



Wicklow Educate Together National School

Relationships and Sexual Education Policy

Introduction

- Wicklow Educate Together N.S. RSE Programme is developed in the context of the core values, which inform the ethos of the school: child centered, multi-denominational, co-educational and democratically run. Honesty, respect, justice, integrity, trust and responsibility should emanate from a basic sense of social, ethical and moral standards.
- Wicklow Educate Together N.S. wishes to encourage children to use base relationships with others on friendship and understanding and to be sensitive to difference and variety among people – this would include developing sensitivity to people’s various strengths and vulnerabilities.

Rationale

- The need for this policy arises from our school’s obligation to provide for all the needs of the student body and respond appropriately to sensitive and emotive issues relating to emerging sexuality. Schools are legally bound to teach the RSE programme. The programme will be taught in the context of the ethos of the school and using the RSE curriculum as set out by the Department of Education.

Aims and objectives

The aims of RSE are:

- To enhance the personal development, self-esteem and well-being of the child
- To help the child to develop healthy friendships and relationships
- To foster an understanding of, and a healthy attitude to love, human sexuality and relationships in a moral, spiritual and social framework
- To enable the child 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, new life and the human body.
- To enable the child to be comfortable with his/her body and the sexuality of oneself and others while growing and developing.

Compliance with school ethos

- Our school ethos is rooted in the holistic and child centred vision of Educate Together ethos. The school ethos affirms and supports close links between school and home. In drawing up this policy we recognise the diversity among our school community and to this end we recognise and appreciate their different values and morals regarding relationship and sexuality

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education. It is the duty of parents/guardians to ensure that their own religious and moral values will be central to what they teach at home.

Guidelines

Co-educational

- Boys and girls will be taught RSE-specific content together. Teachers may choose to separate boys from girls for sensitive content in the senior end of the school (4th -6th).

Sensitive Issues

- Questions which may arise with regard to the sensitive content of the programme will be answered by the class teacher provided that they relate to topics covered in the curriculum for that class. If topics arise which do not feature in the curriculum, or if questions are asked by children who have been withdrawn from the programme, children will be requested to address the questions to their parents. Teachers will not cover topics such as contraception, masturbation, sexually transmitted diseases, homosexuality or abortion. (see Appendix 1)
- The content of the curriculum will be adhered to at all times. A copy of the content of the programme for each class (Busy Bodies Booklet) will be distributed to all parents/guardians.
- By its nature RSE explores issues, which give rise to different views and sensitivities. The teachers in their professional capacity will use their training and RSE guidelines in dealing with these issues with due regard for the ethos of the school

Relationship of RSE to SPHE

- W.E.T N.S. believes that it is important to teach RSE in the context of Social, Personal and Health Education (SPHE). The SPHE programme provides opportunities for children to learn basic personal and social skills which foster integrity, self-confidence and self-esteem. It also allows opportunities to nurture sensitivity to the feelings and rights of others. Central to relationships and sexuality education is the fostering of self-esteem, through which the children become more responsible in making choices and decisions in all aspects of life.
- RSE is an integral part of SPHE. It also shares content with language, the arts, physical education, and the ethical education programme and with social environment and scientific education. Many of the personal and social skills which we hope to develop in RSE e.g. safety, communication, understanding cause and effect are explored in history, geography and science education. Giving children the opportunities to role-play feelings and situations can develop the personal and social skills through music, dance and the arts in general. However, as any discussion is limited and set within the context of the other subject concerned, it does not necessarily constitute part of the R.S.E. programme.
- An integrative approach is very significant for RSE. It will ensure that the pupils encounter RSE in holistic manner rather than in isolation. This is how the RSE lesson plans will be integrated into various subject areas as outlined above. In addition, the spiral form of the Primary Curriculum

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(whereby a topic is introduced in a minor way in a junior class and expanded on in subsequent classes) means that topics will be introduced and discussed at a level appropriate to the class in question, and then further developed as pupils proceed from year to year. This allows for reinforcement as well as catering for the differentiated stages of pupil maturity.

- A variety of teaching methods will be used in the delivery of the programme including stories and poems, class/group/pair discussion, K.W.L. charts, group work, art activities, games, classroom visitors (where possible or appropriate) and selected video viewing. The engagement of a multi-faceted approach allows teachers to select the teaching strategy that best suits the pupils and the programme being taught
- Teachers will foster relationship and sexuality skills based on mutual respect between teacher and pupil, and being sensitive to the needs and experiences of the children in the class. Outside speakers (including nurses and health workers) may occasionally have a role to play in implementing aspects of the programme.

