



## POLASÁ OIDEACHAS CAIDRIMH AGUS GNÉASACHTA

**Más rud é go bhfuil difríocht idir a bhfuil scríofa as Gaeilge agus as Béarla sa pholasá seo, glactar leis an leagan Gaeilge mar an leagan cruinn agus an leagan Béarla mar aistriúchán.**

### **Réamhrá**

Cuireadh an polasá seo le chéile trí phróiseas comhoibrithe idir fhoireann mhúinteoireachta na scoile agus an Bord Bainistíochta. Cuireadh le chéile é chun ar ndualgaisí a chomhlíonadh ráiteas a chur ar fáil maidir le OCG agus mar a mhúintear é sa scoil.

### **Aidhmeanna**

- Chun cabhrú le daoine óga gaolta cairdiúla agus sláintiúla a chothú.
- Chun cabhrú le daoine óga dearcadh agus luachanna sláintiúla a chothú i dtaobh a gnéasacht féin agus gnéasacht daoine eile ar bhealach mórálach, spioradálach agus sóisialta.
- Chun cur le forbairt pearsanta, féin mhuintín agus dea-bhail an pháiste.
- Chun eolas cruinn a chur ar fáil faoi atáirgeadh agus meas a chur in iúl dó.
- Chun iontas a chothú sa pháiste faoin mbealach a shaolaítear báibín nua agus an saol nua atá linn freisin.
- Chun cabhrú leis an bpáiste bheith compordach lena g(h)neasacht féin agus gnéasacht daoine eile agus iad ag fás agus ag forbairt.

### **Cad é OCG?**

Déanann OCG iarracht seansanna a chur ar fáil do pháistí agus do dhaoine óga foghlaim faoi ghaolta le daoine eile agus gnéasacht an duine, i mbealaigh a chabhraíonn leo smaoineamh agus gníomhú ar shlí mórálach, tuisceanach agus freagrach.

### **Topaicí a gClúdaítear**

#### **NAÍONÁIN BHEAGA:**

<b>Topaicí</b>	<b>Aidhm</b>
<b>Seo Mise:</b>	Chun cabhrú le páistí a thuiscint go bhfuil siad speisialta agus uathúil agus chun cur ar a gcumas mothú dearfach féinfheasachta a fhorbairt.
<b>Cé Tusa?:</b>	Chun cabhrú le páistí a thuiscint go bhfuil gach duine speisialta.
<b>Is cairde sinn:</b>	Chun cabhrú le páistí cairdeas a thuiscint ag díriú ar phiarchairdeas.
<b>Seo iad mo theaghlach:</b>	Chun cabhrú le páistí a dteaghlach a aithint, chun scrúdú a dhéanamh ar nithe a dhéanann teaghlaigh le chéile agus chun na ról a bhíonn ag baill an teaghlaigh a aithint.

<b>Daoine a mhúineann sábháilteacht dúinn:</b>	Chun cabhrú le páistí na daoine ina dteaghlaigh, ar scoil agus sa phobal a mhúineann sábháilteacht dóibh a aithint.
<b>Tá mothúcháin againn:</b>	Chun cabhrú le páistí mothúcháin a bhraitheann siad a ainmniú, suíomh ina mbraitear na mothúcháin sin a aithint agus an chaoi a noctar iad a scrúdú.
<b>Beatha nua:</b>	Tuscint áirithe a thabhairt do pháistí faoi bheatha nua sa saol.
<b>Fásaim:</b>	Chun cabhrú le páistí eolas a fháil faoin bhfás fisiceach.
<b>Ag déanamh roghanna:</b>	Chun cabhrú le páistí a thuiscint go ndéanann siad roghanna ina ngnáthshaol.

### NAÍONÁIN MHÓRA:

<b>Topaicí</b>	<b>Aidhm</b>
<b>Féach cad is féidir liomsa a dhéanamh:</b>	Chun cabhrú le páistí a fháil amach faoina láidreachtaí pearsanta chun go mbeidh siad cinnte iontu féin.
<b>Seo iad mo chairde:</b>	Chun cabhrú le páistí thuiscint a fháil ar luach cairdis ina saol agus conas an cairdeas sin a fhorbairt.
<b>Seo iad mo theaghlach:</b>	Chun cabhrú le páistí foghlaim faoi roil na mball éagsúil de theaghlaigh agus chun an chaoi ar féidir leis na roil sin athrú a thuiscint.
<b>Is féidir liom bheith sábháilte:</b>	Chun cabhrú le páistí foghlaim faoi bheith sábháilte san iliomad suíomh coitianta agus chun daoine a mhúineann straitéisí sábháilteachta dóibh a aithint.
<b>Tá mothúcháin ag daoine eile chomh maith:</b>	Chun cabhrú le páistí mothúcháin a aithint agus a ainmniú agus a thuiscint go bhfuil mothúcháin ag daoine eile chomh maith.
<b>Ag tabhairt aire do bheatha nua:</b>	Chun cabhrú le páistí fios a fháil ar bheatha dhaonna, maidir le haire a thabhairt do bhabaí nuashaolaithe.
<b>Mo Chorp:</b>	Chun cabhrú le páistí foghlaim faoina gcoirp agus sa chomhthéacs sin na téarmaí cearta do chodanna an choirp a fhoghlaim.
<b>Fásaim agus Athraim:</b>	Chun cabhrú le páistí fios a fháil go mbíonn athrú i gceist le fás agus go mbíonn rátaí fáis uathúil ag gach duine.
<b>Ag déanamh cinntí:</b>	Chun cabhrú le páistí fios a fháil faoi thosca a mbíonn tionchar acu ar an rogha a dhéanann siad.

