



North Dublin Muslim National School

Ratoath Road

Dublin 7

RSE Policy

October 2018

Introduction

This policy was formulated in 2015 following consultation with staff, co-managers, parents' representatives and Imam Sheik Yahya. The policy was then implemented and was reviewed in 2018. RSE is part of the subject SPHE, and this policy should be read in conjunction with the school's SPHE policy.

Relationship to School Ethos

The ethos of our school is founded on Islamic principles where tolerance and respect for others is paramount. It is our intention that everyone feels valued and our pupils are encouraged to develop their full potential in a caring and supportive environment. This policy reflects the ethos of our school.

Definition of RSE

Relationships and Sexuality Education (RSE) aims to provide children with the opportunity to learn, at home and in school, about their own development and about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with age appropriate information. Within the school, RSE forms an integral part of a wider programme, covering several core subject areas, which may be delivered in a cross curricular manner. RSE is a broad topic which is taught throughout the school from Junior Infants to Sixth Class.

Rationale

North Dublin Muslim National School is committed to the education of the children regardless of race, gender or status. Relationships and sexuality are integral parts of the human personality and impact biologically, psychologically, culturally, socially and spiritually. The Islamic ethos of the school is the cornerstone of our Relationships and Sexuality Policy.

RSE is a lifelong process that involves the acquisition of knowledge, understanding and skills, and the development of attitudes, beliefs, morals and values. RSE is about understanding the need to develop healthy, stable and loving relationships within marriage and develops and establishes such values as respect, tolerance, love and care. Parents are acknowledged as primary educators of their children and the school will work in a supporting role. We acknowledge that both parents and the school have a responsibility to ensure that all children have access to an age and ethos appropriate RSE programme and are committed to delivering this RSE programme.

Morals and Values

Morals are essentially linked with behaviour and are reflected in what we do. They are related to our faith and experience. The values we uphold as a result of our morals include honesty, respect for self and others and are written into our school policies. RSE will be delivered in a holistic, cross curricular way. Teachers will endeavour to be alert to the personal and emotional circumstances of the pupils.

Aims of RSE

- To enhance the personal development, self- esteem and well- being of each child.
- To help children develop healthy and respectful relationships.
- To give children the opportunity to understand and deal with their feelings.
- To provide them with the skills to make decisions around their own safety.
- To promote a knowledge of respect for themselves and others.
- To promote a healthy attitude to sexuality and relationships in an Islamic context.
- To promote an appreciation of the value of human life.

The Programme

The school endeavours to develop and deliver a programme which:

- reflects the ethos of the school
- is relevant and developmental
- is accessible
- is a positive experience
- is age appropriate

Matters Related to the Teaching of Sensitive Lessons

A programme covering puberty and intercourse are taught in fifth class, and are referred to as sensitive lessons.

Content and Details

For the sensitive 5th Class lessons, designated female teachers will teach the female pupils and male teachers will teach the male pupils separately, using the HSE's *Busy Bodies* resources. For all other RSE lessons, the RSE programme will be delivered by the class teacher on a whole class basis as part of the SPHE Curricular Programme (see SPHE policy). All girls will be taught all lessons relating to puberty or reproduction by a female teacher and boys will be taught the same lessons by a male teacher.

Information Meetings and Notice

Our school actively promotes the implementation of RSE which is a statutory requirement, and we believe it should be inclusive. Parents will be invited to an Information session at North Dublin Muslim National School where they will be welcomed to examine the RSE curriculum resource books. A letter will be sent home to the parents of 5th Class pupils prior to the teaching of the sensitive lessons.

Withdrawal from Sensitive Lessons

We strongly discourage withdrawal from lessons. Should a parent decide to withdraw their child from sensitive RSE lessons, it is their responsibility to inform the school in writing of their decision to withdraw and their willingness to cover sensitive issues with their child outside of school hours. Should a parent wish to withdraw their child from the sensitive RSE lessons, the parent will be responsible for supervising their child during this time outside of the school premises. If a child is withdrawn from the class for the teaching of sensitive issues we cannot guarantee that the other children will not inform him or her about what has been taught. The teacher may also make incidental reference to the lessons at another time while that child is present.

Ethos and Pupil Questions

Lessons taught are in keeping with the ethos of the school. Where any issue which is not on the approved programme is raised by pupils, teachers will advise children to speak to their parent(s). Teachers will only answer questions that are age appropriate, specific to the content being taught and in keeping with the Islamic ethos of the school.

Other Matters to be Considered

Confidentiality and Child Protection

In accordance with our Child Protection Policy, confidentiality cannot be guaranteed. Where there is disclosure by a child of abuse, child protection procedures will be implemented.

Family Status

Pupils will be encouraged to appreciate the value of a stable family life and the importance of marriage as the ideal context for rearing children.

Terminology

In teaching issues related to RSE, teachers who have been designated to teach the RSE programme will use the correct biological terms for part of the body (see Appendix A).

Sacredness of Life

The value of human life and the uniqueness of each individual will be at the heart of the RSE teaching.

Roles and Responsibilities

Co-Managers

- Examines, approves and ratifies the Policy.

