

Rockford Manor Presentation Secondary School

“A Christian environment where teaching and learning nurture the personal development of every student.”



Relationships and Sexuality Education (RSE) Policy

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Rockford Manor Relationships and Sexuality Education (RSE) Policy Introductory Statement

The purpose of this RSE policy is to outline the organisation and management of RSE within our school. The policy is being developed in consultation with our whole school community.

This RSE policy is developed in accordance with:

Our mission statement:

Rockford Manor is a “Christian environment where teaching and learning nurture the personal development of every student”. The school seeks to establish and foster attitudes, values and behaviour consistent with its Christian ethos. The underlying philosophy of Rockford Manor is based on a commitment to nurturing the personal development of every student to her full potential. The school fosters a caring, mutually respectful culture with an emphasis on building self-esteem. Friendship affirmation and individual attention are encouraged among pupils, teachers and parents.

Rockford Manor belongs to a worldwide community of educational service provided by the Presentation Congregation, founded by Nano Nagle back in 1755 and now part of CEIST – Catholic Education, an Irish Schools Trust – whose charter promotes:

- A faith community inspired by gospel values in which the dignity of each student, staff member and parent is honoured and reflected in school policies and structures
- A holistic response to the spiritual, moral, social, intellectual and physical needs of each student
- Educational excellence with accountability for the highest standards of teaching and learning in an environment where the needs of the learner direct the system
- An awareness of local and global issues of injustice and to promote in a multi-cultural society a positive attitude toward the social inclusion of minority groups
- A spirit of service, community development and care for the earth

Department of Education Circulars and Guidelines

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 Circular 0023/2010, 0043/2018, 0037/2010 and 0079 /2018.

This policy was developed in conjunction with

1. The SPHE teaching team
2. The whole staff
3. The Principal
4. The Parents council
5. The Student's council
6. The BOM

Rationale:

- Informed, underpinned and supported by our Mission Statement
- Social, Personal and Health Education is provided as part of the Wellbeing Programme for Rockford Manor
- It assists students in developing the Key Skills as identified for the Junior Cycle.
- 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 Social, Personal and Health Education (SPHE)
- Circulars M4/95, M20/96, C23/2010, C37/2010 and C0043/2018 request schools to engage in the process of RSE policy development
- DES Child protection Procedures, Children First Legislation (2017) and has a Child Protection Policy/Child Safe Guarding Statement, with the Principal as Designated Liaison Person (DLP) and the Deputy Principal as the deputy DLP. The RSE Policy is cognisant of all aspects of our current Child Protection Policy/Child Safe Guarding Statement
- The Department of Education Inspectorate is required to implement Child Protection and Safeguarding Inspections (CPSIs). These inspections focus in an in-depth way on school compliance with key aspects of the Child Protection Procedures for Primary and Post Primary Schools 2017. Included in these inspections is a review of schools SPHE subject planning documents, RSE programme planning documents and school timetable information indicate that the school has planned appropriately for the

implementation of the SPHE curriculum and the RSE programme

- 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 Rockford Manor. Teachers of RSE must understand that their role is to teach the views of the whole school community on these sensitive issues and not their own personal views. In this regard, it should be noted that:
 - Schools are required to deliver all aspects of the RSE curriculum, including those concerning sexual orientation, contraception, sexually transmitted infections etc. This can be done within a context in which the school's ethos informs the teaching of the programme
 - A school can express its ethos while at the same time facilitating students in discussing a range of views in relation to topics within the RSE programme

Definition and Aims of RSE

RSE is a developmental process helping students to cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

This RSE policy intends to achieve the following:

- To help pupils understand and develop friendships and relationships
- To promote an understanding of sexuality
- To promote a positive attitude to one's own sexuality and in one's relationship with others
- To promote a knowledge of and a respect for reproduction
- To enable pupils to develop attitudes and values toward their sexuality in a moral, spiritual and social framework in keeping with the policy of the school
- To provide opportunities for pupils to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way
- To promote awareness of sexually transmitted infections

RSE is located in the overall framework of Social Personal and Health Education (SPHE). SPHE provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives and social development. SPHE is spiral, developmental in

nature and age-appropriate in content and methodology. The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one's relationship with others. 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.