**RANG A hAON:**

<b>Topaicí</b>	<b>Aidhm</b>
<b>Rudaí is maith liom a dhéanamh:</b>	An deis a thabhairt do pháistí tosaíochtaí pearsanta a nochtadh go muiníneach.
<b>Mo Chairde:</b>	Deiseanna breise a thabhairt do pháistí scrúdú a dhéanamh ar chairdeas agus ar an rud a chiallaíonn sé a bheith cairdiúil.
<b>Mo Theaghlach/Mo Chlann:</b>	Na deiseanna a thabhairt do pháistí bealaí inar féidir le baill an teaghlaigh cabhrú le chéile a aithint agus a thuiscint nach mar a chéile gach teaghlach.
<b>Sábháilteacht:</b>	Deiseanna a thabhairt do pháistí daoine, áiteanna agus rudaí a aithint a chuireann an tsábháilteacht phearsanta i mbaol agus stráitéisí sábháilteachta a fhorbairt.
<b>Ag Léiriú ár Mothúcháin:</b>	Deiseanna a thabhairt do pháistí roinnt feasachta a fhorbairt faoin mbrí agus mothú a léirítear trí dhreach gnúise, gothaí, luail agus tuin chainte.
<b>Iontas Beatha Nua:</b>	Deiseanna a thabhairt do pháistí iontas beatha nua i ndomhan an dúlra a thuiscint agus a cheiliúradh.
<b>An chaoi a bhfeidhmíonn mo chorp:</b>	Deiseanna a thabhairt do pháistí foghlaim faoi na céadfaí agus a bhfeidhmeanna.
<b>Leis an bhfás tagann athruithe:</b>	Deiseanna a thabhairt do pháistí a aithint go dtagann freagrachtaí breise agus malartacha dóibh féin agus do dhaoine eile de réir mar a fhásann siad.
<b>Cinntí agus nIarmhairtí:</b>	Deiseanna a thabhairt do pháistí a fheiceáil go mbíonn iarmhairtí ag cinntí maidir lena dtionchar orthu féin agus ar dhaoine eile.

**RANG A DÓ:**

<b>Topaicí</b>	<b>Aidhm</b>
<b>Tá daoine eile speisialta:</b>	Deiseanna a thabhairt do pháistí tuiscint níos fearr a fháil ar dhaoine eile agus a thuiscint go bhfuil daoine eile speisialta chomh maith. Mar chuid den phróiseas seo beifear ag aithint cosúlachtaí agus difríochtaí.
<b>Cairdeas:</b>	Deiseanna a thabhairt do pháistí scrúdú a dhéanamh ar théama an chairdis mar a bhaineann sé le taithí na bpáistí féin.
<b>Mo Theaghlach/Mo Chlann:</b>	Deiseanna a thabhairt dos na páistí scrúdú a dhéanamh ar a ról agus áit féin lastigh den teaghlach agus a bhfreagrachtaí indibhidiúla féin i leith ball eile den teaghlach a aithint, ag cuimhneamh ar na patrúin éagsúla teaghlach i measc na bpáistí.
<b>Sábháilteacht:</b>	Deiseanna a thabhairt do pháistí daoine, áiteanna agus rudaí a aithint a chuireann an tsábháilteacht phearsanta i mbaol agus straitéisí sábháilteachta a fhorbairt.
<b>Ag déileáil lenár mothúcháin:</b>	Deiseanna a thabhairt do pháistí mothúcháin agus an chaoi a ndéileálaimid leo a aithint.
<b>Iontas Beatha Nua:</b>	Deiseanna a thabhairt do pháistí iontas babaithe nua a thuiscint agus a cheiliúradh.
<b>Nuair a theastaíonn aire speisialta ó mo chorp:</b>	Deis a thabhairt do pháistí dul siar ar na téarmaí ar chodanna eachtracha an choirp fhirinn agus bhaininn agus ar roinnt feidhmeanna gaolmhara i gcomhthéacs an ghá ócáidigh ag an gcorp le haire speisialta.
<b>Fás agus Athrú:</b>	Deiseanna a thabhairt do pháistí a thuiscint go n-athraíonn a gcuidreamh leis an teaghlach agus le cairde de réir mar a fhásann agus a athraíonn siad.
<b>Cinntí Pearsanta:</b>	Deiseanna a thabhairt do pháistí plé a dhéanamh ar na toscaí a bhféadfadh tionchar bheith acu ar a gcinntí agus a roghanna pearsanta.

