



Oideachas Sóisialta Pearsanta agus Sláinte

le

Polasaí Oideachais Caidrimh agus Gnéasachta

Bunaíodh Gaelscoil Ruairí i Meán Fómhair 2019 .

Tá Gaelscoil Ruairí ag leanúint an pholasaí tumoideachas iomlán. Ciallaíonn sé seo nach dtosófar ar Bhéarla a mhúineadh go dtí Rang a 1. Ní chloiseann na páistí aon Bhéarla sa tréimhse tumoideachais.

Cuireadh an polasaí seo le chéile le linn na tréimhse go raibh na scoileanna dúnta de bharr Covid-19 i 2020. Táimid ar fad buartha faoi na himpleachtaí a bheadh ag an tréimhse seo dúinn ar fad ach go háirithe ar fhorbairt phearsanta, sláinte agus folláine na bpáistí. Tá sé iontach soiléir anois go bhfuil forbairt iomlán na bpáistí iontach tábhachtach agus beidh an-cheangaltas idir an pholasaí seo agus na polasaithe ar fad eile sa scoil ach go háirithe, corpoideachas, folláin, cód iompar agus frith-bhulaíocht.

Foramharc

Cuireann oideachas sóisialta, pearsanta agus sláinte (OSPS) deiseanna sonracha ar fáil chun forbairt phearsanta, sláinte agus folláine an pháiste aonair a chothú, chun cuidiú leis/léi caidreamh tacúil a chruthú agus a choinneáil agus bheith ina s(h)aoránach gníomhach freagrach sa tsochaí. Trí chlár don OSPS atá pleanáilte agus comhsheasmhach ar fud na scoile, is féidir le páistí creatlach de luacha, dearcadh, tuiscint agus scileanna a fhorbairt a thabharfaidh treoir dá gcinntí agus dá ngníomhartha san am i láthair agus san am atá le teacht.

Réasúnaíocht

Tá sé d'aidhm ag OSPS féinmheas agus féinmhuinín a chothú agus leagann sé béim faoi leith ar mhothú d'fhreagracht phearsanta as iompair agus as gníomhartha an duine féin. Cothaíonn OSPS féin fheasacht agus tuiscint trí chabhrú le páistí a gcuid mothúchán féin a ainmniú agus a bhainistiú, chun aitheantas a thabhairt agus meas a bheith acu ar inniúlachtaí an duine aonair, agus chun déileáil le hathruithe de gach saghas. Is féidir leo foghlaim conas a n-iompar féin a bhainistiú agus conas spriocanna pearsanta a leagan amach agus a bhaint amach laistigh de thimpeallacht shábháilte thacúil. Méadóidh a leithéid d'fhorbairt phearsanta mothú an pháiste gur féidir leis/léi a bheith éifeachtúil agus cabhróidh sé leis/léi níos mó smachta a bheith aige/aici ar a s(h)aol féin.

Tá na haidhmeanna seo iontach tábhachtach agus de réir mar a théann cúrsaí ama ar aghaidh tá tuiscint i bhfad níos leithne ann sa sochtaí gur fiú go mór an t-am a chaitheamh ar na haidhmeanna luachmhara seo a bhaint amach.

OSPS sa Churaclam

Dearadh an curaclam ionas go gcaithfear leis na diminsiúin shóisialta, phearsanta, agus sláinte i saol na linbh ar bhonn comhtháithe. Déanann sé foráil do raon leathan luachanna, dearcaidh, scileanna agus tuisceana a fhorbairt atá bainteach le sláinte agus folláine an pháiste, daoine eile agus na sochaí ina mhaireann sé/sí. Cabhróidh an bunús seo le gníomhartha, iompraíocht agus cinntí an linbh sna suímh uile a thiocfaidh aníos agus a bheidh air/uirthi déileáil leo sa ghnáthshaol.

