Coláiste de hÍde

Meas - Bród - Comhar

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Polasaí Oideachais Caidrimh agus Gnéasachta

A. Comhthéacs Scoile

Is pobal scoile beag í Coláiste de hÍde inar féidir forbairt oideachasúil agus tréadach an dalta a aithint go héasca. Cuireann an scoil béim ar Chúram Tréadach agus bíonn Oide Chúram ag gach rang. Bíonn ar a laghad rang amháin OSPS agus Rang Folláine ag gach rang gach seachtain a thugann fóram chun plé a dhéanamh ar saincheisteanna féinmheas. Bíonn rang amháin Gairmtreoir ag bliain 4/5/6 gach seachtain chomh maith. Tá béim faoi leith ar fhorbairt pearsanta, agus sna cúrsaí seo tá módúil ar cumarsáid treallúsach agus cóimheas. Eagraítear 'Seachtain Sheas an Fóid' sa scoil chun feiniúlacht an phobail LGBTQ+ a chéiliúradh agus feasacht níos doimhne a chruthú i measc na ndaltaí maidir le heolas LGBTQ+.

B. Ráiteas Scoile

Tá sé mar aidhm againn i gColáiste de hÍde an bóthar a réiteach do gach aon dalta a lánacmhainn a bhaint amach le héascaíocht, go hintleachtúil, go fisiciúil, go spioradálta, go cultúrtha, go sóisialta agus go mothálach tré mheán na Gaeilge. Déantar iarracht ar leith ins an scoil féiníomhá dearfach a chothú i ngach aon duine, maille le meas a chothú iontu do gach duine, dá dtimpeallacht agus dá bpobal.

C. Gaol le Ráiteas na Scoile

I gColáiste de Íde, cothaítear meas, bród agus comhar (na luachanna scoile) inár ndaltaí. Creidimid go mbraitheann dul chun cinn na scoile agus caighdeán an oideachais ar na luachanna scoile seo thar aon rud eile. Is ar an meas seo a bhunaítear an gaol idir na daltaí, an fhoireann, na tuismitheoirí agus bainistíocht na scoile. Tá an scoil tiomanta timpeallacht shábhailte a chruthú do chuile dhuine, áit gur féidir leo foghlaim, fás agus forbairt.

Is próiseas saoil é Oideachais Caidrimh agus Gnéasachta chun eolas agus tuiscint a ghnothú agus chun dearcadh, luachanna agus tuairimí faoi ionnanas gnéasach, caidrimh agus dlúthchaidreamh a fhorbairt. Déanann oideachas gnéasachta iarracht deiseanna foirmiúla a chur ar fáil do dhaoine óga le heolas agus tuiscint a ghnothú ar ghnéasacht an duine. Déanfar seo trí phróisis a chuirfidh ar a gcumas luachanna a chruthú agus iompar a bhunú taobh istigh de chreatlach morálta, spioradálta agus sóisialta.

D. Sainmhiniú ar Oideachas Caidrimh agus Gnéasachta

Is próiseas forbraíochta é OCG trí fhoghlaim ó thaithí ina mbíonn daltaí páirteach chun dearcadh slaintiúil a fhorbairt maidir leo féin agus le daoine eile, go háirithe maidir le gnéasacht agus caidrimh.

E. Oideachas Caidrimh agus Gnéasachta taobh istigh d'Oideachas Sóisialta, Pearsanta agus Sláinte

Luaitear go bhfuil Oideachas Sóisialta, Pearsanta agus Sláinte "bíseach, forásach agus oiriúnach d'aois na ndaltaí ó thaobh ábhair agus modheolaíochta de". Tá an clár OCG deartha chun an prionsabal agus an patrún seo a leanúint. Taobh amuigh de cheachtanna sainiúla OCG, clúdaíonn OSPS réimsí eile a bhainfeadh le dearcadh sláintiúil a fhorbairt maidir le gnéasacht an duine féin agus caidreamh an duine le daoine eile. In OSPS, déileáiltear le go leor saincheisteanna cosúil le féinmheas, treallús, cumarsáid agus scileanna cinnteoireachta - agus cuireann gach ceann acu seo le héifeachtúlacht an chláir OCG.