**RANG A TRÍ:**

<b>Topaicí</b>	<b>Aidhm</b>
<b>Tallanna Speisialta:</b>	Deiseanna a thabhairt do na páistí meas a chothú ar a dtréithe, cumais agus éachtaí daoine eile.
<b>Troideann cairde uaireanta:</b>	Deiseanna a thabhairt do na páistí scrúdú a dhéanamh ar a tharlaíonn nuair a thiteann cairde amach le chéile.
<b>Mo Theaghlach:</b>	Deiseanna a thabhairt do na páistí an chaoi a réitíonn baill teaghlaigh le chéile a thuiscint.
<b>Sábháilteacht:</b>	Deiseanna a thabhairt do na páistí na daoine a aithint a n-áirítear sábháilteacht páistí ina bpost.
<b>Ag Léiriú Mothúcháin:</b>	Deiseanna a thabhairt do na páistí mothúcháin a aithint agus foghlaim faoin gcaoi ar féidir iad a léiriú ar bhealach cuí.
<b>Ag ullmhú do Bheatha Nua:</b>	An deis a thabhairt do na páistí foghlaim faoin aire is gá do mháthair a thabhairt agus í ag feitheamh le breith babaí.
<b>Ár gCéadfaí:</b>	Deiseanna a thabhairt do na páistí foghlaim faoin mbaill chéadfacha agus a bhfeidhmeanna.
<b>Athraím de réir mar a Fhásaim:</b>	Deiseanna a thabhairt do pháistí na hathruithe fisiceacha, síceolaíochta agus sóisialta a tharlaíonn dóibh le linn a n-óige a thuiscint.
<b>Ag déanamh Cinntí:</b>	Deiseanna a thabhairt do na páistí cinntí a dhéanamh agus na tosca a mbíonn tionchar acu ar chinntí agus roghanna pearsanta a phlé.

**RANG A CEATHAIR:**

<b>Topaicí</b>	<b>Aidhm</b>
<b>Mé féin agus daoine eile:</b>	Deiseanna a thabhairt do na páistí scileanna a fhorbairt agus tábhacht na hidirghníomhaíochta le daoine eile a thuiscint.
<b>Maistíneacht:</b>	Deiseanna a thabhairt do na páistí foghlaim faoi mhaistíneacht, an fáth go dtarlaíonn sí agus bealaí chun déileáil léi.
<b>Mo Theaghlach:</b>	Deiseanna a thabhairt do na páistí meas a bheith acu ar éagsúlacht teaghlaigh.
<b>Cúiseanna le Rialacha:</b>	Deiseanna a thabhairt do na páistí a aithint gur ann do chúiseanna leis na rialacha, agus iarmhairtí a mbriste a thuiscint.
<b>Mothúcháin:</b>	Deiseanna a thabhairt do na páistí mothúcháin a thuiscint agus foghlaim conas déileáil leo, go háirithe leo sin a mbíonn sé deacair orthu iad a láimhseáil.
<b>Iontas Beatha Nua:</b>	Deiseanna a thabhairt do na páistí ord na gcéimeanna forbartha den bhabaí daonna ó ghiniúint go breith a aithint agus a fhoghlaim.
<b>Bí Glan – Bí Sláintiúil:</b>	Deiseanna a thabhairt do na páistí foghlaim faoi thábhacht sláinteachais phearsanta mhaith.
<b>Fás agus Athrú:</b>	Deiseanna a thabhairt do na páistí na hathruithe a tharlaíonn sna fireannaigh agus bainearnaigh araon le linn an fháis go haosacht a thuiscint.
<b>Ag Fuascailt Fadhbanna:</b>	Deiseanna a thabhairt do na páistí plé a dhéanamh faoin gcraoi ar féidir fadhbanna a fhuascailt.