Tá an curaclam briste suas i gceithre leibhéal - ranganna na naíonán, rang a haon agus a dó, rang a trí agus a ceathair, rang a cúig agus a sé - agus tá sé roinnte i dtrí snáithe: *Mise*, *Mise agus daoine eile*, agus *Mise agus an domhan mór*. Tá gach ceann de na snáithe seo foroinnte i roinnt snáithaonaid nó i réimsí ábhar mar seo a leanas:

Mise

- Féinaithne
- Ag tabhairt aire do mo chorp
- Ag fás agus ag athrú
- Sábháilteacht agus cosaint

Mise agus daoine eile

- Mise agus mo theaghlach
- Mo chairde agus daoine eile
- Caidreamh le daoine eile
- Ag déanamh cinntí

Mise agus an domhan mór

- Ag forbairt saoránachta
- Oideachas na meán cumarsáide

Sainspiorad na Scoile:

Cuireann Sainspiorad Ghaelscoil Ruairí le réasúnaíocht an churaclaim OSPS mar a fheictear thíos;

Cuireann Gaelscoil Ruairí gaeloideachas páiste-lárnach den scoth ar fáil do gach páiste scoile. Cuirtear béim sa scoil ar thimpeallacht sábháilte, cairdiúil, spreagúil agus sona a chruthú ionas gur féidir le páistí forbairt ar bhonn iomlánaíoch ag tógáil na gnéithe acadúla, fisiceacha agus meabhairshláinte san áireamh. Tá béim faoi leith ar mheas a léiriú inár scoil; meas orainn féin, meas ar dhaoine eile agus meas ar an timpeallacht.

Cuireann an scoil go mór le réasúnaíocht an ábhair seo tríd an mbealach ina gcaitheann an fhoireann lena chéile, leis na páistí, le tuismitheoirí agus le cuairteoirí. Freisin déanann gach múinteoir an-iarracht atmaisféar atá dearfach, spreagtha agus ar aon dul leis an réasúnaíocht atá taobh thiar den ábhar seo agus aithníonn an scoil na féidearthachtaí traschuraclaim chomh maith.

Leagann an múinteoir ranga na rialacha iompair i gcomhair leis na páistí síos roimh thús an chláir seo agus déantar athbhreithniú orthu nuair is gá.

Leagan amach na Bliana:

Tá sé intuigthe againn mar scoil go gclúdáfaí na snáitheanna agus na snáithaonaid atá leagtha amach i gCuraclam na Bunscoile 1999. Is faoi na múinteoirí ranga atá sé a bheith cinnte go bhfuil sé clúdaithe ina n-iomlán acu thar tréimhse dhá bhliain. Socraíodh go múnfaí na cláir seo a leanas;

	Naí. Bh	Naí. Mh.	R.1	R.2	R.3	R.4	R.5	R.6
Misneach (Meán Fómhair » Eanáir)	√	√	√	√	√	√	√	√
Bí Sábháilte (Feabhra / Márta)		√	√		√		√	
OCG (Aibreán » Meitheamh)	√			√		√		√

Misneach:

Tá ocht leabhar ar fáil (ceann in aghaidh an ranga) agus múintear é seo gach bliain ó mhí Meán Fómhair go deireadh mhí Eanáir. Múintear é arís ag na hamanna nach mbíonn Bí Sábháilte nó Oideachas Caidrimh agus Gnéasachta (OCG) á múineadh, athraíonn sé seo de réir ranganna. Féach thuas.

Tá leabhair na múinteoirí ar líne. www.pdst.ie

Bí Sábháilte:

Múintear an clár seo ina n-iomlán do naíonáin Mhóra, Rang 1, Rang a 3 agus Rang a 5 mar atá sa Chiorclán 65/2011. Múintear é i mí Feabhra agus mí an Mhárta gach bliain sa scoil do na ranganna thuas.

Is clár scileanna do shábháilteacht phearsanta é an clár Bí Sábháilte do bhunscoileanna. Is é aidhm an chláir an baol a bhaineann le mí-úsáid páistí agus le bulaíocht a mhaolú tríd oideachas i sábháilteacht phearsanta a sholáthar do pháistí agus oiliúint a chur ar mhúinteoirí, ar bhoird bhainistíochta scoileanna agus ar thuismitheoirí.

Is gá do gach bunscoil an Clár Bí Sábháilte a fhorfheidhmiú ina iomláine (Ciorclán 65/2011 ROS) laistigh de chomhthéacs an churaclaim Oideachas Sóisialta, Pearsanta agus Sláinte.

