



Enfield Community College

RSE Policy

April 2021

Date for review: September 2021



Enfield Community College

Relationships and Sexuality Education Policy

Statement

In this policy document all references to gender are taken to be inclusive and the term 'parent' is taken to include 'guardian'.

School

Enfield Community College is a co-educational, multi denominational school in Louth Meath Education Training Board (LMETB). The school was established in 2020.

Our School Philosophy

Our **Mission Statement** underlines our philosophy of fostering **self-esteem**, a **positive attitude** towards learning, the promotion of **responsible** behaviour and the **encouragement of dignity** and **respect** in all our endeavours. We consider each student to be **unique** in personality and in spirit.

Louth and Meath Education and Training Board is committed to excellence and innovation in the education of young people and adults through the provision of dynamic services delivered by professional staff.

Introductory Statement

All school are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationship and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE curriculum both formally and informally.

Definition of RSE

RSE is a lifelong process of acquiring knowledge, understanding and skills, which enable us to develop attitudes, beliefs and values about sexual identity, relationships and intimacy. The College aims to support parents/guardians in this important aspect of the student's education and preparation for life.

Relationship of RSE to SPHE

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 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.

What Enfield Community College currently provides

Elements of SPHE and/or RSE are being approached during such subjects as Science, Religious Education, Home Economics, Guidance and Counselling and Physical Education.

Aims of our RSE programme

Relationships and sexuality education which is located in the overall framework of Social, Personal and Health Education, has as its specific aims:

- (a) To help pupils understand and develop friendships and relationships
- (b) To promote an understanding of sexuality
- (c) To promote a positive attitude to one's own sexuality and in one's relationship with others
- (d) To promote knowledge of and respect for human love, sexual intercourse and reproduction
- (e) 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
- (f) To provide opportunities for pupils to learn about relationships and sexuality in ways which help them think and act in a moral, caring and responsible way.

It is acknowledged that in a course of limited duration these aims are aspirational.

Policies which support SPHE/RSE

- Child Safeguarding Statement
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Acceptable Use Policy
- Healthy Eating Policy

Guideline for the management and Organisation of RSE in our school.

1. Teaching the Programme

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal in consultation with the teachers concerned.

2. Informing and Involving Parents

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. The views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be available on the school website

3. Offering Advice

The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the pupil.

4. 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 SPHE coordinator or the Principal. 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.

5. Confidentiality

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Deputy Principal (Designated Liaison Person). The Deputy Principal will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

The following is also school policy:

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

The Child Protection Procedures for Post Primary schools (2011) state in 4.1. and 4.2.2.

4.1 If a member of staff receives an allegation or has a suspicion that a child may have been abused or neglected, or is being abused or neglected, or is at risk of abuse or neglect he/she shall, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report shall be made and placed in a secure location by the DLP. The need for confidentiality at all times, as previously referred to in section 1.9 of these procedures, shall be borne in mind. The supports of the school shall continue to be made available to the child.

4.2.2 If the DLP is satisfied that there are reasonable grounds for the suspicion or allegation (section 3.4 of these procedures refers) he/she shall report the matter to the HSE immediately.

6. Withdrawing pupils from the RSE programme

1. Parents have the right to withdraw their child from sensitive aspects of RSE – parents will always be provided with a full copy of this policy following a request to do so (Also permanently on school website and easily acceptable).
2. Issues such as over population and birth control are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the RSE Programme.
3. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. (See also appendix 1).

A letter is sent to all parents via Compass announcing the RSE teaching of RSE at specific times of the year with an option to withdraw from these specific lessons.

7. Visiting Speakers and others

a) It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE.

b) The SPHE teacher will provide the visitor, well in advance of the visit, with a copy of this RSE policy. After gaining approval from the Principal for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues to consider are:

- i) the degree of explicitness of the content and presentation;
- ii) will the visitor be accompanied by teaching staff?
- iii) will the staff take an active role in the visitor's activities?
- iv) how will the visitor be prepared for the visit?
- v) how will the visit be built upon and followed up?
- vi) Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.
- vii) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
- viii) The Office should be informed of the date and name of the visitor.
- ix) Where applicable, refreshments should be arranged.
- x) The visitor should be welcomed at the main door.
- xi) At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main door after refreshments.
- xii) A written acknowledgement of their contribution should be sent to the visitor and could appear on the school Twitter.

8. Homosexuality

Teachers do not promote any one sexual orientation as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality should be appropriate to the age of the pupils.

9. Contraception

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

10. Special Needs

Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

Ongoing Support, Development and Review

Training

1. All teachers involved in this work do not necessarily 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 a preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to health education. Furthermore, some teachers have training in related areas such as counselling. Some teachers have expert training in the specific areas of health, relationships and sexuality education and will be encouraged to train other teachers.
2. The school will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the on-going teaching and learning programme of the school to continue with as little disturbance as possible.

Resources

The school will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal, within the normal budgetary framework and as general school resources allow.

Monitoring, Evaluating and Reviewing the RSE Programme

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the RSE Programme are: a) pupil feedback; b) staff review and feedback; c) parental feedback.

Appendix 1

- What we do if a request for withdrawal from the RSE programme is made by a parent: a) we discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE teacher, the Principal may become involved if necessary)
- b) we consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the RSE programme;
 - c) we attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education,
 - d) we point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme;
 - e) we also point out that pupils may receive inaccurate information from their peers;
 - f) we offer the parents access to appropriate information and resources.