F. Aidhmeanna ár gclár Oideachais Chaidrimh agus Ghnéasachta

Tá aidhmeanna faoi leith ag Oideachas Caidrimh agus Gnéasachta, atá le fáil i gcreat foriomlán an Oideachais Shóisialta, Phearsanta agus Sláinte:

- Cabhrú le daltaí cairdis agus caidrimh a thuiscint agus a fhorbairt
- Tuiscint ar ghnéasacht a chur chun cinn
- Meon dearfach a chothú faoi ghnéasacht an duine féin agus i gcaidrimh le daoine eile
- Eolas agus meas a chothú maidir le hatáirgeadh
- A chur ar chumas daltaí meonta agus luachanna a fhorbairt faoina ngnéasacht i gcreat morálta, spioradálta agus sóisialta a thagann le beartas na scoile
- Deiseanna a chur ar fáil do dhaltaí chun foghlaim faoi chaidrimh agus faoi ghnéasacht ar bhealaí a chabhraíonn leo smaoineamh agus gníomhú ar bhealach morálta, comhbhách agus freagrach.

Aithnítear gur mianaidhmeanna iad na haidhmeanna seo i gcúrsa nach maireann ach tréimhse theoranta.

G. Treoirlínte bainistíochta agus eagraíochta d'OCG inár scoil:

1. Is iad an Príomhoide agus an Príomhoide Tánaisteach a dhéanfaidh gach socrú maidir le múineadh an chláir agus úsáid foirne.

2. **Tuismitheoirí a chur ar an eolas agus a bheith bainteach:** Is iad na tuismitheoirí príomhoideachasóirí a gcuid leanaí agus creideann an scoil go bhfuil a ról siúd in oideachas maidir le caidrimh agus gnéasacht fíorthábhachtach. Cuirfear cóip den bheartas seo ar fáil d'aon tuismitheoir ach é a iarraidh ag oifig na scoile.

3. **Comhairle a Thabhairt:** Is é feidhm na scoile oideachas ginearálta a chur ar fáil faoi chúrsaí agus saincheisteanna gnéis agus ní comhairle, eolas ná comhairleoireacht aonair a thabhairt ar ghnéithe a bhaineann le hiompar gnéis agus frithghiniúint - ach déanfar foinsí maidir le heolas agus comhairle ghairmiúil a sholáthar nuair is cuí. Is féidir le múinteoirí eolas agus oideachas a chur ar fáil do dhaltaí maidir le cá háit agus cé uaidh ar féidir leo comhairle agus cóireáil ghnéis a fhail, m.sh. a ndochtúir nó gníomhaireacht oiriúnach eile. Níor chóir go mbeadh comhairle a thugtar treorach agus ba chóir go mbeadh an chomhairle oiriúnach d'aois an dalta.

4. **Ceisteanna Neamhbhalbha:** B'fhéidir nach mbeadh sé oiriúnach déileáil le ceisteanna neamhbhalbha áirithe sa rang. Is féidir le múinteoirí a rá nach bhfuil sé oiriúnach déileáil leis an gceist sin ag an am. Má bhíonn imní ar mhúinteoir faoi cheist a ardaítear ba chóir dó/di comhairle a lorg ón gComhordaitheoir OSPS nó ón bPríomhoide. Nuair a bhíonn cinneadh á dhéanamh aige/aici maidir lenar chóir nó nár chóir ceisteanna a fhreagairt, ba chóir don mhúinteoir smaoineamh ar aois agus ullmhacht na ndaltaí, inneachar an chláir OCG, eiteas na scoile agus an beartas OCG.

5. **Rúndacht:** Is é beartas na scoile nach mór don mhúinteoir labhairt leis an bPríomhoide láithreach, má cheaptar go bhfuil dalta i mbaol mí-úsáide d'aon chineál nó ag sárú an dlí. Déanfaidh an Príomhoide cinneadh ar chóir na tuismitheoirí agus/nó údaráis chuí a chur ar an eolas, agus d'fhéadfadh sé comhairleoireacht a eagrú don dalta.

Is cuid de bheartas na scoile iad na nithe seo a leanas freisin:

- ní fhéadfaidh múinteoirí rúndacht iomlan a ghealladh;
- ní mór a mheabhrú do dhaltaí go bhfeadfaí aon ábhar a chur faoi bhráid an Phríomhoide agus b'fhéidir tuismitheoirí má shocraíonn an Príomhoide gur ar mhaithe leis an dalta a bheadh sé rud mar sin a insint do thuismitheoirí;
- ní mór do mhuinteoirí é a chur in iúl go soiléir do dhaltaí nuair nach féidir comhrá a choinneáil faoi rún a thuilleadh - is féidir leis an dalta cinneadh a dhéanamh ansin an leanfaidh nó nach leanfaidh se ar aghaidh.