Scope

The policy will apply to all aspects of teaching and learning about relationships and sexuality. Discussion about relationships and sexuality can also take place in classes other than SPHE/RSE; it is, therefore, important that all teachers are familiar with the RSE policy. The policy will apply to school staff, students, the board of management, parents/guardians, visiting speakers and external facilitators. It is the responsibility of the SPHE teacher to deliver the agreed programme.

Provision of training and staff development

- Arrangements regarding the deployment of staff will be made by the Principal
- Teachers assigned to teach RSE do not have to be “experts” on the issues concerned
- However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and preparedness to refer to more expert advice if necessary. The skills acquired in general teaching also apply to RSE. However, in-service training for the teaching of RSE will be promoted and facilitated by the school management. Management has and will continue to facilitate staff who wish to attend PDST training in this area (see appendix 1). The appropriate teaching resources will be made available to staff subject to budget constraints

Inclusion of Parents/Guardians

Parents/Guardians are the primary educators of their children and their role in education concerning relationships and sexuality education is seen by the school as very important. The policy has been designed in consultation with the Parents' Council representatives and the views expressed by parents will be taken into account when the policy is being reviewed. A copy of this policy will be made available to any parent/guardian on request to the Rockford Manor office and through our website (www.rockfordmanor.ie).

Withdrawal from R.S.E.

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. Parents do not have to give reasons for withdrawal. Once a parent's/guardian's request to withdraw is made (which must be written in nature), that request must be complied with until revoked by the parent. If the parents/ guardians wish to withdraw their child from RSE, they must collect and supervise students at this time. Where students are withdrawn from RSE, the school cannot take responsibility for any versions of class content passed on to them by other students.

Junior Cycle RSE Modules within the SPHE curriculum

- Human Growth and Development (Puberty/awareness of emotions/fertility conception and birth/STI's)
- Human Sexuality (Gender/sexual orientation/personal safety)
- Human Relationships (Self-esteem/friendship/skills for establishing and maintaining relationships/awareness of peer pressure)

RSE Year 1	RSE Year 2	RSE Year 3
Me as unique and different	From conception to birth	Body image
Friendship	Recognising and expressing feelings and emotions	Where am I now?
Changes at adolescence	Peer pressure and other influences	Relationships- what is important?
Reproduction system	Managing relationships	The three Rs- Respect, Rights and Responsibilities
Images of male and female	Making responsible decisions	Conflict and conflict resolution
Respecting myself and others	Health and personal safety	

Senior Cycle RSE

- Human Growth and Development (Fertility/reproductive organs/family planning/pregnancy/development of foetus/STIs)
- Human Sexuality (Gender/sexual orientation/attitudes and values/making choices/sexual harassment and abuse)
- Human Relationships (Peer pressure/conflict resolution/loving relationships/marriage and commitment/importance of family life)

RSE Year 4	RSE Year 5	RSE Year 6
What we value in relationships	Healthy relationships	Loving relationships
Healthy relationships	Influence of self-esteem	Influences and values
Self-esteem	Communication- assertive communication and communicating our boundaries	Decision making/ consent
Communication – consent	Human sexuality	Responsible relationships
Human sexuality	Sexual orientation	Contraception III
Accepting sexual orientations	Human reproduction	STI transmission
Human reproduction and fertility	Contraception II	Responsible parenthood
Contraception I	STI	Life support
Sexual harassment/ assault	Unplanned Pregnancy	Marriage
	Sexual abuse	Intimacy

Answering potentially difficult questions in RSE

While it is crucial to create an environment in SPHE/RSE within 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 will be made aware at the beginning of the RSE programme that asking personal questions of staff and peers is inappropriate and unacceptable.

Teachers may not be able to answer all questions asked by students and will set appropriate limits. Students may ask questions about issues which are not included in the curriculum. Only questions directly pertinent to the lesson content will be addressed in class. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the Guidance Counsellor or the Principal without identifying the pupil.

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 (2017). In cases of under-age sexual activity, the Child Protection Procedures for Primary and Post-Primary Schools (2011) state: ‘In all cases where a school becomes aware of underage sexual intercourse the school shall take appropriate steps to inform the child’s parents. (2.1.6)’ Students will receive tuition in the area of Personal Safety in Junior and Senior Cycle, which will highlight the school’s Child Protection Policy and the Child Protection Guidelines. It is essential that the students must be made aware of the limits of confidentiality and that teachers do not give unconditional guarantees of confidentiality.

