



**De La Salle College
Waterford**

RSE Policy



Relationships and Sexuality Education (RSE)

De La Salle Waterford 2024

Introduction

The RSE policy is a written statement of the aims of the RSE programme, the relationship of RSE to SPHE, and the organisation and management of RSE within the school. It is hoped to implement this policy after consultation between the SPHE Department Teachers, the Principal, Deputy Principals, Board of Management, school staff and Student Council.

College Profile De La Salle College is an All Boys' Voluntary Catholic Secondary School, operating under the Trusteeship of the Le Chéile Schools Trust, a Catholic Schools Trust. The College is managed by a Board of Management, is funded by the Department of Education and Skills (DES) and operates within the regulations and guidelines set down from time to time by that Department. The school seeks extra funding in the form of a voluntary contribution from parents on an annual basis in order to supplement D.E.S. funding. The College has an active Parents' Council and Students' Council.

School Mission Statement De La Salle College, Waterford is a Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life. School Ethos De La Salle College, Waterford was founded in 1891 by the De La Salle Brothers and serves as a Catholic school for boys. The aim of De La Salle College is to develop an atmosphere of friendliness, discipline and co-operation where everyone can experience respect, encouragement and support. While every school is a community in which adults and young people live and work together, the Lasallian school is inspired by the vision of St. John Baptist De La Salle that Gospel values must permeate the life of a Christian school in such a way that students internalise those values and reflect them in their behaviour. All who work in the College constantly strive to make De La Salle College a welcoming institution. Our behaviour management strategies and pastoral care structures are built on the principles of justice and fairness. We endeavour to fulfil our mission in partnership with parents/guardians, staff, students, trustees and the community.

Definition of RSE

"Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parents, teachers, peers, adults and the media" (DES Guidelines for developing an RSE Policy 1997. In addition, the Draft Guidelines for RSE (NCCA, June 1995, 1.2) state that Social Personal and Health Education is "spiral, developmental in nature and age appropriate in content and methodology".

Relationship of RSE to the Schools Mission Statement

Education flourishes in an environment which can lead to the creation of a Christian community professing and living Gospel values, where the participants relate to each other in an obviously

caring and respectful manner, where members of the College community are helped to achieve personal wholeness. SPHE supports the aims of De La Salle College by supporting the personal development, health and well-being of our students and by helping them to create and maintain supportive relationships. This philosophy underpins and informs all the work we do and is central to this policy document. De La Salle College aims to provide a Christian environment where each person is valued and assisted to reach their full potential. De La Salle College is committed to providing a broadly based curriculum which will embrace the full human development of each student: personal, academic, physical, moral and religious. The SPHE and RSE Programmes are relevant to the Mission Statement in that they aim to help young people to develop healthy attitudes and values in a moral, spiritual and social framework. The school's characteristic spirit will inform the teaching of the programme.

Policy Rationale

Sexuality is a key element of healthy social and personal development, most particularly in the life of an adolescent. Adolescence is marked by the onset of physical and sexual maturity. Young people are exposed to a bewildering variety of messages about sexuality and sexual activity.

RSE is the process by which our school, together with parent(s)/guardian(s), develop in students, knowledge and understanding, attitudes, beliefs and values about relationships, sexual identity and intimacy, within a moral, spiritual and social framework.

Also,

- The *Education Act*, 1998 requires that schools should promote the social and personal development of students and provide health education for them.
- Section 4 of the *Rules and Programme for Secondary Schools* requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both junior and senior cycle. At Junior Cycle, the RSE programme is part of Social, Personal and Health Education (SPHE).
- The *Draft Guidelines for RSE* (NCCA 1995, 1.2) state that 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 relationships with others. SPHE deals with many issues such as friendships, self-esteem, assertiveness, communication, and decision-making skills - all of which can contribute to the effectiveness of the RSE programme.
- Circulars M4/95, M20/96, 0023/2010, 0037/2010 request schools to commence a process of RSE policy development: and further NCCA-led reviews are ongoing.
- The *Child Protection Procedures*, 2011 states that all post-primary schools must implement SPHE/RSE.

Scope of the RSE Policy

This RSE policy is a written statement of the aims of the RSE programme within De La Salle College. The policy will apply to all aspects of teaching and learning about relationships and sexuality in the school. Discussion about relationships and sexuality also takes place in classes other than SPHE/RSE e.g. Science, Biology, Religious Education, Home Economics etc. and it is therefore important that all teachers are familiar with the RSE policy. The policy will apply to all school staff-teaching staff and non-teaching staff, to students, Board of Management, parents/guardians, visiting speakers and external facilitators.