Luaitear i Nósanna Imeachta um Chosaint Leanaí do Bhunscoileanna agus Iarbhunscoileanna (athbhreithnithe 2023) in 4.1.1 agus 4.2.1

4.1.1 Cuirtear oibleagáid reachtúil leis an Acht um Thús Áite do Leanaí 2015 ar dhaoine áirithe ábhair imní cosanta leanaí atá ag tairseach díobhála (mar a shainmhínítear san Acht í) nó os a cionn a thuairisciú chuig Thusla. Tagraítear do dhaoine dá leithéid mar "dhaoine sainordaithe" faoin Acht. Is duine sainordaithe gach múinteoir atá cláraithe leis an gComhairle Mhúinteoireachta faoin Acht um Thús Áite do Leanaí 2015.

4.2.1 De réir an cheanglais dea-chleachtais (neamhreachtúil) sa Tús Áite do Leanaí: Treoir Náisiúnta 2017, leantar faoi na nósanna imeachta seo leis an gceanglas a bhí ann cheana ar dhuine ar bith den lucht foirne scoile, múinteoir cláraithe san áireamh, a fhaigheann líomhain nó a bhfuil amhras air nó uirthi go bhfuil mí-úsáid nó faillí déanta ar leanbh, go bhfuil mí-úsáid nó faillí á déanamh ar leanbh nó go bhfuil an baol ann go ndéanfaí míúsáid nó faillí ar leanbh, an cheist a thuairisciú chuig an DIA gan mhoill.

Tá oibleagáid reachtúil anois chomh maith ar gach múinteoir cláraithe, mar dhuine sainordaithe tuairisc shainordaithe dá c(h)uid féin a dhéanamh chuig Tusla áit a bhfuil an imní maidir leis an leanbh ag nó os cionn tairsí díobhála mar a shainmhínítear san Acht í. Dá bhrí sin, ní mór do mhúinteoir cláraithe a mheas an bhfuil an imní ag nó os cionn na tairsí díobhála sainmhínithe ag a bhfuil oibleagáid reachtúil ar an múinteoir cláraithe féin faoin Acht um Thús Áite do Leanaí 2015 tuairisc shainordaithe a chur chuig Tusla, mar aon leis an imní a thuairisciú chuig an DIA.

6. **An deighilt idir gneithe bitheolaíochta agus neamh-bhitheolaíochta d'oideachas gnéis:** Is é beartas na scoile ná go ndéileálann an Roinn Eolaíochta go príomha leis na gnéithe bitheolaíochta a bhaineann le hatáirgeadh.

7. **Daltaí a tharraingt siar as an gclár OCG:** Cuirtear liosta na dtopaicí atá ar siúl ag gach aoisghrúpa agus sonraí maidir le ceart an tuismitheora a ndalta a tharraingt siar ón gclár OCG ar fáil do thuismitheoirí tríd aip na scoile - cuirfear cóip iomlán den bheartas seo ar fáil do thuismitheoirí nuair a iarrann siad é sin.

Ní gá do thuismitheoirí cúis a thabhairt maidir lena dalta a tharraingt siar as an gclár, ach fáiltímid rompu é sin a dheanamh - uaireanta, is féidir linn míthuiscintí a réiteach. Nuair a dhéanann tuismitheoir iarratas dalta a tharraingt siar, ní mór cloí leis an iarratas sin nó go n-aisghaireann an tuismitheoir an t-iarratas. (Aguisín 1)

8. **Úsáid a bhaint as aoichainteoirí agus daoine eile:** Is é beartas na scoile gur fearr formhór an chláir OCG a phlé go hoscailte le múinteoirí a aithníonn na daltaí agus a bhfuil muinín acu astu. Is féidir le cuairteoirí caighdeán an tsoláthair a fheabhsú chomh fada is go n-úsáidtear iad i dteannta le clár pleanáilte OCG, ní ina ionad. Cuirfidh an Comhordaitheoir OSPS cóip den bheartas OCG seo ar fáil don chuairteoir tamall maith roimh an gcuairt. Tar éis don eagraí cead a fháil ón bPríomhoide don chuairt, cuirfidh sé/sí an cuairteoir ar an eolas maidir le heiteas na scoile agus an bealach a sheachadtar an clár OCG.