Limits to Confidentiality

- Child abuse – physical, emotional, sexual, neglect
- Intention to harm self or others
- Substance misuse
- Underage sexual intercourse

Teachers may refer back to the ground rules agreed at the start of their SPHE/RSE programme. Students must be aware that any issue of concern may be conveyed to the Designated Liaison Person (Principal), Care Team and possibly the parents /guardians if the Principal decides that it is in the best interests of the child. Where appropriate, TUSLA will also be contacted. *Teachers will inform students when the content of a conversation can no longer be kept confidential.*

Sexual Activity

Teachers should 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 for homosexual and heterosexual activity. The school, at all times, is cognizant of our legal obligations in this area.

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 and curriculum-related information is also taught as part of the Junior Cycle Science curriculum.

Sexual Orientation & Gender Identity

The post-primary RSE Curriculum Guidelines include the subject of sexual orientation and gender identity. Resources in this area include RSE Senior Cycle Resource Materials on P151, the Trust Pack and Growing Up LGBT. Teachers do not promote any one sexual orientation as the only acceptable one for society. Discussions relating to sexuality should be appropriate to the age of the pupils. The Equal Status Act 2000 and the Equality Act 2004 prohibit discrimination across nine grounds, including sexual orientation and gender identity. No student should experience any harassment, embarrassment or isolation, which may impact on their mental and emotional health.

In order to ensure that all of our students, regardless of their sexual orientation or gender identity, relate to our RSE curriculum, Rockford Manor recognises that all aspects of RSE are taught with the understanding that there are likely students who identify as LGBT in the classroom, or students who have LGBT people in their families, as parents/guardians, siblings or other relatives. The following general principles will apply within the RSE programme in Rockford Manor

- Topic/subjects in RSE apply to everyone regardless of their sexual orientation or their gender identity’
- Most people are attracted to people of the opposite sex, some are attracted to people of the same sex, and some are attracted to people of either sex’
- When referring to romantic relationships, the terms ‘boyfriend’ and ‘girlfriend’ will be used regardless of the gender composition of the class
- Gender stereotypes will be avoided, and it is acknowledged that men and women express their gender in a variety of ways
- One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality will be appropriate to the age of the pupils
- Operational procedures are in place for those students who may be transitioning. These procedures will be agreed upon by the school in consultation with the student

and guardian

Classroom organisation and timetabling

Circular M11/03 All second-level schools must timetable Social, Personal and Health Education (SPHE) as part of the Junior Cycle Core Curriculum from September 2003. The time allocation recommended is the equivalent of one class period per week. Circular 0037/201 highlights that all second-level schools must implement Relationship and Sexuality Education (RSE) as an element of SPHE at junior cycle and as an RSE programme in senior cycle, even in the absence of a timetabled SPHE class. The time allocation recommended is six periods of 40-minute classes per year.

All students in the Junior Cycle have one period of SPHE per week. RSE will be included as a module of the SPHE programme. This provision will be reviewed annually to meet the requirements of the new Junior Cycle. Students in the senior cycle, including Transition Year and LCA, will receive a minimum of 6 classes tuition in RSE. The base class will determine the size of the class groups.

Where is RSE taught?

Year	Where taught	Class contact time
1st years	Within SPHE	Six classes
2nd years	Within SPHE	Six classes
3rd years	Within SPHE	Six classes
4th years	Modulated programme	Six-week module
5th years	Within SPHE	6 Class Periods
6th years	Within SPHE	6 Class Periods

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.

Rockford Manor Policy on the use of visiting Speakers/external facilitators

(Best practice guidance for post-primary schools in the use of programmes and/or external

facilitators in promoting wellbeing Circular No. 0043/2018)

The qualified classroom teacher is the best placed professional to work sensitively and consistently with students, and she/he can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education including the provision of RSE. This can be achieved through accessing continuing professional development (CPD) which includes the sharing of expertise and learning and having opportunities to model and engage in collaborative working. The curricular elements of wellbeing promotion, including RSE, should be delivered by staff who are trained for this purpose, having completed relevant CPD.

