



## RELATIONSHIPS & SEXUALITY EDUCATION (R.S.E.) POLICY

### School Details

Lisnagry National School is a co-educational national school in Lisnagry, Co. Limerick under the Patronage of the Catholic Bishop of Killaloe. There are currently (2022/23) thirteen mainstream classes, with single-grade classes in each.

### Introduction

All schools are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE both formally and informally. This policy is a revised version of our 2017 RSE policy.

### School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

### Definition of R.S.E.

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills. RSE aims to help children 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 appropriate information.

### Relationship of R.S.E. to S.P.H.E.

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.



#### SPHE:

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons
- Is a shared responsibility between family, school, health professionals and the community RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situation.
- Is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for issues and topics to be explored and treated in a manner appropriate to the children's needs, abilities and levels of maturity
- Engages children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self-esteem and wellbeing through;

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence.

In an ever changing world, RSE encourages children through consistent messages that are taught in line with SPHE. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher guidelines, p25). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society. Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

#### Current Provision

- Lisnagry National School SPHE Plan (delivery of SPHE Curriculum as per DES recommendations).
- Religious Education taught through the Grow in Love Programme
- Use RSE Manuals for teaching of RSE lessons
- Use of Stay Safe (2018) Manuals
- Use of 'Be Safe' and 'Walk Tall' Programme
- All Together Now – Homophobic and Transphobic bullying lessons
- Sean Fallon Anti Bullying campaign
- Respect Guidelines
- Use of Busy Bodies DVD & Information Booklets (5th & 6th Class)

Teachers cover all aspects of RSE with their classes every year from Junior Infants – 6th Class. External facilitators may supplement, complement and support the delivery of the sensitive areas of the RSE programme to 6<sup>th</sup> class.

## **Aims of our RSE Programme**

- To enhance the personal development, self-esteem and wellbeing of the child
- To help children develop healthy friendships and relationships
- To foster an understanding of and healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- To promote knowledge 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.

## **Broad Objectives**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction Reviewed January 2019 4
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

We support the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self 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 wellbeing of all of the members of the school community.

## **Policies which support SPHE/RSE**

- Child Safeguarding Statement and Policy
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment & Admissions Policy
- Acceptable Use Policy
- Healthy Eating Policy

## **Guidelines for Management of Organisation of RSE in Lisnagry National School:**

### **Organisational Matters**

- Guidelines as laid down by the Department of Education and Skills and as discussed in this document will be followed.
- It is envisaged that the programme will be taught in an integrated manner where possible.
- Sensitive topics will be taught in term 2 (see whole school timetable below)
- Special consideration will be taken to ensure that the needs of children with SEN are met. Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible.

|               | Year 1   | Year 2   |
|---------------|--|--|
| <b>Term 1</b> | Myself <ul style="list-style-type: none"> <li>• Self Identity (Sept/Oct)</li> </ul> Myself and Others <ul style="list-style-type: none"> <li>• Myself and My Family (Nov/Dec)</li> </ul> <a href="#">AntiBullying Lesson-2 lessons</a> | Myself and Others <ul style="list-style-type: none"> <li>• Relating to Others (Sept/Oct)</li> </ul> Myself and The Wider World <ul style="list-style-type: none"> <li>• Media Education (Nov/Dec)</li> </ul> <a href="#">AntiBullying Lesson-2 lessons</a> |
| <b>Term 2</b> | Myself <ul style="list-style-type: none"> <li>• Taking Care of my Body</li> <li>• Growing and Changing <b>RSE/Weaving Wellbeing</b></li> </ul> <a href="#">AntiBullying Lesson-1 lesson</a>  | Myself <ul style="list-style-type: none"> <li>• Safety and Protection (Jan-March) <b>Stay Safe</b></li> <li>• Making Decisions (March - April)</li> </ul> <a href="#">AntiBullying Lesson-Covered in your Stay Safe Program</a>                            |
| <b>Term 3</b> | Myself and the Wider World <ul style="list-style-type: none"> <li>• Developing Citizenship</li> </ul> <a href="#">AntiBullying Lesson-1 lesson</a>   | Myself and Others <ul style="list-style-type: none"> <li>• My Friends and Other people</li> </ul> <a href="#">AntiBullying Lesson-1 lesson</a>   |

## Parents

- Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment
- Parents will be informed in advance of lessons (usually informed in term 2) on the sensitive areas of the RSE programme, with a letter/email relevant to what will be taught at their child's class level, example of letter see Appendix 2.
- The letter/email will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.
- Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.
- Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.
- If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. E.g. What they may hear on yard.

