

Polasaí Oideachas Caidrimh agus Gnéasachta - OCG

Gaelscoil Raifteirí



Réamhrá

Is cur chuige ceadaithe é an beartas seo maidir le múineadh OCG i nGaelscoil Raifteirí. Forbraíodh é chun múinteoirí agus tuismitheoirí a chur ar an eolas maidir leis an ábhar atá clúdaithe sa chlár OCG laistigh de OSPS.

Réasúnaíocht

Tá meas agus cúram do gach duine mar thréith ag oideachas i nGaelscoil Raifteirí. Comhlíontar go leor riachtanas an pháiste i dtimpeallacht dea-struchtúrtha áit ar féidir leis/léi saol an pháiste a chaitheamh go hiomlán agus a fhorbairt mar dhuine iomlán-acadúil, go sóisialta, go mothúchánach agus go spioradálta. Agus saol óg an pháiste á chothú againn, déanaimid ár ndícheall atmaisféar a chothú a chuirfidh ar chumas gach páiste forbairt a dhéanamh ar a chumas iomlán i dtimpeallacht shábháilte. I dtimpeallacht na scoile spreagtar an páiste chun a bheith muiníneach, measúil, neamhspleách agus cruthaitheach. Cuirfear an Clár Caidrimh agus Gnéasachta (OCG) i bhfeidhm laistigh den chreat seo.

Sainmhíniú ar OCG

Tá sé mar aidhm ag OCG deiseanna a sholáthar do pháistí foghlaim faoi chaidrimh agus gnéasacht ar bhealaí a chuidíonn leo smaoineamh agus gníomhú ar bhealach morálta, comhbhách agus freagrach. Beidh an obair seo bunaithe ar íomhá mhaith a fhorbairt, meas a chur chun cinn orthu féin agus ar dhaoine eile, agus faisnéis chuí a sholáthar dóibh dá n-aoisghrúpa.

OCG i gcomhthéacs ár gclár OSPS

Le linn na scoilbhliana, múintear oideachas sóisialta, pearsanta agus sláinte (OSPS) mar ábhar ó Naíonáin Bheaga go rang a sé. Tá réimse leathan topaicí san áireamh ar an gclár seo, ag leibhéal atá oiriúnach don aois. Tá OCG mar chuid den chlár seo; Is curaclam bíseach é a chinntíonn go múintear topaicí ar bhealach forbartha ar fud na mblianta bunscoile do pháiste. Lena n-áirítear OCG sa churaclam éascaítear OCG ar na bealaí seo a leanas:

- I gcomhthéacs aeráide agus atmaisféar dearfach scoile
- I gcomhthéacs cód éifeachtach iompair agus beartais frithbhulaíochta
- Mar chuid den oideachas reiligiúnach

- Mar chuid de chlár ama OSPS
- Ar bhonn traschuraclaim comhtháite

Aidhmeanna ár gClár RSE

- Feabhas a chur ar fhorbairt phearsanta, ar fhéinmheas agus ar fholláine gach páiste.
- Chun cabhrú le páistí cairdeas agus caidrimh shláintiúla a fhorbairt.
- Tuiscint ar ghnéasacht agus ar chaidrimh dhaonna a chothú i gcreat morálta, spioradálta agus sóisialta.
- Chun cur ar chumas na ndaltaí rang a sé tuiscint a fháil ar ghrá daonna, ar lánúnas gnéasach agus ar atáirgeadh.
- Braistint iontais agus iontas a fhorbairt agus a chur chun cinn sa phróiseas breithe agus sa saol nua.
- Chun cur ar chumas an pháiste a bheith compordach le gnéasacht an duine féin agus daoine eile agus é ag fás agus ag forbairt.

Treoirínte maidir le Bainistiú agus Eagrú OSPS inár scoil

Ábhar

Aithnímid gurb iad na tuismitheoirí príomh-oideachasóirí a bpáistí agus gurb é an baile an timpeallacht nádúrtha inar chóir OCG a dhéanamh. Meastar, dá bhrí sin, go bhfuil ról na scoile mar thacaíocht d'obair an bhaile sa réimse seo. Múinfear na cuspóirí ábhair a chlúdaítear mar atá leagtha síos ag an Roinn Oideachais agus Scileanna sa Churaclam OSPS 1999.