RESOURCES TO BE USED

- Resource Materials for RSE Education
- Busy Bodies DVD and Booklet. This will be made available to parents
- Channel 4 Video: Living and Growing
- Action for Life Programme, DES, Health Related Exercise Programme
- Substance Use programme (Walk Tall)
- Child Abuse Prevention programme (STAY SAFE)
- Ground rules for classroom (See Appendix 3)

Confidentiality

- In the classroom the teacher in his/her professional capacity will endeavour to create an atmosphere that respects the privacy of each individual child and to treat all children with due sensitivity and care. (See Appendix 3)
- The teacher will encourage the children to use the RSE information appropriately. The children will be advised and encourage to discuss the course material with their parents/guardians.
- The school cannot guarantee confidentiality if a child asks a question of a personal nature or discloses personal information. In the case of a "Disclosure" the Child Protection procedure as in the Child Protection Policy will be followed.

Child Protection (See Child Protection Policy)

- This school follows the Department of Education and Science Child Protection Guidelines and Procedures, which are based on Children First, National Guidelines for the Protection and Welfare of Children. (*Reference: Child Protection Guidelines and Procedures, 2011, DES*)
- The Board of Management has designated the school principal to have specific responsibility for child protection acting as Designated Liaison Person. The Deputy Principal acts as Deputy Designated Liaison Person.
- All staff members have access to a copy of the Child Protection Policy.
- All staff are familiar with the procedures for dealing with incidents relating to child protection
- All parents have access to the Child Protection Policy through their representatives on the Board of Management and the school website.

Parents/Guardians Rights and Responsibilities

- The parents/guardians are the primary educators of their children in relationships and sexuality, with the teaching staff playing a supportive role. Parents have the primary responsibility for educating their children in sexual matters. The school RSE Programme acts as a support only to parents. All schools in Ireland are legally bound to protect children by teaching the RSE Programme.
- Parents retain the right to withdraw their children from classes. **If a parent wishes to withdraw his/her child from the RSE lesson/s, that wish must be put in writing and presented to the class teacher and principal. This letter must indicate that the parent/guardian is taking full responsibility for this aspect of education themselves. This letter will then be filed in the pupil's record.** If children are withdrawn, they will be accommodated in another teacher's classroom.
- However, parents who opt to withdraw their children from discrete RSE lessons should be aware that the teacher or other pupils may use language from the RSE lessons in other areas of the curriculum, in keeping with the overall climate and atmosphere of the school. Parents should also be aware that material taught during the RSE programme may be discussed by the children outside class time, and the staff will have no control over what aspects of the information are passed on. Furthermore, television, videos, advertising, magazines, computers and of course friends are sources of information and influence about relationships and sexuality.
- Parents are invited/ welcome to speak to the class teacher if they have any concerns. Parents should be notified when the lessons will be taught. A copy of the content of the programme for each class (Busy Bodies Booklet) will be distributed to all parents/guardians before lessons begin.

Teachers Rights and Responsibilities

- It is the teachers' responsibility to evaluate the programme.
- The teachers' role must be considered to be complementary to that of the parent's /guardian's, taking cognizance of the individual needs, stage of development and family backgrounds of the children.
- It is the teacher's responsibility to create a climate where mutual respect is promoted and practiced and the dignity of each individual is respected.
- The teacher will be responsible for integrating RSE into other areas of the curriculum, as many of the objectives of RSE are similar to those in other curriculum areas. In planning for RSE, teachers will ensure that in each year children will study elements from all the strand units.
- Teachers have a right to training.
- Teachers have a right to have adequate resources to teach the programme.
- The child's right to privacy must be respected at all times. It is equally important that the teachers share this right and never feel obliged to impart information about their own personal lives.
- All content objectives will be covered by the time the children leave sixth class.
- The school will accommodate the wish of any teacher who does not wish to teach the sexually sensitive issues in RSE. It is responsibility of Board of Management to ensure that the curriculum will be taught to the children by another teacher or an outside speaker.

Special Needs

- 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. Therefore, provision for children with special needs in RSE class will be catered for with this in mind
- Children who receive resource hours may be withdrawn and taught differentiated subject material by resource teacher.
- RSE provision for Pupils with Special needs will be based on what the pupils need to know.
- The content will be negotiated with pupils' own parents/carers in conjunction with the SEN/ Resource Teacher.
- See Appendix 4 for RSE content and language in relation to the ASD Unit

Language

- The acquisition of appropriate language in RSE is crucially important to enable children to communicate confidently about themselves, their sexuality and their relationships (Interim Guidelines, p.53). Not being familiar with the biological terms for the body can put children at a disadvantage. (*DES Resource Materials for Education and Sexuality Education, Jnr/Snr Infants, pp.148-149*). See also *Going Forward Together p.17* Therefore we will give children the correct and appropriate language as outlined in RSE Resource Materials. These are outlined in more detail in Appendix One.