National Curriculum Provision in Our School:

1. Social, Personal and Health Education (SPHE)

Link to NCCA and Department of Education-approved SPHE Junior Cycle Specification: <https://www.curriculumonline.ie/getmedia/10a6e6be-40dd-425b-9463-dabfb2131fcd/NCCA-JC-Short-Course-SPHE.pdf>

Early adolescence is a time of significant change for young people, physically, emotionally and socially. Through the use of experiential methodologies and group work, students have the dedicated space and time in this short course to develop their understanding and skills to learn about themselves, to care for themselves and others and to make informed decisions about their health and well-being in a rapidly changing world.

In SPHE, students have opportunities to revisit different themes which focus on developing self-awareness and respect for others, and the skills of self-management, communication, coping, decision-making and relating to others. This spiral approach of revisiting key ideas and topics is familiar from existing approaches to SPHE. This new course builds on this approach but also emphasises the importance of student agency and engagement in the learning process as key to learning in the affective domain. The skills involved are vital for self-fulfilment, for living in communities and for full engagement in learning beyond SPHE. Personal reflection, resilience and empathy are also promoted through SPHE.

Relationships and sexuality education (RSE) is important for young people at this stage of their lives. They are exposed to a lot of information about relationships and sex from informal sources, the media and online. SPHE provides the context within which young people can learn about important physical, social, emotional and moral issues around relationships, sexual health, sexuality and gender identity, including where to get reliable information from trusted sources.

It is important to build on students' learning in SPHE in primary education also. Learning in SPHE is essentially supported by a positive, empowering whole school environment and relevant school policies/guidelines including RSE, anti-bullying and substance-use policies, and child protection guidelines. This broader context for learning in SPHE helps to ensure that students learn to make informed decisions about their health and well-being. These decisions are further supported and encouraged by school, community and national policies and guidelines.

In Junior Cycle, six indicators - Active, Responsible, Connected, Resilient, Respected and Aware - have been identified as central to students' well-being. Learning in SPHE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to the school's well-being programme in Junior Cycle.

2. Relationships and Sexuality Education (RSE)

Link to NCCA and Department of Education-approved SPHE Senior Cycle Curriculum Framework: <https://www.curriculumonline.ie/senior-cycle/sphe/>

Relationships and Sexuality Education (RSE) is an *Area of Learning* within the SPHE Curriculum Framework at Senior Cycle.

In Transition Year, in 5th year and in 6th year there is a module of RSE for up to 6 weeks which forms part of the *Senior Cycle SPHE provision*.

It is important to provide RSE within the realms of Religious Education and Positive Psychology to achieve a common approach to the programme and its delivery. This ensures that each student has an opportunity of participating in it irrespective of subject choice.

The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE at Senior Cycle 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 at Senior Cycle deals with many issues such as self- esteem, mental health and well-being, assertiveness, communication and decision- making skills - all of which can contribute to the effectiveness of the RSE programme.

In all aspects of SPHE and RSE, our school's Core Values, Ethos and the teachings of the Catholic Church - with an emphasis on inclusivity and individual responsibility - will be promoted. However, parents may seek to exclude their children, but this would be discussed with them in relation to the issue of child protection.

Relationships and Sexuality Education in Our School

All schools in Ireland are required to deliver all aspects of the RSE curriculum, including those in relation to sexual orientation, contraception, sexually transmitted infections etc. We acknowledge the Christian values and ethos of our school while at the same time facilitating students in discussing a range of views in relation to the topics within the RSE programme.

Provision of RSE in Our School

- In Junior Cycle, RSE is situated as a component within SPHE which is delivered in one class per week over the three years.
- RSE is currently delivered over a 6-week module to TY, 5th and 6th year students.
- RSE is provided for students in our ASD unit. Individual learning plans are taken into account by meeting with the unit coordinator and the RSE teacher working with the students concerned.

The Aims of Our RSE Programme:

Relationships and Sexuality Education (RSE) aims to provide age-appropriate opportunities for young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

The school recognises that parents/guardians are the primary educators and home is the natural environment in which RSE should take place.

Spiritual, moral and ethical issues will arise when teaching RSE. The school's RSE policy guides teachers in the treatment of such issues in accordance with the core values and ethos of the school.