9. **Ilchineálacht:** Ní chuireann múinteoirí aon stíl mhaireachtála amháin chun cinn thar aon cheann eile, agus mar sin tá sé nádúrtha agus dosheachanta go bpléifí gnéasachtaí uile i rith cláir oideachais ghnéis. Ceann de na buntáistí atá le saincheisteanna, a bhaineann le cúrsaí LGBTQ+ a phlé, is ea an deis tuairimí agus bonn tuisceana bréagacha a cheartú agus aghaidh a thabhairt ar chlaontacht.

10. **Frithghiniúint:** Déileálfar leis an ábhar seo ar bhealach oscailte, atá oiriúnach d'aois na ndaltaí, agus breathnófar ar gach taobh de na ceisteanna ar bhealach neamh-threorach.

11. **Riachtanais Breise:** D'fhéadfadh go dteastódh cabhair bhreise ó dhaltaí a bhfuil riachtanais breise acu chun gnéithe fisiciúla agus mothúchánacha de chúrsaí an tsaoil a láimhseáil.

H. Tacaíocht, forbairt agus athbhreithniú leanúnach

Oiliúint:

1. Ní gá gur ‘saineolaithe’ ar na hábhair a bhíonn i gceist a bheadh i ngach múinteoir a bhíonn páirteach san obair seo. Ní mór dóibh, áfach, a bheith íogair do riachtanais an ghrúpa, a bheith ábalta ceisteanna a láimhseáil go hoscailte/go hionraic agus a bheith réidh chun comhairle saineolaí a lorg más gá. Baineann na scileanna a fhaightear i múinteoireacht ghinearálta le hoideachas sláinte freisin. Ina theannta sin, bíonn go leor múinteoirí oilte i réimsí gaolmhara cosúil le comhairleoireacht. Tá sainoiliúint ag roinnt múinteoirí i réimsí oideachais chaidrimh, ghnéasachta agus shláinte, agus spreagfar iad le hoiliúint a chur ar mhúinteoirí eile.

2. Tabharfaidh an scoil deis do mhúinteoirí sainoiliúint a fháil sa réimse seo, gan dearmad a dhéanamh ar ndóigh ar an gcreat buiséid iomlán agus an gá atá ann go leanfadh clár múinteoireachta agus foghlama leanúnaí na scoile ar aghaidh lena laghad cur isteach agus is féidir.

Acmhainní:

Ceannóidh an scoil ábhair múinteoireachta OCG atá úsáideach dar leis an bhfoireann oibre, agus a bhíonn ceadaithe ag an bPríomhoide, taobh istigh den ghnáthchreat buiséid agus de réir mar is féidir laistigh d’acmhainní ginearálta na scoile.

Monatóireacht, meastóireacht agus athbhreithniú a dhéanamh ar an gclár OCG:

Táimid tiomanta monatóireacht agus luacháil a dhéanamh ar éifeachtúlacht an chláir seo. Tá tábhacht ar leith ag baint leis na nithe seo a leanas don chlár OCG:

a) aiseolas ó dhaltaí;
b) athbhreithniú agus aiseolas ón bhfoireann;
c) aiseolas ó thuismitheoirí.

Aguisín 1

Na nithe a dhéanfaimid má dhéanann tuismitheoir iarratas leanbh a tharraingt siar as an gclár OCG:

Pléfimid na cúiseanna imní le tuismitheoir/ caomhnóir an dalta agus más cuí, déanfaimid iarracht iad a chur ar a suaimhneas (trí glaoch nó cruinniú leis an múinteoir cuí). Pléitear na buntáistí a bhaineann leis an gclár agus na míbhuntáistí a bhféadfadh a bheith ann má bhaintear an dalta ón rang, mar shampla go bhféadfadh daltaí eolas míchruinn a fháil ar líne nó óna bpiaraí. Tabharfaimid rochtain do na tuismitheoirí ar eolas agus ar acmhainní oiriúnacha.