<p><u>Junior and Senior Infants</u></p>	<p>Name parts of the male and female body using appropriate anatomical terms</p> <ul style="list-style-type: none"> • Term “penis” will be taught as the obvious physical difference between boy/ girl and in the context of passing urine • Term “urethra” will be taught in the context of passing urine <p>Awareness of human birth</p> <ul style="list-style-type: none"> • A baby grows inside the mother’s womb until ready to be born. • Term “breast feeding” may be used in conversation as means of feeding a baby.
<p><u>First and Second Class</u></p>	<p>Name parts of the male and female body using appropriate anatomical terms and identifying some of their functions.</p> <ul style="list-style-type: none"> • “Penis” and “urethra” will be revised in terms of passing urine • Vagina-opening where a baby leaves a mother’s womb • Navel/bellybutton—where a baby was joined to its mother before birth. • Teachers will teach that baby is in the womb for nine months and may be breast or bottle-fed.
<p><u>Third and Fourth Class</u></p>	<p>Understand the physical changes taking place in both the male and female body. Realising that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal.</p> <ul style="list-style-type: none"> • growing in height, weight & strength • growing from boy to man and girl to woman • accepting own body shape/size/rate of development • onset of menstruation (periods) for Fourth Class girls (end of year) <p>The stages and sequence of foetal development from conception to birth.</p> <ul style="list-style-type: none"> • identifying objects which coincide with the size of the foetus at different stages

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	<ul style="list-style-type: none"> • changes in foetus • development of limbs, more recognisable shape • Baby emerges from womb through vagina when ready after 9 months.
<p><u>Fifth and Sixth Class</u></p>	<p>Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these changes take place at different rates for everyone.</p> <ul style="list-style-type: none"> • Female: hormonal changes, changing body shape- height and weight, oily skin, spots, development of breasts, appearance of underarm and pubic hair. • Male: hormonal changes, changing body shape- height and weight, oily skin, spots, enlargement of testicles and penis, appearance of underarm, pubic and facial hair, temporary development of breast tissue, breaking of voice, beginning of sperm production, involuntary erections, nocturnal emissions (wet dreams). <p>The reproductive system of male & female adults</p> <ul style="list-style-type: none"> • male reproductive organs –penis, scrotum, sperm, sperm tube, testis • female reproductive system –vagina, cervix, uterus, ovary, fallopian tubes, ovum (egg) <p>Sexual intercourse, conception and birth</p> <ul style="list-style-type: none"> • The following definition of sexual intercourse will be used: A couple may be so much in love that they want to share everything with each other, their hopes and fears, their ambitions, the good things that happen to them, and the things that upset them. The more they love each other, the more loving they are towards each other. There are lots of different ways they can show their love to each other. They express their love for one another by doing ordinary, routine things like helping each other out with small chores (discuss some suggestions with the children) and also in very big hearted and unselfish ways. (Ask the children for some suggestions). They are partners and they support each other when life is difficult. They share with one another. They enjoy being close to one another. When a man and woman love each other very much, they might decide to show that love in a very special way. The man and woman can make love (also called sexual intercourse). The man puts his penis into the woman’s vagina. The man’s sperm swim up the woman’s vagina into her uterus (womb) and into the fallopian tubes. If a sperm joins with an ovum (egg), this is called fertilization. If a fertilized ovum embeds itself into the wall of the uterus, this is called conception. We say now that the woman is pregnant. Usually, pregnancy lasts between 38 and 40 weeks, after which the baby is born. After nine months when the baby is ready the womb muscles begin to contract and start pushing the baby out. When the

	baby is born the umbilical cord is cut and it is not needed. The baby begins life outside the womb.
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Success Criteria

On completion of the lessons the programme will be deemed a success if the children have been enabled to achieve the aims as outlined to the best of their ability. RSE is taught in an age appropriate way from Junior Infants to 6th class. .

Timeframe for Implementation

- The policy was updated in June 2013 and has been reviewed during the school year 2015-2016

Responsibility for Review

- This policy has been reviewed in March 2016. . Any changes made will then be ratified by the Board of Management. This policy will be reviewed again no later than June 2018

Ratification and Communication

- The policy has been in operation in the school since June 2016 having been communicated by the BOM by means of circular following ratification at school BOM meeting of June 2016

APPENDIX 1

Junior Infants RSE Programme

The Relationship and Sexuality Education will cover the following themes:

1. This Is Me
2. Who Are You?
3. We Are Friends.
4. This Is My Family
5. People Who Teach Us About Keeping Safe.
6. We Have Feelings
7. New Life
8. I Grow
9. Making Choices

RSE Theme	<ol style="list-style-type: none"> 1. This is me <ul style="list-style-type: none"> ○ This is me! I am special ○ About me ○ Appreciate that I am special and unique and have a positive self awareness
SPHE Strand	Myself
Unit	Self Identity
Sensitive content	None
RSE Theme	<ol style="list-style-type: none"> 2. Who are you? <ul style="list-style-type: none"> ● Appreciating that all people are special ● About your friends ● You and me, me and you

