

Eureka Secondary School Kells



Relationships and Sexuality Education Policy

Eureka Secondary School is a voluntary Catholic school for girls, under the Trusteeship of CEIST, and under the direction of a Board of Management. The school was first established in the Mercy Convent in 1924, and moved to Eureka House in April 1956.

Mission Statement

1. Eureka Secondary School aims to provide the highest quality education possible to meet the needs of all students, within the limits of available resources, and within an environment and ethos that promotes Christian values, mutual respect and responsible citizenship.
2. The school aims to offer opportunities equally to all its students, whatever their ability, circumstances or religious experiences, in order to develop each person's potential to the full. Programmes are provided to facilitate students whose goal is further education; those who wish to enter the world of work; and those who wish to return to full-time study.
3. The school is committed to maintaining a supportive partnership with parents who are the primary educators of their children; with employers, schools, the local community, and the parishes from which the pupils come.
4. The staff, the school's most valued resource, are supported and encouraged in their work, and we aim to promote their individual and corporate development through supportive structures and in-service training, both internal and external.
5. The school is committed to developing a community where mutual respect reigns, where personal standards of work and behaviour are high, and where students grow to recognise fully their responsibilities both to themselves and to others. Our hope is that when they leave school they may be better able to take their place in society as mature and responsible citizens imbued with the Christian values, which are the inspirations of this school.

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 RSE programme has been developed as an integral part of 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.

The aims of our Relationships and Sexuality Education programme

1. 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 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 that 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.

Guidelines for the management and organisation of relationships and Sexuality Education in our school

Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.

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. This policy has been designed in consultation with Parents' Association representatives and the views expressed by parents will be taken into account when reviewing the policy. A copy of this policy will be made available to any parent on request to the school Office.

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 pupils 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.

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 SPHE co-ordinator 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 RSE policy.

Confidentiality:

It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Principal. The 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. 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;
- c. teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- d. 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.

The Child Protection Guidelines for Post Primary schools state in 4.1.1. and 4.2.1.

4.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.

4.2.1. If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant health board immediately.

The division between biological and non-biological aspects of sex education:

The school policy is that the Science Department deals primarily with the biological aspects of reproduction. Non-biological aspect of sex education will be delivered in SPHE and TY Religion classes with material delivered being age appropriate.

Withdrawing pupils from 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.
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)

Using 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 Co-ordinator 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?
- c. 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
- d. 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.
- e. The office should be informed of the date and name of the visitor.
- f. Where applicable, refreshments should be arranged with the catering staff.
- g. The visitor should be welcomed at the main door.
- h. 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.
- i. A written acknowledgement of their contribution should be sent to the visitor and could appear in the School Newsletter.

Homosexuality/Transgender

Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that homosexuality/transgender will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality/transgender is the opportunity to correct false ideas,

assumptions and address prejudice. Discussions of homosexuality/transgender should be appropriate to the age of the pupils.

Teachers are cognizant of the fact that there are many different sexual orientations. Therefore it is inevitable and natural that varied LGBTI+ orientations will be discussed during a programme of sex education. One of the advantages of exploring issues concerning LGBTI+ orientations is the opportunity to correct false ideas, assumptions and address prejudice. LGBTI+ discussion will be age appropriate for pupils.

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. At senior level, a letter is sent out to parents advising them of the programme and the inclusion of visual aids for this topic. They return a signed form indicating their approval or request further information.

Pregnancy

It is recommended that should a student become pregnant that she or her parents/guardians would inform the school at the earliest opportunity so that the appropriate supports would be made available to her.

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, many 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 ongoing 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:

- (i) pupil feedback;
- (ii) staff review and feedback;
- (iii) parental feedback.

This policy has been ratified by the Board of Management at its meeting of

_____ (date)

Signed _____ Chairperson

Next review date: _____

Appendix 1

What we do if a request for withdrawal from RSE programme is made by a parent:

- a. We discuss the nature of the concerns with the child's parent and if appropriate attempts to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE Co-ordinator, 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. We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- c. 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.
- d. We also point out that pupils may receive inaccurate information from their peers.
- e. We offer the parents access to appropriate information and resources.