questions arising from lesson content will be answered in an age-appropriate manner
- The teacher cannot answer questions which do not relate to the particular curriculum for a class • Pupils will be informed if a question/issue is not on the curriculum and they will be advised to talk with their parents/guardians/carers
- Teachers may exercise discretion to contact parents if a need arises
- No personal questions will be answered and children will be reminded not to share inappropriate personal information about their families or others

2. Open Forum Questions:

Teachers give pupils an opportunity to ask questions at various times throughout the RSE lesson. Questions will be answered in an age and developmentally appropriate way. Children will be made aware that the class teacher may not be able to answer their question and they will be signposted to ask an adult they trust at home. Possible responses include:

- I'll do my best to answer your questions but I may not be able to answer all of them
- That's something you'll learn about as you get older
- Is that something you could talk to your parents/guardians/family about?
- We agreed that we wouldn't ask anyone personal questions...

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- Somebody asked a question and slang language was used. I think what they meant to ask was....

Differentiation:

The age and stage of development in a class can vary widely and strategies for differentiation can support gradual and appropriate learning. In Ballinahinch NS, teachers use assessment and professional judgment to differentiate the curricular objectives and content to best suit the needs of all pupils. Special consideration will be taken to ensure that the needs of children with Special Educational Needs (SEN) are addressed. Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. National Council for Special Education (NCSE) Guidelines for SEN is available to download at <https://www.sess.ie/cat-categories>.

Both consultation with parents/guardians/carers in advance of lessons and the anticipation of the pupil's needs will be central to ensuring learning is meaningful. This may be reflected in the pupil's support file.

The following will be considered:

- that objectives are realistic for the pupils
- providing opportunities for interacting and working with other pupils in small groups or 1:1
- organising the learning task into small stages: outlining the steps to be learned/completed in any given task, posing key questions to guide pupils through the different stages/processes, and assisting in self-direction and correction
- ensuring that the language used is pitched at the pupil's level of understanding. Some children may be pre-taught language or concepts in preparation of whole class work
- creating a learning environment through the use of concrete, and where possible everyday materials, and by displaying word lists and laminated charts with pictures
- employing active learning methodologies

Useful Resources for Differentiation

- Middletown Centre for Autism
- PDST RSE
- Stay Safe for Children with SEN
- <https://www.sess.ie/cat/110>
- Relationships and Sexuality Education (RSE) FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES

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<https://www.pdst.ie/sites/default/files/RSE%20for%20students%20with%20mild%20learning%20difficulties.pdf>

- Healthy Bodies for Girls: <https://www.pdst.ie/sites/default/files/HealthyBodies-Girls-web.pdf>
- Healthy Bodies for Boys: <https://www.pdst.ie/sites/default/files/HealthyBodies-Boys-web.pdf>

Language

Language reflects values, attitudes, beliefs, prejudices and principles and can inform behaviour. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. It is essential that children are enabled to use language in a precise and appropriate manner. It should respect cultural and other differences and be used in a way that encourages inclusiveness. Children should become aware of the power and influence of language. In line with the Anti-Bullying Procedures 2013, specific strategies are in place to prevent identity-based bullying, such as homophobic and transphobic bullying.

In order for the RSE policy to be fully in line with these procedures, it is important to refer to the age-appropriate definitions of these terms, cited in the Stay Safe programme. The following will be important in this regard:

- Language used and how it promotes a positive, inclusive classroom environment for all
- Being aware of binary language or language that implies gender stereotyping
- Using the correct anatomical terms in a consistent way across all class levels
- Strategies to address derogatory language and how this is corrected
- Familiarising staff with the PDST Identity Based Bullying resource and PDST Education and Transgender resource which is useful in creating an awareness about the spectrum of sexualities and genders that exist.

Assessment

Assessment is an integral part of the teaching and learning process. Ballinahinch NS will use the following methods for assessment in SPHE/RSE:

- Observation and questions to assess the pupils' engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log
- Pupil Portfolio
- Self-Assessment
- Digital Learning
- Scrapbook
- Question Box

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- Scenarios
- Google Form Quiz
- Word Wall

Pupil Voice:

In our school the voice of our pupils is acknowledged, valued and respected. Children are given opportunities to reflect and feedback on SPHE/RSE provision via focus groups and questionnaires. This information will be used to inform school improvement in relation to future RSE provision. 'The Wellbeing Policy Statement and Framework for Practice' (DE 2019) encourages schools to enhance the voice of children in their school community (DE 2019, p.30). This is reflective of the key principles of the SPHE curriculum.