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SPHE Strand	Myself
Unit	Self Identity
Sensitive content	None
RSE Theme	<p>3. We are Friends</p> <ul style="list-style-type: none"> • Appreciation of friends, with a focus on peer friendship • The hand of friendship • Liking each other
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and other people
Sensitive content	None
RSE Theme	<p>4. This is My Family</p> <ul style="list-style-type: none"> • Who constitutes your family? • Explore things that families do together • Recognise the roles played by family members
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	<p>5. People who teach us about Keeping Safe</p> <ul style="list-style-type: none"> • Identify the people in their family, school and community who teach them about keeping safe • Who can help • A visit from a community member
SPHE Strand	Myself
SPHE Strand Unit	Safety and Protection
Sensitive content	None
RSE Theme	<p>6. We have Feelings</p> <ul style="list-style-type: none"> • Naming emotions and identify experiences in which these emotions are experienced. • About Feelings • Showing how you feel
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>7. New Life</p> <ul style="list-style-type: none"> • Becoming aware of new life in the world • Signs of new life • New Life in Spring
SPHE Strand	Myself

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SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	8. I Grow <ul style="list-style-type: none"> • Becoming aware of Physical Growth • Growing things • How you grow
SPHE Strand	Myself
SPHE Strand Unit	Taking care of my body, growing and changing.
Sensitive content	None
RSE Theme	9. Making Choices <ul style="list-style-type: none"> • Becoming aware that we make choices in everyday life • About choices you make • Lots of Choices
SPHE Strand	Myself
SPHE Strand Unit	Self-Identity
Sensitive content	None

Senior Infants RSE Programme

The Relationships and Sexuality Programme will cover the following themes –

1. Look What I Can Do.
2. These Are My Friends.
3. This Is My Family.
4. I Can Be Safe
5. Other People Have Feelings Too
6. Caring For New Life
7. My Body
8. I Grow I Change
9. Making Decisions

RSE Theme	1. Look what I can do <ul style="list-style-type: none"> • Discover personal strengths • What can you do • Things that I can do
SPHE Strand	Myself

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Unit	Self Identity
Sensitive content	None
RSE Theme	<p>2. These are my Friends</p> <ul style="list-style-type: none"> • Appreciation of the value of Friendship in my live • What is a Friend • Showing Friendship
SPHE Strand	Myself and others
SPHE Strand Unit	My friends and other people
Sensitive content	None
RSE Theme	<p>3. This is my Family</p> <ul style="list-style-type: none"> • Roles of different members of families • Understanding how these roles may vary • Looking at Photographs
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	<p>4. I Can Be Safe</p> <ul style="list-style-type: none"> • How to keep safe • Road Safety • Going home from school
SPHE Strand	Myself
SPHE Strand Unit	Safety and Protection
Sensitive content	None
RSE Theme	<p>5. Other People have Feelings too</p> <ul style="list-style-type: none"> • Identify and name feelings which they have experienced • Understanding that other people have feelings. • About Feelings.
SPHE Strand	Myself ; Myself and others
SPHE Strand Unit	Growing and Changing, Relating to others
Sensitive content	None
RSE Theme	<p>6. Caring for New Life</p> <ul style="list-style-type: none"> • Become aware of human life • Caring for a new baby • New life in Spring
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	How to tell if the baby is a little boy or a little girl?

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RSE Theme	7. My Body <ul style="list-style-type: none"> • Learning about body parts correctly • Give a doll a bath • Keeping clean
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	Naming body parts e.g. penis, vagina
RSE Theme	8. I Grow and Change <ul style="list-style-type: none"> • Growing involves change and that rates of growth are unique for each person. • Measuring growth • Growing and Changing – The Caterpillar
SPHE Strand	Myself
SPHE Strand Unit	Taking care of my body, growing and changing.
Sensitive content	None
RSE Theme	9. Making Decisions <ul style="list-style-type: none"> • Becoming aware of factors that influence choices. • Making decisions • Finding a solution to a problem
SPHE Strand	Myself
SPHE Strand Unit	Self-Identity
Sensitive content	None

First class RSE Programme

The Relationship and Sexuality Education will cover the following themes:

1. Things I Like to Do
2. My Friends
3. My Family
4. Keeping Safe
5. Showing our feelings
6. The Wonder Of New Life

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7. How My body Works
8. Growing Means Changing
9. Decisions and their Consequences.