**RANG A CÚIG:**

<b>Topaicí</b>	<b>Aidhm</b>
<b>An Duine ar Mé:</b>	Deiseanna a thabhairt do na páistí chun feasacht ar a bhféiniúlacht féin agus na fachtóirí a imríonn tionchar uirthi a mhéadú:
<b>Cinéalacha Difriúla:</b>	Deiseanna a thabhairt do na páistí a bhfeasacht a ardú ar chineálacha difriúla cairdis agus ar an mbealach ina léirítear cairdeas sna meáin.
<b>Mo Theaghlach:</b>	<ol style="list-style-type: none"><li>1. Deiseanna a thabhairt do na páistí plé a dhéanamh ar an gcaoi a ndéanann baill teaghlaigh cumarsáid le chéile agus a mothúcháin dá chéile a léiriú.</li><li>2. Dearcadh na meán i leith an teaghlaigh a chur i gcomparáid agus i gcodarsnacht le taithí na bpáistí ar an teaghlach.</li></ol>
<b>Sábháilteacht:</b>	Deiseanna a thabhairt do na páistí a thuiscint go méadaíonn a bhfreagracht as a sábháilteacht phearsanta féin agus a bhfreagracht i leith daone eile chomh maith de réir mar a fhasann siad.
<b>Mothúcháin:</b>	Deiseanna a thabhairt do na páistí feasacht ar an gcaoi a léirítear mothúcháin a ardú.
<b>Fásann agus Athraíonn mo Chorp:</b>	Deiseanna a thabhairt do na páistí a n-eolas agus tuiscint ar na hathruithe a tharlaíonn le linn caithreachais a mhéadú.
<b>Iontas Beatha Nua:</b>	Deiseanna a thabhairt do na páistí na hathruithe a tharlaíonn le linn caithreachais a athbhreithniú agus foghlaim faoi gcaoi a dtosaíonn beatha nua.
<b>Ag Tabhairt Aire do Bheatha Nua:</b>	Deiseanna a thabhairt do na páistí foghlaim faoi aire a thabhairt do bhabaí sa bhroinn agus faoin bhfreagracht a ghabhann le babaí, go háirithe an fhreagracht a mbíonn ar thuismitheoirí.
<b>Ag déanamh cinntí sláintiúla:</b>	Deiseanna a thabhairt do na páistí machnamh a dhéanamh ar shláinte agus ar shláinteachas pearsanta, ach go háirithe le linn caithreachais.

## RANG A SÉ:

<b>Topaicí</b>	<b>Aidhm</b>
<b>Mise agus mó bharrmhianta:</b>	Deiseanna a thabhairt do na páistí machnamh a dhéanamh orthu féin mar atá siad anois agus smaoineamh ar an gcaoi ar mhaith leo a bheith sa todhchaí.
<b>Cineálacha Difriúla Grá:</b>	Deiseanna a thabhairt do na daltaí feacht ar chineálacha difriúla grá a phlé agus a fhorbairt.
<b>Teaghlaigh:</b>	Deiseanna a thabhairt do na daltaí plé a dhéanamh ar an gcaoi a bhfuil aonaid teaghlaigh difriúil agus ar an gcaoi inar féidir coinbhleacht i dteaghlaigh a réiteach.
<b>Sábháilteacht agus sláinte:</b>	Deiseanna a thabhairt do na daltaí chun cód sláinte agus sábháilteachta pearsanta a fhorbairt.
<b>Mothúcháin:</b>	An cumas a thabhairt do na páistí mothúcháin a léiriú agus a rialú ar bhealach cuí.
<b>Ag fás agus ag athrú:</b>	Deiseanna a thabhairt do na páistí feacht ar na freagrachtaí a ghabhann le fás suas a mhéadu.
<b>Caidreamh agus beatha nua:</b>	<ol style="list-style-type: none"><li>1. Dul siar ar na hathruithe a tharlaíonn le linn caithreachais.</li><li>2. Dul siar ar thus beatha nua, giniúint agus toircheas agus an tionchar atá aige ar theaghlach a scrúdu.</li></ol>
<b>Is míorúilt é babaí:</b>	<ol style="list-style-type: none"><li>1. Deiseanna a thabhairt do na páistí míorúilt beatha nua a thuiscint.</li><li>2. Dul siar ar fhorbairt an bhabaí sa bhroinn agus na hathruithe a thugann babaí chuig saol a t(h)uismitheoirí a mheas.</li></ol>
<b>Roghanna agus cinnteoireacht:</b>	Deiseanna a thabhairt do na daltaí scileanna cinnteoireachta a fhorbairt agus na fachtóirí a imríonn tionchar ar chinntí agus roghanna pearsanta a scrúdu go criticiúil.

### **Gaol idir OCG agus OSPS**

Cabhraíonn OSPS le cothú oibre na scoile trí shláinte agus dea-bhail na bpáistí agus na daoine óga a chur chun cinn. Tártaíonn sé seo i gcomhthéacs a bhforbairt mothúcháin, mórálach, sóisialta agus spioradáltach, chomh maith lena bhforbairt intinne, fisiciúil, polítiúil, creidmheach agus cruthaitheach.



## **Ar Fáil Faoi Láthair sa Scoil**

Úsáidtear na cláracha seo chun OCG a chur i bhfeidhm:

- An Clár OCG
- Misneach
- OSPS
- Fan Slán

## **Treoirlínte Maidir le Bainistíocht agus Eagrúchán OCG in ár Scoil**

### **Cúrsaí Curaclama:**

- Ábhar curaclama – leanfar an curaclam mar atá foilsithe ag an NCCA tríd na ranganna ó Naíonáin Bheaga suas go Rang a Sé. Beidh na hachmhainní go léir atá in úsáid in oiriúint do pholasaí agus sainmheon na scoile.
- I suíomh go bhfuil níos mó ná rang amháin le chéile, beidh an rang/na ranganna is óige tógtha amach as an rang má tá ábhair á mhúineadh nach bhfuil oiriúnach dá haois.
- Nuair a úsáidtear cainteoir ón taobh amuigh, tá sé de dhíth ar an múinteoir ranga iad a chur ar an eolas faoi pholasaí na scoile, agus fanfaidh an múinteoir sa rang i rith an cheachta i gcónaí.