Use of External Programmes/External Facilitators (Circular 0043/2018)

Use of programmes and/or external facilitators can play a role in supplementing but not replacing the RSE programme. External facilitation programmes should be age-appropriate complement junior cycle syllabus in SPHE/RSE. Outside programmes and/or external facilitators are most likely to be effective when they:

- Are part of a whole school approach and address an identified need
- Are delivered to class groups with the involvement of school staff and the appropriate involvement of parents/carers
- Enhance protective factors which predispose students to positive outcomes in the face of adversity such as: facilitating supportive adult pupil relationships, strengthening life skills, helping students believe in their capacity to overcome hardship and building a sense of mastery over life circumstances
- Adopt a planned implementation process, for example, incorporate needs analysis, use evidence-informed programmes and track and evaluate outcomes for students
- Are implemented and used in a sustained way over a number of years in order to bring about lasting effects and benefits

Best practice criteria for engaging external facilitators

When engaging external facilitators Rockford Manor will consider the following best practice criteria:

- External facilitators are approved by the SPHE coordinator/principal in consultation

with the SPHE planning group, and when using external facilitators, a Talk/Presentation Request form should be filled out and returned to management for approval

- All materials proposed for use by the external facilitator must also be agreed in advance by the SPHE coordinator/principal and teacher involved
- All external facilitators are compliant with the school's child protection policy and other relevant school policies and procedures and sign the service level agreement. (see appendix iv)
- External facilitators are aware of the schools Ethos and SPHE policy
- The SPHE coordinator/principal is happy that any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for such external facilitators
- Programmes used are delivered by facilitators who are qualified to work within the specific area of content and with the students for whom the programmes are designed
- Relevant school staff liaise with facilitators in advance of the delivery
- Preparatory work is done with the class in advance of the visit by the class teacher
- External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the students at all times and retains a central role in the delivery of the subject matter. Absence of the teacher may undermine the integrity of the curriculum, and the credibility and professionalism of the teacher. It may also compromise the safety of the students
- Relevant school staff are informed of the details of the programme being provided by external facilitators
- Parents/carers are consulted and made aware in advance of the content of the programmes provided by external facilitators
- External facilitators and programmes are evaluated by students and teachers concerning the subject matter, messages communicated, methodology and proposed learning outcome

Appraisal of Appropriate Use of External Facilitators

When appraising appropriate use of external facilitators, teachers/SPHE coordinator should consider the following best practice criteria:

- Facilitators supply comprehensive information to the school about their organisation, programme content and programme methodology

- Facilitators demonstrate an understanding of the Department's Wellbeing Policy Statement and Framework for Practice and appropriate educational training and qualifications
- Facilitators demonstrate skills in facilitating and managing groups and students. Facilitators demonstrate an understanding of the general organisation and structure of schools
- Facilitators show an understanding of the role of school management, school support structures, roles of support staff and other relevant support services in the event of a challenging situation arising

Appraisal of Appropriate Use of Programmes

When appraising the appropriate use of programmes, schools should consider the following best practice criteria:

- The programme or input supports/complements the whole school Wellbeing Promotion Process, which includes the social, personal and health education, Relationships and Sexual Education programme physical education and civic, social and political education curricula
- Consideration is given to the programme's sustainability and whether the programme will bring about lasting effects or if its benefits will end on the completion of the programme
- The programme is appropriate for the educational stage of the students, is in line with curriculum guidelines and the schools SPHE/RSE plan and includes evidence-informed content and methodology with clear educational outcomes
- The programme content is appropriate for the age, gender and cultural background of students
- The programme does not focus on a single topic or use shock tactics and does not directly or indirectly raise an unhealthy awareness of, for example, topics such as suicide, self-harm or eating disorders
- The programme and its outcomes have been independently evaluated and/or informed by research and evidence
- The programme does not place an unreasonable onus on students to take an unduly high level of responsibility for the wellbeing of their peers

In addition, outside agency/individual delivering a support session in our school will:

- receives a copy of the school's Relationships & Sexuality Education Policy
- be made aware of and adheres to the school's Child Protection Policy
- receives a copy of the school's policy on the use of outside agencies/visitors
- understand the school's ethos as articulated in the school's RSE policy
- agrees to respect the ethos of the school
- be made aware of issues around confidentiality

The SPHE/RSE coordinator will coordinate the above.