RSE Theme	1. Things I like to do <ul style="list-style-type: none"> • Things they like doing at home and at school • Draw pictures and talk about likes and dislikes • Showing a preference of one activity over another
SPHE Strand	Myself
Unit	Self-Identity – Self Awareness, Developing self – confidence and making decisions.
Sensitive content	None
RSE Theme	2. My Friends <ul style="list-style-type: none"> • What makes a good friend • Write a letter to a friend telling them why they like being their friend • Complimenting others gifts and talents.
SPHE Strand	Myself
Unit	Self- Identity, Self – Awareness, Developing Self confidence
Sensitive content	None
RSE Theme	3. My Family <ul style="list-style-type: none"> • Things I like to do with my Family • Questions about family: Eldest, youngest, who lives at home • Drama – Family activities – e.g. having breakfast etc
SPHE Strand	Myself
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	4. Keeping Safe <ul style="list-style-type: none"> • Identify people or places and things that threaten personal safety. • How to respond to danger presented • Keeping safe.
SPHE Strand	Myself
SPHE Strand Unit	Safety and Protection – Personal Safety, Safety Issues
Sensitive content	None
RSE Theme	5. Showing our feelings <ul style="list-style-type: none"> • Develop awareness of meaning and emotion conveyed through facial expression • How to show our feelings

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	<ul style="list-style-type: none"> • All about feelings and emotions
SPHE Strand	Myself and others
SPHE Strand Unit	Relating to others
Sensitive content	None
RSE Theme	<p>6. The Wonder of New Life</p> <ul style="list-style-type: none"> • Appreciation of the wonder of new life in the world of nature • Animal babies • New Life
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>7. How my body works</p> <ul style="list-style-type: none"> • Learning about the senses and their functions • What happens the food that we eat? • A listening walk
SPHE Strand	Myself
SPHE Strand Unit	Self-Identity, Taking care of my body
Sensitive content	None
RSE Theme	<p>8. Growing Means Changing</p> <ul style="list-style-type: none"> • Growing up brings extra responsibility • Looking at how we have grown up and changed • Looking at photographs of growing
SPHE Strand	Myself
SPHE Strand Unit	Self-Identity, Growing and Changing, Taking care of my body
Sensitive content	None
RSE Theme	<p>9. Decisions and their Consequences</p> <ul style="list-style-type: none"> • Our decisions have consequences for us and for others • What will I do? What will happen if I do that? • A Promise
SPHE Strand	Myself
SPHE Strand Unit	Self-Identity
Sensitive content	None

2nd class RSE Programme

The Relationship and Sexuality Education will cover the following themes:

1. Other People Are Special
2. Being Friends
3. My Family
4. Keeping Safe
5. Coping With Our Feelings
6. The Wonder Of New Life
7. When My Body Needs Special Care
8. Growing and Changing
9. Personal Decisions

RSE Theme	1. Other People are Special <ul style="list-style-type: none"> • Become more aware of others • How we are the same, and how we are different • Appreciate that other people are special too
SPHE Strand	Myself
Unit	Self-Identity
Sensitive content	None
RSE Theme	2. Being Friends <ul style="list-style-type: none"> • What being a friend means • What do friends do for us • Relating friendships to our own experiences
SPHE Strand	Myself and others
Unit	My friends and other people
Sensitive content	None
RSE Theme	3. My Family <ul style="list-style-type: none"> • Examine own role and place within the family • Ways in which we can help out at home • Identifying own individual responses towards other family members.
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	10. This is My Family <ul style="list-style-type: none"> • Who constitutes your family? • Explore things that families do together • Recognise the roles played by family members

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SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	<p>4. Keeping Safe</p> <ul style="list-style-type: none"> • Identify people, places and things that may threaten our safety • Keeping ourselves safe • Getting lost
SPHE Strand	Myself
SPHE Strand Unit	Safety and Protection
Sensitive content	None
RSE Theme	<p>5. Coping with our Feelings</p> <ul style="list-style-type: none"> • Identifying feelings and ways of coping with their feelings • About ways we sometimes feel • Expressing feelings through art / music
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>6. The Wonder of New Life</p> <ul style="list-style-type: none"> • Appreciation and celebration of the wonder of new babies • Minding babies – what they need etc • A visit from a parent • Myself as a baby
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	Breast feeding/Bottle feeding
RSE Theme	<p>7. When My Body Needs Special Care</p> <ul style="list-style-type: none"> • Revise the name of the external parts of the male and female body parts • How our body works – functions • Discussion – visit to the doctor
SPHE Strand	Myself
SPHE Strand Unit	Taking care of my body.
Sensitive content	Where might you have a pain? How did the nurse know that you were a boy or a girl when you were born?