Our RSE programme aims:

- a) To enhance the personal development, self-esteem and well-being of the child.
- b) To help pupils understand and develop friendships and relationships.
- c) To promote an understanding of sexuality.
- d) To promote a positive attitude to one's own sexuality and in one's relationship with others.
- e) To promote knowledge of and respect for reproduction.
- f) To enable pupils to develop attitudes and values towards their sexuality in a moral, spiritual and social framework in keeping with the policy of the school.
- g) 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. RSE should enable our students to:

- Acquire the understanding and skills necessary to form healthy friendships and relationships
- Develop a positive sense of self-awareness, and the skills for building and maintaining self-esteem
- Become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop respect for difference between individuals.
- Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections.
- Understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality.
- Value family life and appreciate the responsibilities of parenthood.
- Develop strategies for decisions and actions consistent with moral integrity and respectful of the rights and dignity of others.
- Develop skills for coping with peer pressure, conflict and threats to personal safety.

Some of these objectives will be supported by the Science Department and Religious Education Department in all years, by the broader curriculum and the whole school climate, cognisant of our mission statement, characteristic spirit, core values, ethos and teachings of the Catholic Church and the values of the De La Salle Brothers.

Junior Cycle RSE

This module is designed to develop communication and decision-making skills in relationships.

- To look at the causes of conflict in relationships.
- Explore some aspect of sex stereotyping.
- Give young people knowledge of the physical, emotional and psychological changes related to adolescence.
- Have a clear understanding of male and female reproductive systems and the development stages from conception to birth.
- To emphasise the three 'R's, respect, rights and responsibility.

Senior Cycle RSE

Development of Themes from Junior Cycle RSE

Human Growth and Development

- Understanding the structure and function of the sex organs
- Awareness of fertility
- Awareness of the importance and methods of family planning
- Understanding of pregnancy and the development of the foetus
- Appreciation of the importance of health care during pregnancy
- Recognising the range of human emotions and the ways to deal with these.
- An understanding of the relationship between safe sexual practice and sexually transmitted diseases.

Human Sexuality

- Understanding of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways
- Reflection on gender equity and how gender stereotypes impact on expectations, behaviour and relationships
- Understanding the concept of sexual harassment and its different forms
- Awareness of sexual abuse and rape, including legal issues and the identification of help agencies in these areas.
- Skills for making choices about sexual activity
- Exploration of the range of attitudes, values and beliefs regarding sexual behaviour in modern society

Human Relationships

- Understanding the nature of peer pressure
- Development skills for resolving conflict
- Development of an awareness of the complex nature of love and loving relationships
- Understanding marriage as a loving commitment
- Deeper awareness of the importance of family life

Guidelines for the Management and Organisation of Relationships and Sexuality Education in Our school:

A. Provision of Training and Staff Development.

- Management
- SPHE / RSE teachers are and have been released for RSE in-service.
- Arrangements regarding the teaching of the RSE / SPHE programme will be made by the Principal and Deputies.

B. Inclusion of Parent(s)/Guardian(s).

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by our school as very important. A copy of this policy will be made available to any parent on the school's website.

C. Ethical and Moral Considerations

While it is important to create an environment in SPHE/RSE in which students can discuss issues openly, our teachers may not be able to answer all questions about issues which are not included in the curriculum such as masturbation or abortion. 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.

D. 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 as the Designated Liaison Person for Child Protection Purposes. The Principal will decide whether to inform the parents and/or appropriate authorities (e.g. Tusla) and may arrange for or recommend counselling.

The following is also school policy:

- a) teachers must not (and cannot by law) promise absolute confidentiality.
- b) 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.
- c) teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.
- d) 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 Guidelines for Post Primary Schools states in 4.1.1. and 4.2.1.

4.1.1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she must, without delay, report the matter to the Designated Liaison Person in that school. A written record of the report should be made and placed in a secure location by the Designated Liaison Person. The need for confidentiality at all times, as previously referred to in Chapter 1 Paragraph 1.2 of these guidelines, should be borne in mind. The supports of the school should continue to be made available to the child.

4.2.1 If the Designated Liaison Person is satisfied that there are reasonable grounds for the suspicion or allegation he/she should report the matter to the relevant HSE authorities immediately.

E. Sexual Activity

In a rapidly changing society, parents, students and teachers can experience a sense of confusion in relation to sexual mores. What is essential in RSE is that an emphasis is placed on the importance of consent. It is therefore advisable for teachers to give young people information on the definition of and age of consent.