Principal

- Ensures a co-ordinated approach to RSE and consults with the co-managers, staff, parent representatives, the Imam and others.
- Produces materials for lessons in collaboration with teaching staff
- Ensure staff members receive appropriate training from the Department of Education and Skills and/or Drumcondra Education Centre.

Teaching Staff (Including Religion and Arabic Teachers)

- Meet with parents for information meetings.
- Undertake appropriate training.
- Plan for and implement RSE.
- Familiarise themselves with existing programmes and Drumcondra EC documents on RSE.

Parents' Association

- Engage in policy review, representing the views of the wider parent body

Monitoring and Review

- The principal, teachers, co-managers and representatives of the Parents' Association will review the RSE Policy every four years, or sooner if required.
- The principal and teachers will evaluate the policy to ensure its aims are being met.
- The co-managers will consider the outcomes of the review and evaluation and will decide on any necessary changes as a consequence.

Ratification and Communication

This revised policy was ratified by the Co-Managers on in 2018/2019. The policy will be made available to all teachers and will be available to parents on the school website.

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Appendix A: Terminology

Class	Terminology
<i>Junior Infants & Senior Infants</i>	<i>Womb, breastfeed Penis, Vagina</i>
<i>First Class & Second Class</i>	<i>Urine Naval, breast</i>
<i>Third Class & Fourth Class</i>	<i>Developing Foetus</i>
<i>Fifth Class & Sixth Class</i>	<i>Puberty, Physical Changes, Sexual Intercourse in the context of a loving marriage.</i>

Appendix B Alterations made to the RSE programmes.

In keeping with the ethos of the school, and to reflect pupils' life experiences in teaching materials used, references to Christmas and Easter will be changed to Eid. Activities involving music will be in line with the school's Music Policy. Other alterations are listed below:

	Topic	Subject matter and Page number(s)	Alterations in accordance with the Islamic Ethos
Junior Infants	Who Are You?	Pg.29 Mention of 'Magic Mirror'	Pg.29 Teacher to change reference from 'Magic mirror' to mirror.
	Making Choices	Pg.88 Mention of 'pigs'. P.92 Mention of 'blowing kisses' and 'playing the piano'.	Pg.88 Teacher to exclude line including reference to 'pigs'. Pg.92 Teacher excludes reference to 'blowing a kiss' in column 1 Teacher to exclude reference to 'playing the piano' in column 3.
Senior Infants	n/a	n/a	n/a
1st Class	The Wonder of New Life	Pg. 61 New life in spring- Mention of 'pigs' and 'piglets'.	Pg. 61 Teacher not to mention 'pig' and 'piglets'.
2nd Class	Other People are Special	Pg. 105 Questions about 'music', 'pop groups' and 'dancing'. Pg. 108 Mention of 'pop groups' and 'dancing'.	Pg. 105 Teacher to exclude reference to dancing and pop groups. Pg. 108 Teacher to exclude reference to 'pop groups' and 'dancing'.
3rd Class	Keeping Safe	Pg. 51 recommended books 'The sheep pig', 'Charlotte's web' 'The magic finger' & 'Fantastic Mr. Fox' for language development.	Pg. 51 Teacher to use the 3rd class novel and 'Fantastic Mr. Fox' for language development

4 th Class	Myself and Others	Pg. 123 Mention of a “fairy godmother”. Pg. 124 Charlotte’s Web	Pg.123 Teacher to exclude reference to “fairy godmother”. Pg. 124 Teacher to use the 4th class novel instead
	Feelings and Emotions	Pg. 164 Charlotte’s Web Pg. 165 Mention of ‘Easter Eggs’ and “how many Easter eggs did you receive?”	Pg. 164 Teacher to use the 4th class novel instead. Pg. 165 Teacher to change reference of ‘Easter Eggs’ to ‘Eid presents’.
5 th Class	The Person I am	Pg.28 Mention of ‘music stars’.	Pg. 28 Teacher to exclude the ‘music stars’ reference as being as personal influence in ‘Who/ What influences me?’
	Different Kinds Of Friends	Pg.45 Mention of songs i.e. ‘hits’ and what songs contain lyrics to do with the theme ‘Friendship’.	Pg. 45 Teacher to change reference of songs to poems based on ‘friendships’. (See resources on shared drive)
6 th Class	Different Kinds Of Love	Pg.143 Mention of ‘couple holding hands’	Pg. 143 Teacher to change reference of ‘couple holding hands’ to a ‘married couple holding hands’.
	Feelings And Emotions	Pg.181 Mention of ‘Valentines’, ‘Greetings’ and ‘Easter Cards’ in a given art activity. A symbol of our feelings.	Pg. 181 Teacher to exclude the art activity ‘A Symbol of our Feelings’
	Growing And Changing	Pg.187 Mention of ‘drinking in a pub’, ‘buying alcohol from an off licence’ and ‘buying a lottery ticket’ in the game entitled “What Age Must I Be To?”	Pg. 187 Teacher to exclude references to ‘drinking in a pub’, ‘buying alcohol from an off licence’ and ‘buying a lottery ticket’ in the game entitled “What Age Must I Be To?”