Tá cóip crua do leabhair na múinteoirí ar fáil sa scoil.

Bí Sábháilte - Rannpháirtíocht Tuismitheoirí

Cuirtear tuismitheoirí ar an eolas faoin gclár seo ag cruinniú scoile nuair a chláraítear na páistí.

Cuirtear na tuismitheoirí ar a eolas go bliantiúil faoi mhúineadh an chlár seo tríd an nuachtlitir scoile.

Féadfaidh tuismitheoirí ábhar na gceachtanna Bí Sábháilte a léamh ag www.staysafe.ie/teachers-staysafe-irish.htm.

Tá rannpháirtíocht tuismitheora ina cuid ríthábhachtach den chlár i dtéarmaí atreisithe agus leanúnachais.

Áirítear Nasc Baile is Scoile ar gach topaic síos tríd an gclár. Cuirfidh na Nasc Baile is Scoile seo tuismitheoirí/ cúramóirí ar an eolas maidir leis na topaicí agus na ceachtanna ar leith atá á bplé sa rang agus conas is féidir na teachtaireachtaí a atreisiú sa bhaile.

Oideachas Caidrimh agus Gnéasachta:

Múintear an clár seo i Naíonáin Bheaga, Rang 2, Rang 4 agus Rang a 6. Múintear é i mí Aibreáin, mí na Bealtaine agus mí an Mheithimh do na ranganna atá luaite thuas. (Féach ar pholasaí na scoile maidir le hOideachas Caidrimh agus Gnéasachta thíos).

Tá leabhair na múinteoirí ar fáil ar líne. www.pdst.ie

Páistí le Riachtanais Éagsúla

Déanann na múinteoirí ar fad cinnte go gcuirtear an t-ábhar seo in oiriúnt do gach páiste ina rang. Déantar idirdhealú ionas gur féidir le gach páiste foghlaim agus páirt iomlán a ghlacadh ann.

Measúnú agus taifeadadh

Úsáideanna na múinteoirí réimse de mhodhanna chun measúnú agus taifeadadh a dhéanamh: tascanna agus trialacha a dhearann an múinteoir, breathnóireacht an Mhúinteora, tionscadail, thaifead, samplaí oibre agus bailiúcháin oibre.

Pleanáil Eagair

Tá tríocha nóiméad de mhúineadh an OSPS sna naíonáin gach seachtain. Tá am discréideach ar fáil gach seachtain chomh maith agus is féidir le múinteoirí úsáid a bhaint as seo ó am go chéile chun tacú leis an gcuraclam seo.

Pleanáil na Múinteoirí

- Úsáideann na múinteoirí an curaclam bunscoile 1999 chun cinntiú go bhfuil siad ag clúdach na gcuspóirí ar fad atá leagtha síos do gach rang.
- Tá plean don téarma nó don bhliain curtha le chéile ag gach múinteoir agus sábháilte ar ríomhaire scoile. Tá teimpléad curtha ar fáil do na múinteoirí.
- Tá pleananna coicíse curtha le chéile ag na múinteoirí ranga sábháilte ar ríomhaire scoile agus tá teimpléad curtha ar fáil do na múinteoirí.
- Measúnú – cuntais a choimeád ar dul chun cinn na bpáistí.
- Riachtanais Speisialta – seansanna foghlama a thabhairt do gach páiste sa rang agus obair cuí de réir chumais a thabhairt do gach páiste.
- An Cuntas Míósúil mar chuntas ar an obair atá déanta sa rang agus ar na scileanna atá foghlamtha. Tá siad sábháilte ar ríomhaire scoile. Tugtar cóip crua don príomhoide ag deireadh gach mí le cur i bhfillteán san oifig.

(Coimeádann gach múinteoir cóipeanna crua do na pleananna uilig i bhfillteán ina seomraí ranga).

Forbairt Foirne:

Coimeádann múinteoirí na scoile iad féin agus a chéile ar an eolas maidir le haon deiseanna dul chun cinn proifisiúnta atá ar fáil trí rannpháirtíocht ar chursaí san ábhar seo.