The definition of consent, according to the *Criminal Law (Sexual Offences) Act, 2017* is: "A person consents to a sexual act if he or she freely and voluntarily agrees to engage in that act". The age of consent following the passage of the *Criminal Law (Sexual Offences) Act, 2017* is 17 years of age for both males and females. This age of consent applies to both heterosexual and homosexual relationships.

At all times the Core Values, Ethos of the school and teachings of the Catholic Church will be promoted.

F. 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. There are cross-curricular links to Biology and Junior Cycle Science. It is important that teachers of RSE understand that their role is to 'teach to the curriculum' on sensitive issues, and not promote their own personal views. At all times the Core Values, Ethos of the school and teachings of the Catholic Church will be promoted.

G. Sexual Orientation

Under no circumstance is it permissible for any teacher to promote any one lifestyle or orientation as the only acceptable one for society.

It is inevitable and natural that LGBT issues will be discussed during a programme of sex education. One of the advantages of exploring issues concerning sexual orientation is the opportunity to correct false ideas, assumptions and address prejudice(s). Discussion of sexual orientation should be appropriate to the age of the pupils and will link into the topic of bullying where homophobic bullying will be discussed.

The *Equal Status Act 2000* and the *Equality Act 2004* prohibit discrimination across nine grounds, including sexual orientation. Consideration needs to be given to the messages that are conveyed if the subject of sexual orientation is not discussed in schools.

It is important that any student who is coming to terms with their sexual identity should not experience any harassment, embarrassment or isolation which may impact on their mental and emotional health and they should be offered support from the Student Support Team

H. Sexually Transmitted Infections

While awareness of STIs is one of the objectives of the Second Year SPHE/RSE syllabus, STIs are mainly addressed in Senior Cycle. Given that rates of STI transmission are increasing, it is important that the subject is addressed in schools.

I. **Special Needs**

If learning activities are to be made meaningful, relevant and achievable for all students, it is important that the teacher finds ways to respond to students' diversity by using differentiated approaches and methodologies. Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. See NCCA Guidelines for Teachers of Students with Mild General Learning Disabilities: Post - Primary (SPHE) for more information.

J. **Using visiting speakers and others**

- a) 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**.
- b) 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. Issues to consider are:
 - i) the degree of explicitness of the content and presentation.
 - ii) will the visitor be accompanied by teaching staff?
 - iii) will the staff take an active role in the visitor's activities?
 - iv) how will the visitor be prepared for the visit?
 - v) how will the visit be built upon and followed up?
- c) Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.
- d) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
- e) The Office should be informed of the date and name of the visitor.

K. Ongoing support, development and review Training

The school facilitates RSE teachers to receive ongoing in-service training from Department of Education-funded Support Services and Department of Education-approved external providers.

L. 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 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.

We are confident that the present policy of RSE is working well in our school, but times change, and this policy will need to be reviewed in 12 months or if the need should arise in the interim.

The NCCA is committed to developing an updated SPHE (including RSE) curriculum spanning primary and post-primary education.

The work in redeveloping the SPHE curriculum began with Junior Cycle. An updated Junior Cycle SPHE course has been developed and will be available for first year students entering post-primary education in September 2023.

Work on primary and senior cycle SPHE commenced in late 2022. A draft senior cycle curriculum document will be available for public consultation in late 2023. At primary, developments in SPHE are part of wider curriculum redevelopments. Learning and teaching related to SPHE will be part of the curriculum area of well-being. A draft well-being specification will be available for public consultation in 2024.

As the curriculum work develops there will be opportunities for engagement with all the key stakeholders, as well as further processes of public consultation, before new curriculum specifications for senior cycle and primary SPHE are finalised.

How can interested parents and other individuals/groups get involved in SPHE developments?

Parents are the primary educators of their children and important partners in the school-based education process. The NCCA involves parents in conversations and public consultations so that they can share their views on SPHE curriculum developments.

This sharing of views is facilitated in a variety of ways - through working with representative groups, and through public consultation, including online surveys and focus groups. Public consultations are publicised via www.ncca.ie and NCCA social media channels.

See **Appendix 2** for a list of Junior and Senior RSE/SPHE resources.

Participation and Parents Request for Withdrawal

SPHE at Junior Cycle is a core curricular subject. However, The *Education Act 1998* provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parents or in the case of a student who has reached the age of 18, the student. Each parent therefore has the right to withdraw their child from some or all RSE classes but parents are encouraged to provide alternative RSE at home.