	<p>Building on language taught in earlier years. Language to include: <i>urethra, umbilical cord, breasts</i>. Identifying the following body parts using anatomically correct terms:</p> <p>What is the proper name for:</p> <ul style="list-style-type: none"> • The part of a boy that passes urine? • The part of a girl that passes urine? • The opening where a baby leaves its mother’s womb? • The part of the body where a baby was joined to its mother before being born? • The parts of a mother’s body that feed the baby after it is born?
RSE Theme	<p>7. Growing and Changing</p> <ul style="list-style-type: none"> • What I was like when I was little • Changes in my life as I grow • How relationships change with family and friends.
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>8. Personal Decisions</p> <ul style="list-style-type: none"> • Factors that may influence personal decisions and choices • The reasons for doing things • About other points of view
SPHE Strand	Myself and others
SPHE Strand Unit	Relating to others, My friends and other people
Sensitive content	None

3rd class RSE Programme

The Relationship and Sexuality Education will cover the following themes:

1. Special gifts
2. Sometimes Friends fight
3. My Family
4. Keeping Safe
5. Expressing Feelings
6. Preparing for new life
7. Our Senses
8. As I Grow I change
9. Making Decisions

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RSE Theme	<p>1. Special Gifts</p> <ul style="list-style-type: none"> • Value our Individual Characteristic • Appreciate our personal achievements and the achievements of others • Fostering the growth of self esteem
SPHE Strand	Myself
Unit	Self Identity
Sensitive content	None
RSE Theme	<p>2. Sometimes Friends Fight</p> <ul style="list-style-type: none"> • A friendship time line • When friends argue • Making friends again
SPHE Strand	Myself
Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>3. My Family</p> <ul style="list-style-type: none"> • Appreciate how family members are related to each other • Family time line • About families
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	<p>4. Keeping Safe</p> <ul style="list-style-type: none"> • People who help others • People who can help us • Personal safety
SPHE Strand	Myself and the wider world, Myself
SPHE Strand Unit	Developing citizenship & Safety and protection
Sensitive content	None
RSE Theme	<p>5. Expressing Feelings</p> <ul style="list-style-type: none"> • Identifying feeling and emotions • Ways to show feelings in an appropriate manner • How are you feeling?
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>6. Preparing for New life</p> <ul style="list-style-type: none"> • Learn about the care that is needed by parents waiting for a baby

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	<ul style="list-style-type: none"> • Caring for a baby • A visit from a parent
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>7. Our Senses</p> <ul style="list-style-type: none"> • Learn about the sensory organs and their functions • Our senses • Using our senses
SPHE Strand	Myself
SPHE Strand Unit	Taking care of my body
Sensitive content	None
RSE Theme	<p>8. As I grow I Change</p> <ul style="list-style-type: none"> • Understanding the physical, psychological and social changes • The changing that I have done already • Stages of growing up • When I am grown up?
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing.
Sensitive content	None
RSE Theme	<p>9. Making decisions</p> <ul style="list-style-type: none"> • Healthy choices and decisions • Factors that influence personal decisions and choices • (Moral) Decisions and consequences
SPHE Strand	Making decisions
SPHE Strand Unit	Making decisions
Sensitive content	None

4th class RSE Programme

The Relationship and Sexuality Education will cover the following themes:

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1. Myself and others
2. Bullying Behaviour
3. My Family
4. Reasons for rules
5. Feelings and emotions
6. The wonder of new life
7. Being Clean- Keeping Healthy
8. Growing and changing
9. Problem solving

RSE Theme	1. Myself and others <ul style="list-style-type: none"> • Developing skills • To appreciate the importance of interacting with other • Working together
SPHE Strand	Myself and others
Unit	Relating to others
Sensitive content	None
RSE Theme	2. Bullying behaviour <ul style="list-style-type: none"> • Understanding bullying • What is bullying • The solutions to bullying
SPHE Strand	Myself and others
Unit	My friends and other people, relating to others
Sensitive content	None
RSE Theme	3. My family <ul style="list-style-type: none"> • How families are the same, and how they are different • The origin of your family name • Why families are special
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	4. Reasons for Rules <ul style="list-style-type: none"> • Recognise why rules exist • Consequences of breaking rules • Rights, responsibilities and rules

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SPHE Strand	Myself and others
SPHE Strand Unit	My Friends and other people, personal safety.
Sensitive content	None
RSE Theme	<p>5. Feelings and Emotions</p> <ul style="list-style-type: none"> • Coping with feelings that are difficult to manage. • Ways of feeling better • Everyday feelings and actions
SPHE Strand	Myself
SPHE Strand Unit	Self Identity & Growing and changing
Sensitive content	None
RSE Theme	<p>6. The Wonder of New Life</p> <ul style="list-style-type: none"> • Recognise and learn the stages of development of baby • Gestation to birth • Diary of a new baby
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	Gestation - starting out as an egg, fertilised egg stays in the womb for 9 months.
RSE Theme	<p>7. Being Clean – Keeping Healthy</p> <ul style="list-style-type: none"> • Learn about the importance of personal hygiene • Body protection • Infection and the Body.
SPHE Strand	Myself
SPHE Strand Unit	Taking care of my body
Sensitive content	Using correct terminology for body parts and bodily functions.
RSE Theme	<p>8. Growing and Changing</p> <ul style="list-style-type: none"> • Understanding changes that takes place in males and females • Growing and changing • A list of changes
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing.
Sensitive content	<p>Girls only: Menstruation Boys only: The physical changes which they may experience at the onset of puberty</p>