Bíonn scileanna agus saineolas san ábhar seo roinnte sa scoil i rith cruinnithe foirne agus go neamhfhoirmeálta go rialta chomh maith.

Nuair a cheapann an fhoireann go bhfuil tacaíocht breise ag teastáil, lorgaíonn an scoil an tacaíocht seo.

Cur i bhfeidhm:

Rólanna agus freagracht

Beidh gach múinteoir ranga i gceannas ar chur i bhfeidhm go críochnúil agus go hiomlán an pholasaí seo.

Cinntoidh an príomhoide agus an leas príomhoide go bhfuil sé á chur i bhfeidhm i gceart sa scoil.

Polasaí Oideachais Caidrimh agus Gnéasachta na Scoile:

Cuireadh an pholasaí seo le chéile i gcomhpháirtíocht le foireann, tuismitheoirí agus bord bainistíochta na scoile. Úsáideadh na hacmhainní seo a leanas i ndruchtú an pholasaithe seo;

- Curaclam na Bunscoile, Oideachas Sóisialta, Pearsanta agus Sláinte (1999)

- Pacáiste Acmhainne don Oideachas Caidrimh Agus Gnéasachta i mBunscoileanna
- OCG Ag Dul ar aghaidh le Chéile (1997)
- Oideachas Caidrimh agus Gnéasachta, Treoirlínte Polasaí (1997)
- OCG mar chuid den OSPS (1996)
- Ag Déanamh na Naisc i OSPS
- Ábhair Acmhainní don Oideachas Caidrimh agus Gnéasachta (Naíonáin – Rang 6)
- Gnéaschlaonadh – Comhairle do Bhunscoileanna (edrumcondra.ie)

Mar a fheictear thuas, tá Oideachas Caidrimh agus Gnéasachta (OCG) mar chuid den ábhar Oideachas Sóisialta, Pearsanta agus Sláinte. Soláthraíonn OCG deiseanna struchtúrtha do pháistí chun an t-eolas, an dearcadh, na luachanna, an creideamh agus na scileanna praiticiúla a fhorbairt atá riachtanach chun caidreamh pearsanta sláintiúil mar pháistí agus, ina dhiaidh sin, mar dhaoine fásta a bhunú agus a chothú.

Múintear an clár ‘Oideachas Caidrimh agus Gnéasachta’ go foirmiúil do naíonáin bheaga, rang a 2, rang a 4 agus rang a 6.

Modhanna Múinteoireachta:

- Scéalta agus Dánta
- Plé sa Seomra Ranga
- Grúpobair
- Cluichí
- Gníomhaíochtaí Ealaíne
- Am Ciúin
- Ciorcal Ranga
- Cuairteoir ar an Seomra Ranga
- Fiseán
- Drámaíocht Oideachais

(Tá cur síos déanta orthu uilig ag tús gach leabhair ranga)

Rannpháirtíocht na dTuismitheoirí:

Cuirtear na tuismitheoirí ar fad ar an eolas faoin bpolasaí seo ag cruinniú scoile nuair a chláraítear na páistí.

Meabhraítear do thuismitheoirí arís é ag tús rang na naíonán beag, rang a 2, rang a 4 agus rang a 6 ag na cruinnithe eagraithe ag na múinteoirí ranga agus déantar míniú ar na

ceisteanna íogair. Téitear tríd ábhair na bliana sin leo. Cuirtear nóta abhaile chuig na tuismitheoirí uilig ag meabhrú faoin gclár roimh a thosaítear é ar bhonn scoile i mí Aibreáin.