Dáta Athbhreithnithe ar an bPolasaí:

15 Aibreán 2026

Coláiste de hÍde

Meas - Bród - Comhar

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Relationships and Sexuality Education Policy

A. School Context

Coláiste de hÍde is a relatively small school community where both the educational and pastoral development of the pupil is more easily identifiable. The school prioritises pastoral care with every class having a specific pastoral tutor assigned to them. Each class group has one Social Personal and Health Education and Wellbeing period per week, this provides a forum to discuss issues related to self-esteem. Senior students also have one period of Guidance per week. There is a focus on personal development in these courses which include modules on assertive communication and mutual respect. Coláiste de hÍde runs a very successful 'Stand Up Week'. This week celebrates the identities of our LGBTQ+ community and raises awareness amongst our students.

B. School Mission Statement

In Coláiste de hÍde, we aim to empower and facilitate the individual student to reach his/her potential intellectually, physically, spiritually, culturally, socially and emotionally through the medium of the Irish language. A special effort is made in the school to promote a positive self-image in all individuals together with respect for every person, their community and their environment.

C. Relationship with the School Mission Statement

In Coláiste de hÍde we aim to instill our school values of Respect, Pride and Teamwork in all of our students. We believe that the advancement of the school and the academic progress of our students depends on this respect above all else. This respect forms the foundation of the relationship between students, staff, parents and school management. The school is committed to create a safe environment for everyone, a place to learn, grow and develop.

Relationship and Sexuality Education is a lifelong process of acquiring knowledge, understanding and skills and of developing attitudes, beliefs and values about sexuality identity and relationships. RSE classes will provide the students with opportunities to learn about relationships and sexuality in ways that will help them think and act in a moral, caring and responsible way. It will also enable students to develop attitudes and values towards their own sexuality in a moral, spiritual and social framework.

D. 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.

E. Relationships and Sexuality Education within Social Personal and Health Education

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.

F. The aims of our Relationships and Sexuality Education programme

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

- ❖ 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 knowledge of and 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.

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

G. Guidelines for the management and organisation of Relationships and Sexuality Education in our school:

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

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. A copy of this policy will be made available to any parent on request to the school office.

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 counseling on aspects of sexual behavior 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.

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 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 the RSE policy.

5. **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 counseling.

The following is also school policy:

- ❖ teachers must not promise absolute confidentiality;
- ❖ 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;

- ❖ 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 Procedures for Primary and Post-Primary Schools (revised 2023) state in 4.1.1. and 4.2.1:

4.1.1 The Children First Act, 2015 has placed a statutory obligation on specific people to report child protection concerns that are at or above a threshold of harm (as defined in that Act) to Tusla. Such persons are referred to as “mandated persons” under the Act. All teachers who are registered with the Teaching Council are mandated persons under the Children First Act, 2015.

4.2.1 In accordance with the best practice (non-statutory) requirement of the Children First National Guidance 2017, these procedures continue the previous requirement that any member of school personnel including a registered teacher who receives an allegation or has a suspicion that a child may have been, is being, or is at risk of being abused or neglected, is still required to report the matter, without delay, to the DLP in the school. Every registered teacher, as a mandated person, now also has a statutory obligation to make his or her own mandated report to Tusla where the concern about the child is at or above a threshold of harm as defined in the Act. Therefore in addition to reporting his or her concern to the DLP, a registered teacher must also consider whether or not the concern is at or above the defined threshold of harm at which the registered teacher has his or her own statutory obligation under the Children First Act, 2015 to submit a mandated report to Tusla.

6. **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.

7. **Withdrawing pupils from the RSE programme:** The topics covered by each year group and details about the parent’s right to withdraw their child from RSE are made available to parents through the school app in advance – parents will always be provided with a full copy of this policy following a request to do so.

   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. (Appendix 1)

8. **Using visiting speakers and others**: 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. 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.

9. **Diversity**: Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that all sexualitys will be discussed during a programme of sexual education. One of the advantages of exploring issues concerning LGBTQ+ is the opportunity to correct false ideas, assumptions and address prejudice.

10. **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.

11. **Additional Needs**: Children with additional needs may need more help in coping with the physical and emotional aspects of life.

H. 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:

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:

We discuss the nature of the concerns with the student’s parent/ guardian and if appropriate attempt to reassure them (via phone call or meeting with the relevant staff member). We highlight the benefits of the RSE programme and potential disadvantages of being removed from the classes, for example students receiving misinformation online or from their peers. We offer the parents/ guardians access to appropriate information and resources.

Policy Review Date:

15 April 2026