	<p>All children: The onset of puberty will be discussed with the class as a whole</p> <p>Language used: Building on language already taught. New language to include: ovaries, fallopian tubes, uterus, pubic hair.</p>
RSE Theme	<p>9. Problem Solving</p> <ul style="list-style-type: none"> • Ways to Solve Problems • Decisions and Choices • Future References
SPHE Strand	Myself
SPHE Strand Unit	Self Identity, Making decisions
Sensitive content	None

5th class RSE Programme

The Relationship and Sexuality Education will cover the following themes:

1. The person I am
2. Different kinds of friends
3. My Family
4. Keeping safe
5. Feelings and emotions
6. My body grows and changes
7. The wonder of new life
8. Caring for new life
9. Making healthy decisions

RSE Theme	<p>1. The person I am</p> <ul style="list-style-type: none"> • Getting to know you and me • Developing the child's self esteem • Who am I as a person e.g. hobbies, favourite subject in school, what would you like to be when you grow up, three wishes
SPHE Strand	Myself
Unit	Self identity, developing self confidence
Sensitive content	None
RSE Theme	<p>2. Different kind of friends</p> <ul style="list-style-type: none"> • What and who is a friend • Who is close to you • Qualities of a true friend / what I value in a true friend

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SPHE Strand	Myself and others
Unit	My friends and other people / relating to others
Sensitive content	None
RSE Theme	<p>3. My family</p> <ul style="list-style-type: none"> • Role play – family scenarios • Feelings and actions within a family • Are families on the television true to life?
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	None
RSE Theme	<p>4. Keeping Safe</p> <ul style="list-style-type: none"> • What can you do now • Helpful safety hints • Responsibilities • Making resolutions
SPHE Strand	Myself
SPHE Strand Unit	Safety and protection. Personal safety and safety issues
Sensitive content	None
RSE Theme	<p>5. Feelings and Emotions</p> <ul style="list-style-type: none"> • Talking about emotions • Responding to emotions • How certain things make us feel e.g. poetry and music
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing – feelings and emotions
Sensitive content	None
RSE Theme	<p>6. My body grows and changes</p> <ul style="list-style-type: none"> • Puberty – physical changes for boys and girls • Psychological and social changes • Growing and changing is a natural thing
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	<p>Physical changes in girls – Breasts developing, menstruation, pubic hair, perspiration, skin changes, cervix, and fallopian tubes. Hormone changes and how they affect us. Physical changes in boys – testicles, scrotum, breast tissue may temporarily develop, penis enlarging, pubic/facial hair, nocturnal emissions (wet dreams), perspiration, skin changes. Hormone changes and how they affect us.</p>
RSE Theme	<p>7. The wonder of new life</p> <ul style="list-style-type: none"> • Revision of puberty

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	<ul style="list-style-type: none"> • How new life begins- conception • Time line – from conception to birth
SPHE Strand	Myself
SPHE Strand Unit	Growing and changing
Sensitive content	sperm and egg meeting, becoming a parent, conception – taught in the context of a loving stable and committed relationship where new life is respected, valued and cherished.
RSE Theme	8. Caring for new life <ul style="list-style-type: none"> • About for a new life • Looking after a baby • Being a parent • Time line of a baby from birth to one year
SPHE Strand	Myself
SPHE Strand Unit	Birth and New life
Sensitive content	Breast feeding, important job of being a parent, who becomes a parent
RSE Theme	9. Making Healthy decisions <ul style="list-style-type: none"> • Boys and girls concerns • Health and hygiene • About responsibilities for our own health and hygiene • Health and hygiene practices
SPHE Strand	Myself
SPHE Strand Unit	Taking care of my body – health and well being, knowing about my body, food and nutrition.
Sensitive content	Sensitive issues about hygiene e.g. menstruation, body odour, pubic hair, spots.