Links to other Policies and 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 aligned to the RSE Policy, and any implications which may impact upon them will be addressed. Such policies include but are not limited to:

- Behaviour Policy
- Wellbeing Policy
- Child Protection Policy
- S.P.H.E. Policy
- Guidance Plan
- Anti-Bullying Policy

Curriculum Links

Social, Personal and Health Education (SPHE) is a Junior Cycle core subject within the Wellbeing Programme, and RSE is an integral part of the SPHE programme. SPHE 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 Religious Education, Science, Biology and Home Economics. In Rockford Manor, we aim to ensure that all students receive a full and balanced RSE programme from First Year through to Sixth Year.

Implementation, Arrangements, Roles and Responsibilities

Teaching Staff will have direct responsibility for delivering the RSE programme at Junior Cycle and Senior Cycle. A SPHE team is set up to plan and implement the SPHE and RSE programme of Rockford Manor. The SPHE team will work closely with the wellbeing planning group and school care team in developing the schools RSE programme.

Resources and Accommodations

A limited budget is available for RSE and is used to purchase resources and textbooks and to accommodate, where appropriate, workshop facilitators and guest speakers.

- Resources include: www.sphe.ie RSE
- Curriculum Guidelines
- RSE Policy Booklet
- Junior Cycle RSE Resource Materials
- Senior Cycle Resource Materials
- www.healthpromotion.ie
- You Can Talk To Me
- Busy Bodies The Facts
- Leaflets-STIs, Contraception, Pregnancy
- TRUST Talking, Relationships, Understanding, Sexuality, Training,
- www.sphe.ie
- PDST-Health and Wellbeing
- DES Syllabus and Guidelines
- On my Own Two Feet
- Before You Decide
- Growing Up LGBT
- Belong to

SPHE/RSE-Resource room/365 Teams

Relevant shared resources related to SPHE and RSE are now compiled and stored in an SPHE/RSE resource room. Teachers are invited to share resources which can be stored here. Syllabi/subject guidelines and schemes of work for RSE and SPHE are stored in the RSE/SPHE teacher group on MSN 365 Teams.

Ratification & Communication

When the Board of Management ratifies the finalised draft policy, it becomes the school's agreed RSE Policy. A copy of the RSE policy will be available to staff. 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.

Monitor the implementation of the policy:

The Principal is responsible for the implementation of the policy but may assign the monitoring to the SPHE/RSE and wellbeing planning groups.

Reviewing and evaluating the policy:

- Ongoing review and evaluation will take place cognisance 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 and within the framework of school planning
- The RSE programme and policy will be reviewed and evaluated on an annual basis by the SPHE team

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

- A student /teacher evaluation form may be given to some classes at the end of the RSE module
- The range of resource material available to teachers
- The in-service training availed of by teachers
- Students' awareness of the policy
- Parents/Guardians awareness of the policy
- Positive feedback is received from teachers, students, parents/guardians and members of the Board of Management

References

- Department of Education and Skills (2017) Child Protection Procedures for Primary and Post-Primary Schools
- Department of Education and Science (2000) Junior Cycle Social, Personal and Health Education Curriculum Framework. Dublin: Department of Education and Science
- Department of Education and Science, Health Service Executive and Crisis Pregnancy Agency (2010) Talking Relationships Understanding Sexuality Teaching Resource (TRUST). Dublin: Department of Education and Science
- Department of Education and Skills, Health Service Executive and Department of Health (2013) Well-Being in Post-Primary Schools: Guidelines for Mental Health Promotion and Suicide Prevention. Dublin: Department of Education and Skills
- Department of Education and Skills (2013) Action Plan on Bullying: Report of the Anti-Bullying Working Group to the Department of Education and Skills. Dublin: Department of Education and Skills
- Inspectorate Department of Education and Skills A Guide to Child Protection and Safeguarding Inspections
- National Council for Curriculum and Assessment (1996) Relationships and Sexuality Education: Interim Curriculum and Guidelines for Post-Primary Schools. Dublin: National Council for Curriculum and Assessment
- National Council for Curriculum and Assessment (2001) Social, Personal and Health Education Junior Certificate Guidelines for Teachers. Dublin: National Council for Curriculum and Assessment