- Múinfear OCG i ngach rang.
- Beidh an curaclam SPHE/RSE de chineál bíseach agus clúdófar na cuspóirí ábhair go léir faoin am a fhágann na páistí rang a sé.
- Beidh ceachtanna scoite maidir le hÍogair agus réimsí OCG a theorannú ó Eanáir go Aibreán do Naíonáin go Rang a Cúig.
- Clúdófar na ceachtanna seo sna haonaid snáithe 'ag fás agus ag athrú' agus 'ag tabhairt aire do mo chorp'.
- Clúdófar ceachtanna scoite i Rang a Sé (athruithe fisiciúla ag caitheamh, miostrú, lánúnas, coincheap do ranganna sinsearach) ag éascaitheoir oilte i Mí an Mheithimh (Téarma 3).
- Freagrófar ceisteanna a eascraíonn as ábhar ceachta ar bhealach a oireann don aois. Ní féidir leis an múinteoir ranga ceisteanna a fhreagairt nach mbaineann le cuspóirí an churaclaim áirithe do rang. Cuirfear daltaí ar an eolas mura bhfuil ceist/saincheist ar an gclár agus molfar dóibh labhairt lena dtuismitheoirí.
- Beidh na hacmhainní go léir a úsáidtear i dteagasc an chlár ag teacht le héiteas na scoile agus i spiorad an pholasaí seo.

- Seachadfaidh éascaitheoir oilte i Mí an Mheithimh gach bliain do pháistí rang a sé.
- Faoi láthair i nGaelscoil Raifteirí seachadann gach múinteoir an clár seo dá rang féin. Mar sin féin, déanfar forálacha do mhúinteoirí a bhféadfadh deacracht a bheith acu le réimsí íogaire an chláir a mhúineadh. Is féidir socruithe a dhéanamh le comhghleacaithe trí chomhaontú frithpháirteach chun cibé codanna den chlár a d'fhéadfadh a bheith ag múinteoir a sheachadadh.
- Chun imlíne a dhéanamh ar an gclár OCG féach Aguisín 1.
- Chun an stór focal a mhúineadh sna limistéir íogaire féach Aguisín 2.

Polasaithe scoile agus pleananna curaclaim a thacaíonn lenár OCG

- Curaclam OSPS
- Clár Bí Sábháilte
- Clár Walk Tall
- Cód Iompair na scoile.
- Polasaí Frithbhulaíochta
- Beartas um Chosaint Leanáí.
- Beartas Clárúcháin.
- Polasaí Úsáide Inghlactha
- Polasaí um Dháileadh Leigheas

Ag teacht le meon agus le spiorad na mbeartas seo tacaímid go neamhfhoirmiúil le go leor de na haidhmeanna ar a bhfuil OCG múnlaith. Spreagaimid dea -iompar, cumarsáid oscailte, tuiscint agus caoinfhulaingt na ndifríochtaí, agus meas ar an bhfoireann agus ar dhaoine eile. Aithnímid go bhfuil cearta agus freagrachtaí ag daltaí agus ag an bhfoireann inár scoil. Cothaítear braistint freagrachta agus tugtar aird ar fholláine na mball go léir de phobal na scoile.

Amchláir

Tá tréimhse leath uair an chloig in aghaidh na seachtaine in amchláir do gach rang do OSPS. Cuirfear OCG san áireamh sa chlár a mhúinteoir le linn an ama seo. Meastar go múinfear roinnt gnéithe de OCG (lena n-áirítear na saincheisteanna íogaire) trí roinnt croí-thréimhsí agus go múinfear roinnt ábhar ar bhealach traschuraclaim.

Rannpháirtíocht na dtuismitheoirí

Is próiseas leanúnach é OCG ar feadh an tsaol. Aithnítear tuismitheoirí mar phríomh-oideachasóirí a bpáistí agus tá an scoil ag obair i gcomhpháirtíocht leo i ról tacúil. Nuair a chláraítear a bpáiste, treorófar tuismitheoirí chuig láithreán gréasáin na scoile áit ar féidir leo rochtain a fháil ar pholasaí OCG na scoile. Gach bliain roimh theagasc na gceachtanna ina bhfuil 'saincheisteanna íogaire' cuirfear tuismitheoirí ar an eolas sula múinfidh an múinteoir na ceachtanna seo. Tá na leabhair churaclaim agus na hábhair acmhainní ar fáil ar líne ar www.pdst.ie agus tá fáilte roimh tuismitheoirí iad seo a fheiceáil más gá.