Parents do not have to give reasons for withdrawal and the school will respect this choice as their right. It will be necessary for parents of any student opting out of RSE to make suitable arrangement with school management for the welfare of their child at these times. Where students are withdrawn from RSE the school cannot take responsibility for any versions of class content passed onto them by other students. Parents must meet with the Year Head in person to discuss their decision to withdraw their child from RSE. See Appendix A for letter for Parents.

If a student is withdrawn from the RSE module classes, our school's policy is that the student should be collected by a parent or guardian during that time. However, if a parent or guardian is unable to supervise, the school will provide supervision whenever possible.

Note: *The Education Act, 1998* [Section 30, Subsection (2) (e)] provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parent. Hence, parent(s)/guardian(s) have the right to opt their child out of the sensitive issues of RSE if they wish to do so. The school will ask the parent(s)/guardian(s) to put this request in writing and will respectfully try to resolve any misunderstandings they may have. Once a parents/guardian/s request to withdraw is made, that request must be complied with until revoked by the parent. See Appendix 1.

Appendix 1

What we do if a request for withdrawal from the RSE programme is made by a Parent/guardian:

- a) We respect the constitutionally enshrined position of the parent as the primary educator
- b) We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them
- c) We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other pupils
- d) We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education
- e) We point out that pupils who have been withdrawn are vulnerable to teasing
- we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme

We also point out that pupils may receive inaccurate information from their peers

- g) We offer the parents access to appropriate information and resources

Appendix 2

RSE RESOURCES - Senior Cycle

- **The Facts** - a sex education resource - *HSE*
- **Your Mental Health** - *HSE*
- **Information on HIV** - *HSE*
- **Your Sexual Health** - STI and A Guide to Contraception
- **STI s flashcards** - *HSE*
- **Know The Facts About Drugs** - *HSE*
- **Under The Influence Workbook and DVD** - *WIT*
- **B4uDecide Teacher's Pack**
- **BelongTo**
- **Senior Cycle Personal Safety Resource Pack**

Websites

- www.knowthefacts.ie
- www.b4udecide.ie
- www.yourmentalhealth.ie
- www.reachout.com
- www.sexual-wellbeing.ie
- www.sphe.ie
- www.pdst.ie
- www.sess.ie
- www.healthpromotion.ie
- www.webwise.ie

Appendix 3

Letter to Parents

Dear Parent/Guardian,

I am writing to inform you about the Social, Personal and Health Education Programme which is a core part of the national school curriculum. SPHE provides a unique and exciting opportunity for students to develop skills and competence, to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

Relationship and Sexuality Education (RSE) is one module within the SPHE curriculum. It is a developmental process through which pupils participate in order to cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships. One timetabled period per week is allocated to SPHE and out of the SPHE Programme in the year; six timetabled periods will be assigned to Relationships and Sexuality Education. This module will be taught to all year groups. A complete breakdown of the SPHE curriculum, which includes comprehensive details on the RSE module, is available for your information on <https://www.curriculumonline.ie/junior-cycle/short-courses/sphe/> and <https://www.curriculumonline.ie/senior-cycle/sphe/>

As you are the primary educators of your children, we recognise the right of any parent/guardian who so wishes to request that his/her child should not participate in the programme. The school will respect this choice. Where students are withdrawn from RSE the school cannot take responsibility for any versions of class content passed on to them by other students. Any Parents/Guardians wishing to withdraw their child must contact the Deputy Principal to make their wishes known. This request should be made in writing in order to allow for the provision of supervision for these students; otherwise, the student will take part in the RSE classes.

We take this opportunity to express our appreciation of your interest and we look forward to welcoming your son into our school,

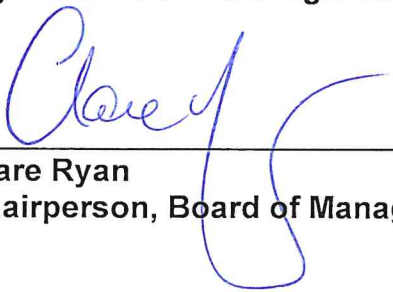
Yours sincerely,

Approval:

This policy has been distributed, where relevant, to staff, parents and students for their approval.

Amendments have been made after consultation with these stakeholders.

Ratified by the Board of Management

Signed: 

Clare Ryan
Chairperson, Board of Management

Date: 7/11/2024