Appendices

Appendix i: Staff Training in RSE/SPHE 2019

Name	Training received
Ms Daly	Introduction to SPHE 1 Introduction to SPHE 2 Mental Health SPHE 1
Ms Young	Introduction to SPHE 1 Introduction to SPHE 2
Ms Joyce	Senior Cycle RSE 1 Senior Cycle RSE 2
Ms Sinnott	Junior Cycle RSE 1 Junior Cycle RSE 2
Ms Mooney	Mental health SPHE
Ms Gallagher	Introduction to SPHE 1 Introduction to SPHE 2 Senior Cycle RSE 1 Senior Cycle RSE 2 Junior Cycle RSE 1 Junior Cycle RSE 2
Mr Blackmore	Introduction to SPHE 1 Introduction to SPHE 2
Ms Behan	Senior Cycle RSE 1 Senior Cycle RSE 2
Ms Keane	Senior Cycle RSE 1 Senior Cycle RSE 2
Ms Knowles	Senior Cycle RSE 1 Senior Cycle RSE 2
Ms Whyte	Introduction to SPHE 1 Introduction to SPHE 2 Senior Cycle RSE 1 Senior Cycle RSE 2 Mental health SPHE

Appendix ii Letter to Parents Regarding RSE Lessons:

Dear Parent/Guardian,

Young people today are presented with many challenges that affect their health and wellbeing. Rockford Manor aims to address these challenges by providing Social, Personal and Health Education as a core subject in 1st, 2nd and 3rd year and through our RSE programme at Senior Cycle. Through the SPHE class/RSE Programme, students develop essential skills for living a healthy life.

We recognise that parents and guardians have the primary responsibility for the personal development of their children, and it is our wish to compliment that role. With Rockford Manor and the family working together, these programmes can have greater success. You can support these programmes at home by encouraging and praising the efforts of your child, by communicating with them about their growth, development, friendships, decisions and health.

As part of our SPHE/RSE programmes, we will be covering a module entitled 'Relationships and Sexuality Education'. This module is prepared in accordance with the Department of Education guidelines on relationships and sexuality education.

SPHE at Junior Cycle and RSE at Senior Cycle is a core curricular subject. Each parent has the right to withdraw their child from some or all RSE classes, but parents are encouraged to provide alternative RSE at home. The school will respect this choice as their right. It will be necessary for parents of any student opting out of RSE to make suitable arrangements with school management for the welfare of their child at these times. Where students are withdrawn from RSE, the school cannot take responsibility for any versions of class content passed on to them by other students. Parents must meet with the SPHE Coordinator and the Principal in person to discuss their decision to withdraw their child from the RSE module in September of each year. They can contact reception to make an appointment.

If you have any questions concerning this module or you do not wish your son/daughter to participate in any part of our SPHE or RSE programmes, please do not hesitate to contact us.

Yours sincerely,

SPHE/RSE Department.

Appendix iii Talk/Presentation Request Form



Rockford Manor Student Talk/Presentation Request Form

Name/ s of student requesting permission to host a talk/presentation:		Class Group
Name of Speaker / presenter/ facilitator:		
What organisation are they representing?		
Contact details:	Telephone number:	
	Email address:	
Is the person Garda Vetted?		
Date of presentation:	Time of presentation:	
	Duration / length of presentation:	
What size group will the presenter/facilitator address?		
Which class group will receive the presentation? i.e. All first years or 1F etc		
Will the presenter/facilitator require the use of?	A computer -	
	projector -	
	speakers -	
Which room do you require to use for the presentation?	A Classroom -	
	Study Hall –	
	Sports Hall -	
Give a brief outline of the topic they will be presenting to the group		
Name of teacher coordinating the event		

Appendix iv: Service Level Agreement for Use with External Agencies Working in School

I/We have read the school's ethos and policies of _____ and agree to formally adhere to its ethos and policies:

- in working with young people and,
- in the delivery of the programmes outlined below:

I am/we are, willing to provide full details of material content to:

Senior Management, Teachers, Parents, Board of Management and other Appropriate Bodies and agree to implement any changes deemed necessary by the above representatives fully.

I accept the right of the school to withdraw the invitation issued to support the school in the education of our young people.

I/We formally accept the above terms of reference, and in so doing, I/We will acknowledge the agreement made.

Signed _____ (External Agency)

Dated _____

Countersigned _____ (Principal/Board of management)

Dated _____

Date adopted by the Board of Management

.....

Signed..... Chairperson

Signed..... Secretary

Date of next review.....