Naíonáin Bheaga:

Ceachtanna:

1. Seo Mise (Leabhrán N.Bh, Lch. 15)
2. Cé Tusa? (Leabhrán N.Bh, Lch. 24 agus 41 (Am Ciúin))
3. Seo iad mo Theaghlach (Leabhrán N.Mh, Lch. 115)
4. Daoine a mhúineann Sábháilteacht Dúinn (Leabhrán N.Bh, Lch. 51)

Nó

Is Féidir Liom bheith Sábháilte (Leabhrán N.Mh, Lch. 123)

5. Ag Tabhairt Aire do Bheatha Nua (Leabhrán N.Mh, Lch. 138)
6. Mo Chorp (Leabhrán N.Mh, Lch. 147)
7. Fásaim agus Athraím (Leabhrán N.Mh, Lch. 157)
8. Ag Déanamh Roghanna (Leabhrán N.Bh, Lch. 85)

Nó

Ag Déanamh Cinntí (Leabhrán N.Mh, Lch. 169)

Ceisteanna Íogair:

Ceacht a 6 – Mo Chorp: Úsáidtear na bábóga (an cúpla) don cheacht seo. Tugadh folcadán dóibh agus gléastar iad. Tugtar na focail péineas agus penis agus faighin agus vagina do na páistí le linn an cheachta seo. Seo an t-aon am a bhíonn aistriúcháin ceadaithe sa scoil. Tá se seo i bhfeidhm chun a chinntiú go dtigfear aon pháiste ón scoil dá mbeadh siad i mbun nochta le duine gan Gaeilge. Glaoitear na codanna príobháideacha orthu toisc go mbíonn na codanna seo den chorp clúdaithe againn de ghnáth.

Rang a 2:

Ceachtanna:

1. Rudaí is maith liom a dhéanamh (Leabhrán R.1, Lch. 15)
2. Cairdeas (Leabhrán R.2, Lch. 113, Rogha 2)
3. Mo Theaghlach (Leabhrán R.2, Lch. 123)
4. Sábháilteacht (Leabhrán R1, Lch.39 **nó** R.2, lch.131)
5. Ag Léiriú ár Mothúchán (Leabhrán R.1, Lch. 49, Rogha 1)
6. Iontas Beatha Nua (Leabhrán R.2, Lch. 151)
7. Nuair a theastaíonn aire speisialta ó mo chorp (Leabhrán R.2, Lch.161)

8. Leis an bhfás tagann athruithe (Leabhrán R.1, Lch.77)
9. Cinntí agus a nIarmhairtí (Leabhrán R.1, Lch.87)

Nó

Cinntí Pearsanta (Leabhrán R2, Lch. 181)

Ceisteanna Íogair:

Ba chóir úsáid na dtéarmaí cruinne do pháirteanna an choirp ionas go dtugtar stádas inghlachthacht do na téarmaí sin. Mar shampla – ‘Tá babaí ag mo Mhamaí ina bolg’. Is féidir leis an múinteoir an deis sin a úsáid chun a mhíniú gurbh éard a thugtar ar an áit speisialta i gcorp mná ina gcaitheann páiste naoi mí sula saolaítear é/í ná broinn.

Cuirfear a thuilleadh leis an bplean seo sa scoilbhliain 2022/23 in am dár bpáistí is sine ag dul ar aghaidh go Rang a Trí

Cathaoirleach:

Príomhoide:

Damhnait Uí Ruairc

Póla Ní Chinnsealaigh

19 Aibreán 2021

19 Aibreán 2021



Social Personal and Health Education

With

Relationships and Sexuality Education

Gaelscoil Ruairí was founded in 2019.

Gaelscoil Ruairí is following the full early immersion education model. This means that English will not be taught until 1st class. The children do not hear any English during this period.

This policy was drafted during the school closure due to Covid-19 in 2020. We are concerned about the implications this period is going to have on us all but in particular on the children's general development, health and wellbeing. It is extremely apparent right now that the overall development of the child is vital and that there lies a real connection between this policy and all other school policies, in particular physical education, wellbeing, code of behaviour and the Anti-Bullying Policy.

Overview:

Social, Personal and Health Education (SPHE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through the SPHE programme that is planned and consistent throughout the school, children can develop a framework of values, attitudes understanding and skills that will inform their decisions and actions both now and in future.

Rationale:

SPHE aims to develop self-respect and self-esteem while specifically emphasising our personal responsibility in relation to our own behaviour and actions. SPHE develops self-awareness and understanding by helping children to identify and manage their feelings, recognise and respect individual capabilities and deal with a variety of changes. The children are able to learn how to manage their own behaviour as well as set out and achieve their own personal targets in a supportive and safe environment. This type of personal development helps the children to feel effective and helps them to feel in greater control of their life.