### **Cúrsaí Eagraíochta:**

- I dtaobh ábhar pearsanta atá pléite sa rang, ní féidir leis an scoil aon fhreagracht a ghlacadh faoin mbealach a pléitear é taobh amuigh den suíomh seo.
- Tá sé de cheart ag aon mhúinteoir gan na hábhair mothálacha OCG a mhúineadh. Luíonn freagracht leis an mBord Bainistíochta cinntiú go mbeidh an t-ábhar múinte do na páistí ag múinteoir eile nó ag cuairteoir.
- Sa scoil seo feictear tuismitheoirí/caomhnóirí na bpáistí mar phríomh oideachasóirí a bpáistí agus tá an scoil ag obair i ról tacaíochta.
- Tugtar cuireadh do thuismitheoirí féachaint ar an gcuraclam agus tá fáilte rompu labhairt leis an múinteoir ranga má tá inní orthu faoi.
- Faightear cead i scríbhinn ó thuistí chun tús a chur le clár OCG agus Fan Slán sa scoil.
- Aithnítear go bhfuil sé de cheart ag tuismitheoir páiste a bhaint amach as rang OCG ar leith ar an tuiscint go bhfuil an tuismitheoir sin iomlán freagrach as an toipic seo a mhúineadh don pháiste iad féin. Tá cúram ar an tuismitheoir an cinneadh seo a chur i scríbhinn chuig na scoile.
- Má tá páistí ann nach bhfuil tuistí sásta go ndéanfaidh siad na hábhair mothálacha den chúrsa, moltar go mbeadh OCG á mhúineadh ag deireadh an lae ionas gur féidir le tuismitheoir/caomhnóir an páiste a thógáil abhaile go luath (chun nach mbeadh aird na bpáistí dírithe air/uirthi).

- Tá sé mar pholasáí againn i nGaelscoil na Fuinseoige nósanna imeachta mar atá leagtha amach i Nósanna Imeachta maidir le Caomhnú Leanáí i mBunscoileanna agus i Scoileanna Iarbhunscoile, ROS 2011 mar aon le Páistí ar dTús (2011) a leanúint. Tá Polasáí Cumhdach Leanáí againn inar ainmníodh Príomhoide na scoile mar DIA. Má nochtar eolas a bhaineann le caomhnú páistí, cloífidh an múinteoir agus an Príomhoide leis an bPolasáí Chumhdach Leanáí agus nósanna imeacht mar atá leagtha síos i “nPáistí ar dTús” (2011).

### **Ag Deileáil le Ceisteanna**

- Freagrófar aon cheisteanna atá clúdaithe sa churaclam don aois grúpa atá i gceist le linn am ceachtadh.
- Is féidir ceisteanna a chur ar an múinteoir ó bhéal nó i scíbhinn sa rang agus freagrófar iad taobh istigh de theorainn na curaclama agus an polasáí seo.
- Má cuirtear ceisteanna nach bhfuil oiriúnach iarrfaidh an múinteoir ar an bpáiste an cheist a chur ar a thuismitheoirí/chaomhnóirí.
- Ní féidir leis an scoil freagracht rúin a ghlacadh má chuireann páiste ceist phearsanta no má insíonn siad eolas phearsanta fúthu féin.

### **Soláthar Tacaíochta do Thuismitheoirí**

- Is féidir le tuismitheoirí/chaomhnóirí an clár OCG a íoslódáil ó [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) faoi “programmes” nó ceist a chur ar an múinteoir ranga an cóip scoile a thaispeáint dóibh.
- Faightear cead ó thuistí roimh a chlúdaítear an clár OCG & Fan Slán.
- Má roghnaíonn tuistí nach mbeidh a gcuid páistí ag glacadh páirt sna ranganna OCG nó Fan Slán, beidh orthu a bpáistí a bhailiú ón scoil fad is atá na ranganna siúd ar siúl.
- Má tá ceist/buairt ar bith ag tuismitheoirí, is féidir leo cruinniú a eagrú leis an múinteoir ranga.
- Is féidir leis an gCoiste Cairde cainteoir a eagrú, má lorgaítear é, chun labhairt le tuismitheoirí maidir leis na hábhair a chlúdaítear sa chlár seo.

### **Daingniú agus Cumarsáid**

Dhaingnigh an Bord Bainistíochta an polasáí den chéad uair ar an \_\_\_\_\_. Cuirfear cóip den pholasáí ar fáil do gach ball foirne agus do gach tuismitheoir ar suíomh idirlíon na scoile. Déanfar tagairt don pholasáí seo sa leabhrán eolais do thuismitheoirí/chaomhnóirí nua, agus cuirfear in iúl dóibh cá háit is féidir teacht ar an bpolasáí seo agus iad ag glacadh áite dá bpáiste sa scoil.

### **Athbhreithniú**

Déanfar athbhreithniú ar an bpolasáí seo gach dara bliain.