## Organisation & Curriculum Planning

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from Infants to 6th class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

- Myself
- Growing and changing
- Taking care of my body

The RSE programme is divided into two main parts:

1. The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE
  - Friendship
  - Self-identity
  - Family
  - Self-esteem
  - Growing up
2. The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in bold.

| Topics covered up to 2nd include:  | Topics from 3rd to 6th include:  |
|--|--|
| <ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• <b>Bodily changes from birth (birth-9)</b></li> <li>• Making age-appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• <b>Naming the parts of the male/ female body using appropriate anatomical terms (Junior Infants)</b></li> <li>• <b>Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Bodily changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• <b>Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</b></li> <li>• <b>Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</b></li> <li>• <b>Changes that occur in boys and girls with the onset of puberty (5 th &amp; 6th Class)</b></li> <li>• <b>Reproductive system of male/female adults (5 th&amp; 6 th class)</b></li> <li>• <b>Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5 th &amp; 6th class)</b></li> </ul> |

- The Curriculum by NCCA will be followed as published and will be taught in Infants to 6th class. All resources used will be in keeping with the ethos of the school and the policy.
- Children will be encouraged to discuss material being covered in class with their parents or guardians. Where possible handouts, worksheets etc. will be provided to facilitate this; e. g. Home-School Links pages of the RSE manuals.
- In a class situation, children will be encouraged to recognise that certain information is for them only i.e. that it is inappropriate for them to discuss information received about puberty, intercourse and birth with younger siblings, friends from outside school et. It will be explained that other children will be given this information by their own parents and teachers when it is developmentally appropriate for them to receive it. However, the school cannot take any responsibility for what is discussed outside of the school or on the yard.
- A respect for personal privacy and information will be emphasised. Teachers will neither give nor request personal information. Children will also be taught to recognise that certain personal disclosures are inappropriate within a group setting.

Sensitive issues (in *italic above*) may be dealt with in the following class groupings; Puberty:

- Boys and girls mixed together in fourth class for main lessons.
- Mini separate lessons for girls and the boys in the following days to allow them additional time to answer more specific questions / concerns Puberty, Intercourse & Birth:
- Boys and girls mixed in 5th & 6th Class

### **Approaches & Methodologies**

When implementing the programme, staff at Lisnagry National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

The RSE curriculum will be taught through:

- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
- guest speaker, if appropriate (The class teacher will stay in the room at all times in accordance with Circular 42/2018)

### **Differentiation**

Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched at the student's level of understanding of the activity using task analysis, outlining the steps to be learned/completed in any given task, posing key questions to guide students through the different stages/processes, and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching

- group work and discussion
- higher and lower order questioning in groups
- moderated whole class discussions through use of a Question Box.

### **Students with SEN**

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work
- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their SSP or SSP plus in consultation with parents/guardians.

## Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books

## Questions

We use some simple principles when fostering discussion and questioning

- No personal questions of the teacher
- The Question Box will be availed of by the children
- The teacher will be mindful of their reaction to any questions
- Questions do not have to be answered straight away

Sample responses;

- I'll do my best to answer your questions but I may not be able to answer all of them
- That's something you'll learn about as you get older
- Is that something you could talk to your parents / guardians / family about?
- We agreed in our contract that we wouldn't ask anyone personal questions
- Somebody asked a question and the language they used was slang language, what they meant to ask was....
- A question was asked, and we cannot talk about that particular topic but I think that question was about.