These aims are extremely important and as time passes there appears to be a widening of understanding in society that spending time ensuring these aims are achieved is extremely worthwhile.

SPHE in the Curriculum:

The curriculum was designed to allow the child to experience the social, personal and health dimensions through an integrated approach. It provides for the development of a broad range of values, attitudes, skills and understanding associated with the health and wellbeing of the child, other people and the society in which they live. This foundation helps the children with their actions, behaviour and decisions now and also in the future.

The curriculum is divided into four levels – infant classes, 1st and 2nd class, 3rd and 4th class and 5th and 6th class. It is divided into three strands; Myself, Myself and Others and Myself and the Wider World. Each of these strands are subdivided into strand units covering the following:

Myself

- Self-awareness
- Taking care of my body
- Growing and changing
- Safety and protection

Myself and Others

- Myself and my family
- My friends and other people
- Relating to others

Myself and the wider world

- Developing citizenship
- Media Education

School's characteristic Spirit:

Gaelscoil Ruairí's characteristic spirit supports the rationale of the SPHE curriculum as you can see below;

Gaelscoil Ruairí provides excellent child-centered, Irish-Medium education for all children. An emphasis is placed on creating a safe, friendly, inspiring and content environment to allow children to develop holistically, prioritising academic development as well as physical

literacy and mental wellbeing. There is a particular emphasis on showing respect in our school; respect for ourselves, for others and for the environment.

The school supports this subject’s rationale in the way the staff relate to each other and to the children, parents and visitors. Every teacher works hard to achieve a positive and stimulating environment which is paramount to this subject and the school also recognizes the cross-curricular links and possibilities.

The classroom teachers set out their classroom rules in conjunction with the children before these lessons and they are revised when needed.

Year’s Outline:

We understand that the strands and strand units outlined in the Primary School Curriculum documents 1999 must be covered. It is the classroom teacher’s responsibility to ensure that these are covered over the course of a two year period. It has been decided that the following programmes will be covered;

	Junior Infants	Senior Infants	1st Class	2nd Class	3rd Class	4th Class	5th Class	6th Class
Walk Tall (Sep. until Jan)	√	√	√	√	√	√	√	√
Stay Safe (February/ March)		√	√		√		√	
RSE (April / May)	√			√		√		√

Walk Tall: Eight books (one for each class level) and this is taught each year from September until the end of January. It is also taught again during the times where the ‘Stay Safe’ programme and Relationships and Sexuality Education (RSE) are not being taught. This varies according to classes, see above.

The teacher books are available online. www.pdst.ie

Stay Safe: This programme is taught in full to senior infants, 1st class, 3rd class and 5th class as outlined in the Department Curricular 65/2011. It is taught in school during the months of February and March to the classes listed above.

The Stay Safe programme is a personal safety skills programme for primary schools. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of personal safety education for children and training for teachers, school management boards and parents.

All primary schools are required to fully implement the Stay Safe programme (DES circular 65/ 2011) within the context of the Social, Personal and Health Education curriculum.

The teacher books are available in hard copies in school.

Stay Safe – Parent Participation:

School parents are informed of this programme at a school meeting when the children are enrolled.

The school parents are informed yearly about the teaching of this programme through the school's newsletter.

Parents can familiarise themselves with the content of all Stay Safe lessons at www.staysafe.ie/teachers/resources.htm.

Parental participation is an essential part of the programme both in terms of reinforcement and follow-up.

Home school links (HSL) on each topic are included throughout the programme. These HSL will inform parents / carers on the topics and specific lessons being covered in class and how they can reinforce the messages at home.

Relationships and Sexuality Education: This programme is taught in junior infants, 2nd class, 4th class and 6th class. It is taught in April, May and June to the classes listed above.

(Look at our school policy on Relationships and sexuality Education which follows.)

The teacher books are available online. www.pdst.ie

Children with Special Needs:

All the teachers ensure that the content is presented in a way that is suitable for every child. Differentiation is used to ensure all children are learning and fully able to engage with the subject

Assessment and Recording:

The teachers use a variety of methods for assessment and recording purposes; teacher designed tasks and tests, teacher observation, projects, work samples and work collections.