**Sínithe:** \_\_\_\_\_  
**Cathaoirleach**

**Dáta:** \_\_\_\_\_

**Sínithe:** \_\_\_\_\_  
**Príomhoide**

**Dáta:** \_\_\_\_\_



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## **RELATIONSHIP AND SEXUALITY EDUCATION POLICY**

**Should there be any discrepancy between the Irish and English in this policy, it is accepted that the Irish is the correct version and the English is provided as a translation.**

### **Introduction**

*This policy was formulated through a process of collaboration between the teaching staff of the school and the Board of Management. The document was put together in order to fulfil the school's obligations to provide a policy statement for RSE and how it is provided in the school.*

### **Aims**

- *To help young people develop healthy friendships and relationships.*
- *To enable young people to develop healthy attitudes and values towards their sexuality in a moral, spiritual and social framework.*
- *To enhance the personal development, self-esteem and wellbeing of the child.*
- *To promote knowledge of and respect for reproduction.*
- *To develop and promote 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.*

### **What is RSE?**

*RSE aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.*

### **Topics covered**

#### **JUNIOR INFANTS:**

<b>Topics</b>	<b>Aims</b>
<b><i>This is me:</i></b>	<i>To help children appreciate that they are special and unique and enable them develop a positive sense of self-awareness.</i>
<b><i>Who are you:</i></b>	<i>To help children appreciate that all people are special.</i>
<b><i>We are friends:</i></b>	<i>To help children appreciate friends with a focus on peer friendship.</i>
<b><i>This is my family:</i></b>	<i>To help children identify the people who constitute their family, to explore things that families do together and to recognize the roles played by family members.</i>

<b><i>People who teach us about keeping safe:</i></b>	<i>To help children identify the people in their family, school and community who teach them about keeping safe.</i>
<b><i>We have feelings:</i></b>	<i>To help children name emotions they experience, to identify situations in which these emotions are experienced and to explore how they are expressed.</i>
<b><i>New life:</i></b>	<i>To help children to become aware of new life in the world.</i>
<b><i>I grow:</i></b>	<i>To help children become aware of physical growth.</i>
<b><i>Making choices:</i></b>	<i>To help children become aware that they make choices in their everyday lives.</i>

**SENIOR INFANTS:**

<b><i>Topics</i></b>	<b><i>Aims</i></b>
<b><i>Look what I can do:</i></b>	<i>To help children to discover their personal strengths so as to be affirmed in them.</i>
<b><i>These are my friends:</i></b>	<i>To help children develop an appreciation of the value of friendship in their lives.</i>
<b><i>This is my family:</i></b>	<i>To help children learn about the role of different members of families and to understand how these roles may vary.</i>
<b><i>I can be safe:</i></b>	<i>To help children to learn how to keep safe in a variety of familiar situations and to recognize people who teach them safety strategies.</i>
<b><i>Other people have feelings too:</i></b>	<i>To help children to learn how to keep safe in a variety of familiar situations and to recognize people who teach them safety strategies.</i>
<b><i>Caring for new life:</i></b>	<i>To help children become aware of human life, in relation to the care of a new-born baby.</i>
<b><i>My body:</i></b>	<i>To help children learn about their bodies and in this context to learn correct names for body parts.</i>
<b><i>I grow and change:</i></b>	<i>To help children become aware that growth involves change and that rates of growth are unique for each individual.</i>
<b><i>Making decisions:</i></b>	<i>To help children become aware of factors which influence choices</i>

**FIRST CLASS:**

<b>Topics</b>	<b>Aims</b>
<b>Things I like to do:</b>	<i>To provide children with opportunities to express personal preferences with confidence.</i>
<b>My friends:</b>	<i>To provide children with further opportunities to explore what being friends and returning friendship can mean.</i>
<b>My family:</b>	<i>To provide the children with opportunities to identify ways in which family members can help one another and to understand that all families are not the same.</i>
<b>Keeping safe:</b>	<i>To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.</i>
<b>Showing our feelings:</b>	<i>To provide children with opportunities to develop some awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice.</i>
<b>The wonder of new life:</b>	<i>To provide children with opportunities to appreciate and celebrate the wonder of new life in the world of nature.</i>
<b>How my body works:</b>	<i>To provide children with opportunities to learn about the senses and their functions.</i>
<b>Growing means changing:</b>	<i>To provide children with opportunities to recognize that growing up brings increased and changing responsibilities for oneself and others.</i>
<b>Decisions and their consequences:</b>	<i>To provide children with opportunities to see that decisions have consequences in terms of their effect on themselves and other people.</i>