For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

## Question Box

During the delivery of each section of the sensitive lessons– children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following;

- 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
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with teacher after the lessons. *If issues arise which might be seen to contravene Children First Guidelines & Child Safeguarding Statement & Policy, the teacher will notify the Designated Liaison Person in the school.* The DLP in Llsnagry National School is Ms. Eimear Carroll.

## **Assessment**

Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group. The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log.

## **Confidentiality**

- The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017
- If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

## **Resources**

- Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format.
- Other resources that support the broader aims of RSE include:
  - Stay Safe programme (2018)
  - Walk Tall Programme
  - Anatomical Dolls and Story books
  - Busy Bodies DVD and Booklet. (or Online Links): This DVD and booklet were developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE.
  - Relevant Picture Books
  - RESPECT guidelines.
  - INTO Different Families. Same love poster.

## **Ongoing Support and Development**

The Board of Management of Lisnagry National School supports the implementation of the RSE programme. We recognise that our school has a supportive role to that of the home and we have a commitment to ensuring that:

- Our teachers have access to in-career development opportunities.
- Relevant teaching materials are provided.
- Staff meetings and Croke Park hours are utilised as a platform for discussion and development of RSE materials
- A copy of our RSE policy is included in our enrolment pack.
- Parents have access to this policy on request.

## **Review**

This policy was reviewed and ratified on May 30<sup>th</sup> 2023 by the BOM.

Review will take place every 2 years or earlier if necessary.



## Appendix 1

| Class                  | Strand /strand Unit  | Content Objectives<br><i>Consult curriculum for complete objectives in <u>Growing and changing</u> and <u>Taking care of my body</u></i>  | Language   | Pages in RSE Resource Materials Book   | Pages in Walk Tall   | Supplementary resources   |
|------------------------|--|---|--|--|--|---|
| Junior /Senior Infants | <b>Myself</b> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Taking care of my body</li> </ul> | <b>Growing and changing</b> <ul style="list-style-type: none"> <li>Become aware of new life and birth in the world</li> <li>Develop an awareness of human birth</li> </ul> <b>Taking care of my body</b> <ul style="list-style-type: none"> <li>Name parts of the male and female body using anatomical terms</li> </ul>  | womb<br>breastfeeding<br>penis<br>vulva                                  | New Life p68<br>My Body p147<br>Caring for new life p137<br>At the beach or swimming pool p.153                                | Our Amazing Bodies p94 (Senior Infants book)   | <ul style="list-style-type: none"> <li>Anatomically correct dolls</li> <li>Picture books of new baby</li> <li>Visit of baby to class</li> </ul>   |
| First/ Second Class    | <b>Myself</b> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Taking care of my body</li> </ul> | <b>Growing and changing</b> <ul style="list-style-type: none"> <li>Begin to understand that reproduction, birth, growth and death are all part of new life cycles</li> </ul> <b>Taking care of my body</b> <ul style="list-style-type: none"> <li>Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions</li> </ul>   | penis<br>vulva<br>vagina<br>womb<br>breastfeeding<br>urethra             | The Wonder of new life p59 /151<br>How my body works p67/ 161<br>Growing means changing p77/171<br>A Visit to the Doctor p.164 | Our Amazing Bodies p37 (2 <sup>nd</sup> class book)  | <ul style="list-style-type: none"> <li>Picture books of going to the doctors</li> <li>Tom's Power Flower Books / activities on Life cycles</li> <li>Birth and new life in nature</li> </ul> |
| Third/ Fourth Class    | <b>Myself</b> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Taking care of my body</li> </ul> | <b>Growing and changing</b> <ul style="list-style-type: none"> <li>Understand the physical changes taking place in both the male and female body</li> <li>Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal</li> </ul> <b>Taking care of my body</b> <ul style="list-style-type: none"> <li>Recognise and discuss how feelings and emotions are affected by the physical changes that take place during puberty</li> <li>Discuss the stages and sequence of development of human baby from conception to birth</li> </ul> | Revise above<br>umbilical cord<br>changes in puberty<br>menstruation     | Preparing for new life p69<br>The wonder of new life p169<br>As I grow and change p93<br>Growing and changing p195             | As I grow I change p175 (3 <sup>rd</sup> class book)<br>Changing and Growing p140 (4 <sup>th</sup> class book)<br>The Wonder of New Life p.150 | <ul style="list-style-type: none"> <li>Body Systems</li> <li>Picture books on Growing and Changing</li> </ul>   |
| Fifth/ Sixth Class     | <b>Myself</b> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Taking care of my body</li> </ul> | <b>Growing and changing</b> <ul style="list-style-type: none"> <li>Understand sexual intercourse, conception and birth within the context of a loving committed relationship</li> </ul> <b>Taking care of my body</b> <ul style="list-style-type: none"> <li>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</li> <li>Understand the reproductive system of both male and female adults</li> </ul>  | Revise above<br>wet dreams<br>Busy Bodies language<br>sexual intercourse | My body grows and changes p81<br>The wonder of new life p92<br>Caring for new life p103<br>Different kinds of love p141        | My Amazing body p345 (5 <sup>th</sup> class book)<br>Creation p121 (6 <sup>th</sup> class book)  | <ul style="list-style-type: none"> <li>Busy Bodies</li> <li>Power points recap</li> <li>Question Box</li> <li>Puberty Quiz</li> </ul>   |