6th class RSE Programme

The Relationship and Sexuality Education will cover the following themes:

1. Me and my aspirations
2. Different kinds of love
3. Families
4. Keeping safe and Healthy
5. Feelings and Emotions
6. Growing and Changing
7. Relationships and New life

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8. A baby is a Miracle

9. Choices and Decision Making

RSE Theme	1. Me and my aspirations <ul style="list-style-type: none"> • Describing people • Describing me • Dreams of the future
SPHE Strand	Myself
Unit	Self Identity, self awareness, developing self confidence
Sensitive content	None
RSE Theme	2. Different kinds of love <ul style="list-style-type: none"> • What is love • Different kinds of love – friendship, family, pet, partner • A special love
SPHE Strand	Myself_ and others
Unit	Relating to others, myself and my family
Sensitive content	None
RSE Theme	3. Families <ul style="list-style-type: none"> • Talking about family relationships • Different types of families • Resolving family conflicts
SPHE Strand	Myself and others
SPHE Strand Unit	My family, relating to others
Sensitive content	Discussing particular home situations e.g. single parent families, fostered or adopted children, death in the family. Different religious beliefs about cultural norms within the homes of the children in the class.
RSE Theme	4. Keeping Safe and Healthy <ul style="list-style-type: none"> • Good health and Safety Practices • Healthy Habits • Viruses, Bacteria and AIDS
SPHE Strand	Myself
SPHE Strand Unit	Safety and Protection
Sensitive content	Discussing safety hazards e.g. substance misuse. How the HIV virus is passed from person to person e.g. passing of bodily fluids, sharing syringes, infected pregnant mother to baby, injection or transfusion of blood.
RSE Theme	5. Feelings and Emotions <ul style="list-style-type: none"> • How can I handle my strong feelings • How actions affect feelings • A symbol of our feelings
SPHE Strand	Myself

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SPHE Strand Unit	Growing and changing
Sensitive content	None
RSE Theme	<p>6. Growing and Changing</p> <ul style="list-style-type: none"> • Responsibilities that come with independence • Responsibilities in Ireland and other countries • Rituals to mark the end of childhood
SPHE Strand	Myself and the wider world
SPHE Strand Unit	Developing citizenship
Sensitive content	Being sensitive to depicting how children are treated in other cultures
RSE Theme	<p>7. Relationships and new life</p> <ul style="list-style-type: none"> • Human anatomy • Puberty • Reproduction • Relationship and context for new life • Looking after a baby's needs
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	<p>Understanding the changes that occur during puberty e.g. menstruation, reproductive organs beginning to function.</p> <p>Being sensitive to religious and cultural beliefs with regard to relationships and context for a new life i.e. understanding sexual intercourse, conception and birth within the context of a committed, loving relationship.</p> <p>The following definition of sexual intercourse will be used:</p> <p>A couple may be so much in love that they want to share everything with each other, their hopes and fears, their ambitions, the good things that happen to them, and the things that upset them. The more they love each other, the more loving they are towards each other.</p> <p>There are lots of different ways they can show their love to each other.</p> <p>They express their love for one another by doing ordinary, routine things like helping each other out with small chores (discuss some suggestions with the children) and also in very big hearted and unselfish ways. (Ask the children for some suggestions). They are partners and they support each other when life is difficult. They share with one another. They enjoy being close to one another.</p> <p>When a man and woman love each other very much, they might decide to show that love in a very special way. The man and woman can make love (also called sexual intercourse). The man puts his penis into the woman's vagina.</p> <p>The man's sperm swim up the woman's vagina into her uterus (womb) and into the fallopian tubes. If a sperm joins with an ovum</p>

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	(egg), this is called fertilization. If a fertilized ovum embeds itself into the wall of the uterus, this is called conception. We say now that the woman is pregnant. Usually, pregnancy lasts between 38 and 40 weeks, after which the baby is born
RSE Theme	<p>8. A Baby is a Miracle</p> <ul style="list-style-type: none"> • New life – appreciation of the miracle of new life • Changes that a baby brings to a parent • Caring for new life
SPHE Strand	Myself and others
SPHE Strand Unit	Myself and my family
Sensitive content	Being sensitive towards different relationships between parents in class
RSE Theme	<p>9. Choices and Decision- Making</p> <ul style="list-style-type: none"> • Choices we make • Difficult decisions • The consequences of decisions made
SPHE Strand	Myself
SPHE Strand Unit	Making decisions
Sensitive content	None

APPENDIX 2

RSE CONSENT FORM

Dear Parents,

The provision of Relationships and Sexuality Education (RSE) is now obligatory in primary schools as part of the Primary School Curriculum. This includes a module on Human Reproduction and related issues.

While the provision of the RSE module is now obligatory, the consent of parents is necessary to have your child(ren) included in the programme. Please indicate your consent below if you wish your child(ren) to participate.

Yours Sincerely,

Sinéad Watson, (Principal).

Strike out as appropriate

I hereby (give / do not give) my consent for my child(ren),

to participate in the RSE programme.

Signed: _____

Date: _____

APPENDIX 3

Ground Rules:

- ❖ Respect For ALL
- ❖ Laughter is allowed but no Laughing at
Anybody
- ❖ No Personal Questions
- ❖ We don't name or talk about anybody
during these lessons

❖ Discuss all content with Mum or Dad or guardian, but not with anyone younger or not here today.