**SECOND CLASS:**

<b>Topics</b>	<b>Aims</b>
<b><i>Other people are special:</i></b>	<i>To provide children with opportunities to become more aware of other people and to appreciate that other people are special too. Identifying similarities and differences will be part of this process.</i>
<b><i>Being friends:</i></b>	<i>To provide children with opportunities to explore the theme of friendship as it relates to children's own experience.</i>
<b><i>My family:</i></b>	<i>To provide the children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by the children.</i>
<b><i>Keeping safe:</i></b>	<i>To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.</i>
<b><i>Coping with our feelings:</i></b>	<i>To provide children with opportunities to identify feelings and ways of coping with their feelings.</i>
<b><i>The wonder of new life:</i></b>	<i>To provide children with opportunities to appreciate and celebrate the wonder of new babies.</i>
<b><i>When my body needs special care:</i></b>	<i>To give children an opportunity to revise the names of the external parts of the male and female body and some associated functions in the context of the body's occasional need for special care.</i>
<b><i>Growing and changing:</i></b>	<i>To provide children with opportunities to realise that as they grown and change their relationships with family and friends change.</i>
<b><i>Personal decisions:</i></b>	<i>To provide children with opportunities to discuss the factors which may influence personal decisions and choices.</i>

**THIRD CLASS:**

<b>Topics</b>	<b>Aims</b>
<b><i>Special gifts:</i></b>	<i>To provide the children with opportunities to value their individual characteristics, abilities and achievements and those of others.</i>
<b><i>Sometimes friends fight:</i></b>	<i>To provide the children with opportunities to explore what happens when friends fall out.</i>
<b><i>My family:</i></b>	<i>To provide the children with opportunities to appreciate how family members are related and relate to one another.</i>
<b><i>Keeping safe:</i></b>	<i>To provide the children with opportunities to identify the people whose job includes child safety.</i>
<b><i>Expressing feelings:</i></b>	<i>To provide the children with opportunities to identify feelings and emotions and to learn how they may be expressed in an appropriate manner.</i>
<b><i>Preparing for new life:</i></b>	<i>To provide the children with the opportunity to learn about the care that needs to be taken by a mother who is waiting for her baby to be born.</i>
<b><i>Our senses:</i></b>	<i>To provide the children with opportunities to learn about their sensory organs and their functions.</i>
<b><i>As I grow I change:</i></b>	<i>To provide the children with the opportunities to understand the physical, psychological and social changes they experience throughout childhood.</i>
<b><i>Making decisions:</i></b>	<i>To provide children with the opportunities to make decisions and to discuss the factors which influence personal decisions and choices.</i>

**FOURTH CLASS:**

<b>Topics</b>	<b>Aims</b>
<b>Myself and others:</b>	<i>To provide the children with the opportunities to develop skills and to appreciate the importance of interacting with others.</i>
<b>Bullying behaviour:</b>	<i>To provide the children with opportunities to learn about bullying, why it occurs and ways of dealing with it.</i>
<b>My family:</b>	<i>To provide the children with opportunities to value family difference.</i>
<b>Reasons for rules:</b>	<i>To provide the children with opportunities to recognize that rules exist for a reason, and to understand the consequences of breaking them.</i>
<b>Feelings and emotions:</b>	<i>To provide the children with opportunities to understand and learn how to cope with feelings particularly those which they find difficult to manage.</i>
<b>The wonder of new life:</b>	<i>To provide the children with opportunities to recognize and learn to sequence the stages of development of the human baby from conception to birth.</i>
<b>Being clean-keeping healthy:</b>	<i>To provide the children with opportunities to understand the importance of good personal hygiene.</i>
<b>Growing and changing:</b>	<i>To provide the children with opportunities to understand the changes that take place in both males and females during growth to adulthood.</i>
<b>Problem-solving:</b>	<i>To provide the children with opportunities to discuss how problems can be solved.</i>



**FIFTH CLASS:**

<b>Topics</b>	<b>Aims</b>
<b>The person I am:</b>	<i>To provide the children with opportunities to increase awareness of their own identity and the factors that influence it.</i>
<b>Different kinds of friends:</b>	<i>To provide the children with opportunities to increase awareness of different types of friendship and the way friendship is portrayed in the media.</i>
<b>My family:</b>	<ol style="list-style-type: none"><li><i>1. To provide the children with opportunities to discuss how family members communicate and express their feelings towards one another.</i></li><li><i>2. To compare and contrast the media's view of the family with the children's experience of family.</i></li></ol>
<b>Keeping safe:</b>	<i>To provide the children with opportunities to realise that as they grow their responsibility for their personal safety increases and their responsibility towards others increases too.</i>
<b>Feelings and emotions</b>	<i>To provide the children with opportunities to increase awareness of how feelings and emotions are expressed.</i>
<b>My body grows and changes:</b>	<i>To provide the children with opportunities to increase their knowledge and understanding of the changes that take place during puberty.</i>
<b>The wonder of new life:</b>	<i>To provide the children with opportunities to revise the changes that occur at puberty and to learn how new life begins.</i>
<b>Caring for new life:</b>	<i>To provide the children with opportunities to learn about caring for a baby in the womb and the responsibility that a baby brings, especially to parents.</i>
<b>Making healthy decisions:</b>	<i>To provide children with opportunities to consider personal health and hygiene practice, especially as it relates to puberty.</i>