## Appendix 2

Dear Parent(s)/Guardian(s)

The Social, Personal and Health Education (SPHE) Curriculum is a core part of the Primary School Curriculum. SPHE provides a unique and exciting opportunity for pupils to develop safety skills, to learn about themselves and others and to make informed decisions about their health, personal lives, and social development. As part of the SPHE curriculum, pupils must be taught both the Stay Safe Programme and the Relationships and Sexuality Education (RSE) Programme. We have implemented a two year SPHE plan to cover the teaching of both.

RSE is an integral part of the SPHE curriculum. The sensitive elements of the RSE Programme are covered under the strand units “Growing and Changing” and “Taking Care of my Body.” We will be completing these strand units in all classes in the forthcoming weeks. Teachers will be using the correct anatomical names for body parts in as natural a way as possible during their RSE lessons. You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child before the work is covered in school. If you have any queries about the content of the RSE Programme, the “Tips for Parents” pages provide further information and encourage discussion on the topics at home.

<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

Next year, all classes will be taught the Stay Safe Programme.

We are very aware of both the importance and sensitivity of teaching the RSE programme to our pupils and we thank you for your ongoing support.

Le gach dea-ghuí,

---

Michael Feeney

Principal

## **Appendix 3**

### **Guidance for Engaging External Facilitators**

When engaging external facilitators schools are advised to follow best practice criteria:

- External facilitators supplement, complement or support an identified component of the school's Wellbeing Promotion Process.
- External facilitators are approved by the principal and board of management in consultation with the relevant teaching staff.
- All materials proposed for use by the external facilitator must also be agreed in advance by the principal and the board.
- All external facilitators are compliant with the school's child protection policy and other relevant school policies and procedures.
- The school authority satisfies itself, having regard to its own legal advice if required, that it has met any vetting obligations that arise under the Vetting Act and in line with Circular 0031/2016, for such external facilitators.
- Programmes used are delivered by facilitators who are qualified to work within the specific area of content and with the students for whom the programmes are designed.
- Relevant school staff liaise with facilitators in advance of the delivery.
- External facilitators always work under the guidance and supervision of the relevant classroom teacher who remains in the classroom with the students at all times and retains a central role in the delivery of the subject matter. Absence of the teacher may undermine the integrity of the curriculum, and the credibility and professionalism of the teacher. It may also compromise the safety of the students.
- Relevant school staff are informed of the details of the programme being provided by external facilitators.
- Parents/carers are consulted and made aware in advance of the content of the programmes provided by external facilitators.
- External facilitators and programmes are evaluated by students and teachers with regard to the subject matter, messages communicated, methodology and proposed learning outcome