Planning and Organisation:

There is thirty minutes available for teaching SPHE in infants each week. There is a small amount of discretionary time available every week and teachers can use this from time to time to support this curriculum.

Teacher Planning

- The teachers use the 1999 primary curriculum to ensure they are covering all the objectives for each class.
- Every teacher completes a termly or yearly plan and saves it onto the school computer. A template is provided for the teachers.
- The teachers compile fortnightly plans and save them to the school computer. A template is provided for teachers.
- Assessment- keep an account of the children's progress.
- Special Needs – Ensure learning opportunities are provided for each child and that work appropriate to their abilities is given.
- Cuntas míosúil is completed each month. A hardcopy is given to the principal each month.

(A hard copy of all teacher planning is kept in a folder by each teacher in their class)

Staff Continuous Professional Development:

The teachers keep themselves informed and share with each other information in relation to available professional development opportunities and information gained from participating in courses in this subject.

Skills and expertise in this subject will be shared during staff meetings and also informally in school.

When the staff feel that extra support is needed in the subject, the school will seek this support.

Implementation:

Roles and Responsibilities

Every teacher is responsible for the full implementation of this plan.

The principal and deputy principal will ensure the full implementation of this plan throughout the school.

Relationships and Sexuality Education Policy:

This policy was drafted with the cooperation of teachers, parents and the school's board of management. The following resources were used in the drafting of this policy;

- Primary School Curriculum - Social, Personal and Health Education (1999)
- Resource Pack for Relationships and Sexuality Education in Primary Schools
- RSE – Going Forward Together (1997)
- Relationships and Sexuality Education , Policy Guidelines (1997)
- RSE as part of SPHE (1996)
- Making Links in SPHE
- Resource Pack for Relationships and Sexuality Education (Infants – 6th Class)
- Sexual Orientation – Advice for Primary Schools (edrumcondra.ie)

As seen above, Relationships and Sexuality Education (RSE) is a part of Social, Personal and Health Education (SPHE) subject. SPHE provides structured opportunities for children to develop their knowledge, attitude, values, beliefs and skills necessary to develop healthy, personal relationships as children and after this as adults.

The Relationships and Sexuality Programme is formally taught to junior infants, 2nd class, 4th class and 6th class.

Teaching Methods:

- Stories and poems
- Classroom discussions
- Group work
- Games
- Art activities
- Quiet time
- Circle Time
- Classroom visitors
- Video
- Drama

(These are fully explained at the beginning of each class book.)

Parent Participation:

All school parents are informed about this policy at a school meeting when the children are enrolled.

The parents are reminded again at the start of junior infants, 2nd class, 4th class and 6th class at meetings organised by the classroom teachers and the sensitive questions are explained. The year's content is explained. A note is also sent home to parents to remind them of the programme before teaching starts in the school in April.

Junior Infants:

Lessons:

1. This is Me
2. Who are You?
3. This is my Family

4. I can be safe
5. Caring for New Life
6. My Body
7. I Grow and Change
8. Making Decisions

Sensitive Issues:

Lesson 6 – The baby twins are used for this lesson. The babies are given a bath and dressed. The words Penis and vagina are given to the children during this lesson in both Irish and English. This is the only time translations are permitted in school. This is in place to ensure any child from the school would be understood if disclosing something to someone without Irish. These are called the private parts because these parts of our body are usually covered up.

2nd Class:

Lessons:

1. Things I Like to Do
2. Friendship
3. My Family
4. Safety
5. Showing Our Feelings
6. The Wonder of New Life
7. When My Body Needs Special Attention
8. Changes Follow Growth
9. Personal Decisions

Sensitive issues:

The correct terms for the body parts are used which allows the correct terms to become the acceptable terms. For example –‘My Mammy has a baby in her tummy’. The teacher can use this opportunity to explain that the special place inside a female’s body where a child spends nine months before being born is called the womb.

This plan will be added to during the 2022/23 school year in time for our oldest children going into 3rd Class.

Chairperson:

Damnait Uí Ruairc

19 April 2021

Principal:

Póla Ní Chinnsealaigh

19 April 2021