**SIXTH CLASS:**

<b>Topics</b>	<b>Aims</b>
<b><i>Me and my aspirations:</i></b>	<i>To provide the children with opportunities to reflect on themselves as they are now and to consider how they would like to be in the future.</i>
<b><i>Different kinds of love:</i></b>	<i>To provide the pupils with opportunities to discuss and develop awareness of different types of love.</i>
<b><i>Families:</i></b>	<i>To provide the pupils with opportunities to discuss how family units differ and how conflict in families may be resolved.</i>
<b><i>Keeping safe and healthy:</i></b>	<i>To provide the pupils with opportunities to develop a personal health and safety code.</i>
<b><i>Feelings and emotions:</i></b>	<i>To enable the children express and manage feelings in an appropriate manner.</i>
<b><i>Growing and changing:</i></b>	<i>To provide the children with opportunities to increase awareness of the responsibilities that accompany growing up.</i>
<b><i>Relationships and new life:</i></b>	<ol style="list-style-type: none"><li><i>1. To revise the changes that take place during puberty.</i></li><li><i>2. To revise the beginning of new life, conception and pregnancy and to explore its impact on a family.</i></li></ol>
<b><i>A baby is a miracle:</i></b>	<ol style="list-style-type: none"><li><i>1. To provide the pupils with opportunities to appreciate the miracle that is new life.</i></li><li><i>2. To revise the development of the baby in the womb and to consider the changes a baby brings to the lives of his/her parents.</i></li></ol>
<b><i>Choices and decision making:</i></b>	<i>To provide pupils with opportunities to develop decision making skills and to examine critically the factors which influence personal decisions and choices.</i>

### **Links between RSE and SPHE**

*Social, Personal and Health Education contributes to developing the work of the school in promoting the health and well-being of children and young people. This happens in the context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development.*

### **Guidelines for the Management and Organisation of RSE in our School**

#### **Curriculum Matters:**

- *Curriculum content – the Curriculum as published by the NCCA will be followed through the classes from Junior Infants to Sixth Class. All resources used will be in keeping with the ethos of the school and this policy.*
- *In a multi-class situation, the younger class/classes will be withdrawn when topics being taught are not age-appropriate.*
- *When an outside speaker is used, the class teacher is responsible for making them aware of school policy and that teacher will always sit in during the lesson.*

#### **Organisational Matters**

- *With regard to matters of an intimate nature discussed in class, the school cannot take any responsibility for what is discussed at a later stage in other situations by the children.*
- *Any teacher has the right to opt-out from teaching the sexually sensitive issues in RSE. It is the responsibility of the Board of Management to ensure that the curriculum will be taught to the children by another teacher or a guest speaker.*
- *In this school, the parents are acknowledged as primary educators of their children and the school will work in a supportive role.*
- *Parents are invited to view the curriculum and may speak to the teacher if they have any concerns.*
- *Parental permission is sought before covering RSE and Stay Safe material in school.*
- *It is recognized that a parent has the right to withdraw a child from an RSE specific class on the understanding that the parent is taking full responsibility for this aspect of education themselves. It is the parent's responsibility to inform the school of this decision in writing.*
- *If there are children whose parents wish them withdrawn for the sexually sensitive topics, we recommend that RSE be taught last thing in the day in order that the parent/guardian may withdraw the child on some other pretext (so as not to draw attention to them).*
- *It is the policy of Gaelscoil na Fuinseoige to follow the practices laid down in the Child Protection Procedures for Primary and Post-Primary Schools from the Department of Education & Skills, 2011 in conjunction with "Children First" (2011). We have a Child Protection Policy in which the Principal is recognized as the Designated Liaison Person. If cases of disclosure, the teacher and DLP will adhere to our Child Protection Policy and follow procedures set out in "Children First".*

**Dealing with Questions**

- All questions within the parameters of the curriculum will be answered within lesson time.
- Questions within the class may be oral or written and will be answered within the bounds of the curriculum and this policy.
- If inappropriate personal questions are asked the teacher will recommend to the child to ask his/her parents/guardians.
- The school cannot guarantee confidentiality if a child asks a question of a personal nature to themselves or discloses personal information.

**Provision for Parental Support**

- Parents/guardians can download the RSE programme on [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie) under “programmes” or they may ask the class teacher to allow them to look at the school’s copy.
- Parental permission is sought to cover content in the RSE & Stay Safe Programmes.
- Should parents/guardians decide that their child is not to attend these lessons, they will need to organise the collection of their child from school whilst the lessons continue.
- If parents have any questions/concerns, they are welcome to arrange a meeting with the teacher.
- The Parents’ Association can, if requested, arrange a speaker for parents regarding the subjects covered in this programme.

**Ratification and Communication**

This policy was first ratified by the Board of Management on \_\_\_\_\_

A copy of the policy will be made available to each member of staff and each parent on our school website. Reference will be made to the policy in the handbook for new parents, and they will be informed as to where this policy can be accessed, when they accept a place for this child in the school.

**Review**

This policy will be reviewed every second year.

**Signed:** \_\_\_\_\_  
**Chairperson**

**Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_  
**Principal**

**Date:** \_\_\_\_\_