Aistarraingt ó OCG

Ós rud é gur ceanglas éigeantach é an OCG sa Roinn Oideachais agus Scileanna ba chóir go mbeadh sé cuimsitheach. Mar sin féin, measfar go bhfuil ceart ag tuismitheoir dalta a tharraingt siar ó théamaí a bhaineann le saincheisteanna íogaire ar an tuiscint go bhfuil an tuismitheoir freagrach go hiomlán as an ngné seo den oideachas. Tá sé d'oibleagáid ar thuismitheoirí a gcinneadh a chur in iúl don scoil i scríbhinn maidir lena gcinneadh an páiste a tharraingt siar ó na ranganna bunaithe ar shaincheisteanna íogaire. Iarrfar ar thuismitheoirí an páiste a bhailiú ón scoil ar feadh tréimhse an ceacht OCG agus iad a thabhairt ar ais ar scoil ina dhiaidh an ceacht. Ní féidir leis an scoil a bheith freagrach as aon fhaisnéis a fhéadfaidh páiste a fháil lasmuigh de theagasc díreach na gceachtanna OCG.

Daltaí le RSO

D'fhéadfadh go mbeadh gá le comhairliúchán le tuismitheoirí daltaí le RSO. Ar iarratas ó thuismitheoirí na ndaltaí le RSO, féadfaidh an scoil teagasc na gceachtanna a éascú ar 'saincheisteanna íogaire' ar oideachas eile ina n-aonar nó i suíomh grúpa beag. D'fhéadfadh go mbeadh gá le modheolaíochtaí teagaisc éagsúla do roinnt páistí.

Rúndacht agus Cosaint Leanaí

Sa chás go nochtann páiste mí-úsáide, leanfaidh an scoil treoirínte agus treoirínte um Chosaint Leanaí na Roinne Oideachais agus Scileanna atá leagtha amach i 'Children First'.

Acmhainn

- Clár Bí Sábháilte
- Lámhleabhair OCG
- Comhlachtaí gnóthacha
- Naisc a dhéanamh
- Ábhar acmhainní eile mar a mheasann múinteoirí ranga a bheith oiriúnach i gcomhairle leis an príomhoide.

Soláthar le haghaidh tacaíochta leanúnach

- Tá fáilte roimh tuismitheoirí an curaclam a fheiceáil más mian leo

- Beidh teagmháil le tuismitheoirí roimh agus le linn theagasc na gceachtanna a bhaineann le 'saincheisteanna íogaire'.
- Tacóidh an Bord Bainistíochta le hoiliúint inseirbhíse foirne i réimse OSPS/OCG de réir mar a thagann deiseanna chun cinn.

Cur i bhfeidhm

Cuirfear an beartas seo i bhfeidhm i rith na scoilbhliana.

Athbhreithniú

Déanfar athbhreithniú ar an mbeartas seo ar bhonn leanúnach nó níos luaithe dá dtiocfadh gá le gá. Cuirfear tuismitheoirí agus an fhoireann ar an eolas faoi aon leasuithe a dhéantar.

Daingniú

Daingnigh an Bord Bainistíochta an beartas seo ar 26.10.23

Relationships and Sexuality Policy

Gaelscoil Raifteirí



Introduction

This policy is an approved approach to the teaching of RSE in Gaelscoil Raifteirí. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE.

Rationale

Education in Gaelscoil Raifteirí is characterised by respect and care for each individual. The child's many needs are met in a well-structured environment where she/he can live fully the life of a child and develop as a whole person-academically, socially, emotionally and spiritually. While nourishing the child's young life, we strive to foster an atmosphere that will enable each child to develop to his/her full potential in a safe environment. The environment is such that the child is encouraged and stimulated to be confident, appreciate, independent and creative. The Relationships and Sexuality (RSE) programme will be implemented within this framework

Definition of RSE

RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way. This work will be based on developing a good image, promoting respect for themselves and others, and providing them with appropriate information for their age-group.