Resources:

In Ballinahinch NS, our staff may consult any of the following teaching resources when teaching RSE in addition to the DE Relationships and Sexuality Education Programme:

- Flourish - An RSE programme for Catholic Primary Schools on the island of Ireland
- OIDE Health and Wellbeing RSE - <https://pdst.ie/primary/health-wellbeing/RSE>
- NCCA SPHE/RSE Toolkit - <https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/SPHE-RSE-Toolkit/>
- DE Walk Tall Manuals - <https://www.pdst.ie/walktall>
- Department of Education's RSE teaching manuals
- Making the Links and Beyond - <https://www.staysafe.ie/PDFs/MakingTheLinks.pdf>
- Stay Safe programme - <https://www.staysafe.ie/>
- Busy Bodies Booklet/ Videos/ Workbook (PDST) <https://www.sexualwellbeing.ie/for-parents/busy-bodies-english-language.pdf>
- INTO Different Families, Same Love Poster - https://www.pdst.ie/sites/default/files/DifferentFamiliesSameLove_LessonResources.pdf
- INTO Different Families, Same Love Lesson Ideas https://www.pdst.ie/sites/default/files/DifferentFamiliesSameLove_LessonResources.pdf
- INTO Different Families Same Love Online Presentation J1 – 2nd
- INTO Different Families Same Love Online Presentation 3rd – 6th
- RESPECT guidelines - <https://www.pdst.ie/sites/default/files/RESPECT%20guidelines.pdf>
- Gender Equality Matters (GEM) - <https://sphenetwork.ie/wp-content/uploads/2021/04/GEM-Primary-School-Classroom-Materials.pdf>

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- Transgender Equality Network Ireland (TENI) - <https://teni.ie/>
- We All Belong - <https://www.into.ie/app/uploads/2019/10/We-All-Belong-Picture-Books-Resource.pdf>
- All Together Now-
<https://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT.pdf>
- PDST Education and Transgender Information -
<https://www.pdst.ie/sites/default/files/Education%20and%20Transgender.pdf>
- PDST Identity Based Bullying Information -
<https://www.pdst.ie/sites/default/files/Identity%20Based%20Bullying.pdf>
- FUSE - <https://antibullyingcentre.ie/fuse/parent-hub/>
- RSE Lesson Overview Grid - Refer to page 5
- Resources to support parental involvement in RSE - 'Making the 'Big Talk' many small talks' -
<https://www.pdst.ie/sites/default/files/Making%20the%20Small%20Talks%20Big%20Talks.pdf> ; 'You can talk to me' <https://www.pdst.ie/sites/default/files/you-can-talk-to-me-booklet.pdf>
- Each teacher has a copy of the *Updated* Anatomical Terminology Guide, which also details the sensitive content objectives, to inform their teaching at each class level.
- Webwise - <https://www.webwise.ie/>
- Picture Books - Refer to the section on Books

Criteria for Choosing Resources:

Consider if the resource is:

- in accordance with school policies?
- in line with the principles of the SPHE curriculum?
- sufficiently flexible to take into account the children's present knowledge and to allow the teacher to link this with the new learning?
- appealing to children and to the teacher?
- up to date?
- accompanied by clear instructions on how it could be used effectively in the class?
- free of bias?
- produced by a reputable agency?
- devoid of racial or sexual stereotyping?
- in keeping with the aims and objectives of the class programme in SPHE?
- reflective of active methods of learning?
- well-designed and durable?

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Books

- The Great Book of Families' by Mary Hoffman
- 'It's Ok to be Different -A children's picture book about Diversity and Kindness' - Sharon Purtill
- 'Mommy Mama and Me' -Leslie Newman and Carol Thompson
- 'Make the Big Talk Small Talk' -HSE
- 'Tom's Flower Power' – HSE
- 'Sophie and the New Baby' – Catherine and Laurence Anholt
- 'Happy in our Skin' – Fran Manushkin
- 'I like it when' – Mary Murphy
- The Same but Different' – Emer O'Neill

Provision of Ongoing Support

Ballinahinch NS ensures the provision of ongoing support by the following:

- encouraging teachers to attend RSE professional development
- utilising staff meetings as a platform for discussion and development of RSE
- seeking the support from an 'Oide' Advisor
- create a mentor system amongst to support the teaching RSE
- budgeting for the updating and development of RSE materials
- reviewing RSE policy on a regular basis
- ensure special education teachers have adequate training opportunities
- staff will reflect on information gathered from pupil questionnaires and focus groups. This will be used to inform future developments regarding RSE.
- signposting staff to resources available from Oide and other sources

Supporting Policies

- Child Safeguarding Statement and Risk Assessment
- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- Acceptable Use Policy
- Healthy Eating Policy
- GDPR Policy
- Attendance Strategy
- Intimate Care and Toileting

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Policy Review, Ratification & Communication

This policy was updated in Ballinahinch National School in **April 2026** and ratified by the Board of Management on **Thursday 7th May 2026**.

This policy will be reviewed every four years, however it may be reviewed at an earlier time should the need arise. Parents and staff will be informed of any amendments made.

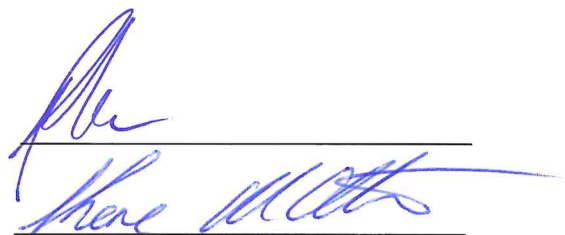
The policy has been made available to school personnel, published on the school website and provided to the Parents Association.

Monitoring & Evaluation

The implementation of this policy will be monitored by the Principal and Board of Management.

Signed by Chairperson

Signed by Principal



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Appendix 1: Parent Letter & Communications

Date:

Dear Parents,

In the coming weeks all classes in the school will be taught the Relationships & Sexuality Education (RSE) Programme as part of the Social Personal Health Education (SPHE) Curriculum. SPHE is most effective where the responsibility is shared between home and school, and this partnership approach helps to ensure that children are able to make connections between life at home, in the school and in the community.

Relationships and Sexuality Education (RSE)

- RSE is a central part of the SPHE curriculum, which largely looks at the development of relationships, and is interwoven through all units of the SPHE curriculum.
- Formal lessons on the sensitive areas of the RSE Programme will be taught in all classes in the coming weeks, under the strand units 'Growing and changing' and 'Taking care of my body'.
- It is school policy to deal with these topics through structured lessons, without undue emphasis. The sensitive aspects of RSE are listed in the table below **, which outlines all of the sensitive language and the classes in which it is first taught, thus enabling parents to prepare their children in advance for the topic, if they so wish.
- It is very important that parents are aware of the language that your child will learn during RSE lessons. We encourage you to use this language at home with the children, which in turn, will give the children more confidence in using the correct terms themselves.
- Please remember the importance of engaging with your child's SPHE scrapbook on Tuesday evenings, thus providing opportunities for you to talk through various topics/discussion prompts with your child and build further on their learning.
- We encourage you to read the attached document 'Relationship and Sexuality Education' which is a very helpful and informative resource for parents.

Note:

- A copy of this procedure will be available for parents/legal guardians on the school website and/or on request from the school.
- Under the Education Act 1998, legally, all schools are managed by the school's Board of Management, on behalf of the school patron.

Please contact the school if you have any questions or wish to discuss RSE/SPHE further.

6th Class

Trained facilitators from Accord will deliver their 'Relationship Programme' for Primary Schools to 6th class, which is aligned to the school's RSE policy. This programme will run in conjunction with, and in addition to the school's RSE/SPHE programme. The class teacher/Special Education Teacher will be present at all times with the class during the delivery of the programme. Further details will follow for the relevant class.

Further information at the following links:

- <https://www.pdst.ie/sites/default/files/SPHE%20Curriculum.pdf>
- <https://www.pdst.ie/sites/default/files/Primary%20SPHE%20Tips%20for%20Parents.pdf>
- <https://www.pdst.ie/sites/default/files/Primary%20SPHE%20Tips%20for%20Parents.pdf>

Note:

- A copy of this procedure will be available for parents/legal guardians on the school website and/or on request from the school.
- Under the Education Act 1998, legally, all schools are managed by the school's Board of Management, on behalf of the school patron.