RSE in the context of our SPHE programme

Throughout the school year, Social, Personal and Health Education (SPHE) is taught as a subject from Junior Infants to 6th class. A wide variety of topics are included on this programme, at age-appropriate levels. RSE forms a part of this programme; it is a spiral curriculum which ensures that topics are taught in a developmental manner throughout a child's primary school years.

Including RSE in the Curriculum

RSE is facilitated in the following ways:

- in the context of a positive school climate and atmosphere
- in the context of an effective code of behaviour and anti-bullying policy
- as part of religious education
- as part of timetabled SPHE
- on an integrated cross-curricular basis

Aims of our RSE programme

- To enhance the personal development, self-esteem and well-being of each child.
- To help children develop healthy friendships and relationships.
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework.
- To enable 6th class pupils to acquire an understanding of, and respect for, human love, sexual intercourse and reproduction.
- To develop and promote in the child 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.

Guidelines for the Management and Organisation of SPHE in our school:

Content

We recognise that the parents are the primary educators of their children and that the home is the natural environment in which RSE should take place. The role of the school, therefore, is seen as one of support of the work of the home in this area. The content objectives covered will be taught as laid down by the Department of Education and Skills in the SPHE Curriculum 1999.

- RSE will be taught in all classes.
- The SPHE/RSE curriculum will be of a spiral nature and all content objectives will be covered by the time the children leave 6th class.
- Discrete lessons with regard to sensitive and areas of RSE will be timetabled from January to April for Infants to 5th class. These lessons will be covered within the strand units 'Growing and Changing' and 'Taking care of my body'. Discrete lessons in 6th class (physical changes at puberty, menstruation, intercourse, conception for senior classes) will be covered by a trained facilitator in June (Term 3).
- Questions arising from lesson content will be answered in an age-appropriate manner. The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a

class. Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents.

- All resources used in the teaching of the programme will be in keeping with the ethos of the school and in the spirit of this policy.
- RSE will be delivered to 6th class children by a trained facilitator in June each year.
- Presently in Gaelscoil Raifteiri all teachers deliver this programme to their own class. However, provisions will be made for teachers who may have difficulty with teaching the sensitive areas of the programme. Arrangements may be made with colleagues by mutual agreement to deliver whatever sections of the programme a teacher may have difficulty with.
- For an outline of the RSE programme see Appendix 1.
- For the vocabulary to be taught in the sensitive areas see Appendix 2.

School Policies and Curricular Plans which support our RSE

- SPHE Curriculum
- Stay Safe Programme
- Walk Tall Programme
- School's Code of Behaviour Policy.
- Anti-Bullying Policy.
- Child Protection Policy.
- Enrolment Policy.
- Acceptable Use Policy
- Administration of Medicine Policy

In keeping with the sentiment and spirit of these policies we informally support many of the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for staff and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the well-being of all the members of the school community.

Timetabling

One half hour period per week is timetabled for each class for SPHE. RSE will be included in the programme taught during this time. It is envisaged that some aspects of RSE (including the sensitive issues) will be taught through a number of core periods while some materials will be taught in a cross-curricular manner.

Parental Involvement

RSE is an ongoing process throughout life. Parents are acknowledged primary educators of their children and the school work in partnership with them in a supportive role. On enrolment of their child, parents will be guided to the school's website where they may access the school's OCG policy. Each year prior to the teaching of the lessons containing 'sensitive issues' parents will be informed before the teacher will teach these lessons. The curriculum books and resource materials are available online on www.pdst.ie and parents are welcome to view these if desired.

Withdrawal from RSE

Since RSE is an obligatory requirement of the Department of Education and Skills it should be inclusive. However, a parent's right to withdraw a pupil from themes pertaining to sensitive issues will be respected on the understanding that the parent is taking full responsibility for this aspect of education. Parents are obliged to inform the school in writing of their decision to withdraw the child from the classes based on sensitive issues. Parents will be asked to collect their child from school for the duration of the lesson and return them to school following the lesson. The school cannot be responsible for any information which a child may receive outside the direct teaching of RSE lessons.

Pupils with SEN

Consultation with parents of pupils with SEN may be required. At the request of the parents of the pupils with SEN, the school may facilitate the teaching of the lessons on 'sensitive issues' on another education individually or in a small group setting. A variety of teaching methodologies may be required for some children.

Confidentiality and Child Protection

Where there is disclosure by a child of abuse, the school will follow the Department of Education and Skills child protection guidelines and guidelines set out in 'Children First'.

Resources

- Stay Safe Programme
- RSE Manuals
- Busy Bodies
- Making the Links
- Other resource material as deemed appropriate by class teachers in consultation with the principal

Provision for Ongoing Support

- Parents are welcome to view the curriculum if they wish
- There will be contact with parents prior to and during the teaching of lessons involving 'sensitive issues'.
- The Board of Management will support staff in-service training in the area of SPHE/RSE as opportunities arise.

Implementation

This policy will be implemented during the school year.

Review

This policy will be reviewed on an ongoing basis or sooner should a need arise. Parents and staff will be informed of any amendments made.

Ratification

This policy was ratified by the Board of Management on 26.10.23

Signed: _____
(Chairperson)

Date: 26.10.23

Signed: _____
(Principal)

Date: 26.10.23

Appendix 1

A standard approach to whole school planning for the content in SPHE can help schools develop consistency around the teaching of SPHE. This approach offers a sample guide to teachers in school around what to teach and when.

This standard approach involves:

- ✓ Teaching five strand units in Year 1
- ✓ Teaching five strand units in Year 2
- ✓ Ensuring each year at least one strand unit is taught from each of the three strands
- ✓ Each strand unit is allocated two months of teaching time
- ✓ The timing of these two month blocks are mapped across each school year.

Within this standard approach all teachers are covering the same strand units at the same time. This may support the work of whole school atmosphere and integration with planned school activities. It also enables the teachers to anticipate what will be covered and when, therefore increasing the scope for planned integration or thematic planning with other curricular areas.

Social, Personal and Health Education - Two Year Grid for SPHE		
Month	Year 1 (N.Bh,R1,R3,R5)	Year 2 (N. Mh, R2. R4, R6)
September / October	Self- Identity (Strand – Myself)	Relating to others (Myself and others)
November / December	Myself and my family (Myself and others)	Media Education (Myself and the wider world)
January / February	Taking care of my body (Myself)	Safety and Protection (Myself – Stay Safe Programme)
March /April	Growing and Changing (Myself)	Making Decisions* (Myself)
May / June	Developing Citizenship (Myself and the wider world)	My friends and other people (Myself and others)

**Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two-year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme*

Appendix 2

Class	Strand /Strand Unit	Sensitive Content Objectives <i>consult curriculum – for complete objectives in Growing/ Changing and Taking Care of my Body</i>	Language	Pages in RSE Manuals for <u>sensitive objectives</u>	Pages in Walk Tall for <u>sensitive objectives</u>	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Taking care of my body <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	Womb, Breast-feeding Penis Vagina	New Life p68 My Body p147 Caring for New Life p137	Senior Infants Our Amazing Bodies p94	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	Penis, Vagina, vulva, womb, breast -feeding, Urethra	The Wonder of new Life p59 /151 How my Body Works p67/ 161 Growing Means Changing p77/171	Second Class Our Amazing Bodies p37	<ul style="list-style-type: none"> Picture books of going to the doctors Books / activities on Life cycles Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand the physical changes taking place in both the male and female body Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body <ul style="list-style-type: none"> Recognize and discuss how feelings and emotions are affected by the physical changes that take place during puberty Discuss the stages and sequence of development of human baby from conception to birth 	Revise above. Umbilical cord Changes in Puberty (4 th class)	Preparing for New Life p69 The wonder of new life p169 As I Grow and Change p93 Growing and Changing p195	Third Class as I Grow I Change p175 Fourth Class Seven Changing and Growing p140	<ul style="list-style-type: none"> Body Systems Picture books on Growing and Changing Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body <ul style="list-style-type: none"> Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone Understand the reproductive system of both male and female adults 	Revise above Wet dreams <u>Busy Bodies language</u> Semen Sexual intercourse Periods	My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141	Fifth Class My Amazing Body p345 Sixth Class Creation p121	<ul style="list-style-type: none"> Busy Bodies PowerPoint recap Question Box Puberty Quizzes Busy Bodies DVDs Power points recap Question Box Puberty Quizzes