

# Scoil an Spioraid Naoimh

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## **RELATIONSHIPS AND SEXUALITY EDUCATION** **(R.S.E)**

**Scoil an Spioraid Naoimh is a senior primary mixed school with pupils from 3<sup>rd</sup>-6<sup>th</sup> class and two ASD classes.**

## **Introductory Statement:**

In Scoil an Spioraid Naoimh we understand that an R.S.E policy is required and that the purpose and nature of the policy is to detail how R.S.E is taught in the school, including the sensitive aspects. The policy is an approved approach to the teaching of Relationships and Sexuality Education (R.S.E). It was developed to inform teachers and parents as to what material is covered in the R.S.E programme within S.P.H.E, both formally and informally. At primary level, Relationships and Sexuality Education (R.S.E) aims to help pupils 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. In the school setting, R.S.E will be part of a wider programme of Social, Personal and Health Education. (S.P.H.E)

This school policy has been developed through consultation with parents, teachers and management in 2000, most recently revised in 2020.

## **School Philosophy and Ethos**

The ethos of our School is Catholic and our R.S.E programme is concerned with fostering the development of relationships – the love of God and the love of every human being. While the Catholic ethos of the school is maintained we respect the beliefs of pupils of other denominations and value the uniqueness of all individuals within a caring school community. The R.S.E programme is based on values of mutual respect, caring, self-discipline and social responsibility. We wish to assist pupils develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages pupils 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 wider community. Parents have the primary role in the social, personal and health education of their pupils so their involvement will be encouraged as much as possible. S.P.H.E and R.S.E are key components in supporting our school and pupils to develop into healthy young adults.

## **Definition of R.S.E.**

The definition of R.S.E used is from the Interim R.S.E Guidelines 1996 and Going Forward Together Parents Information Booklet. 'R.S.E is an important part of the education of young people, and schools provide a safe context within which young people can learn about themselves and the wider world. This makes access to R.S.E in schools all the more important' – (Mayock, Kitching and Morgan 2007, p2).

Relationships and Sexuality Education is an integral part of S.P.H.E 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.

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

R.S.E is an integral part of S.P.H.E. S.P.H.E is taught through school atmosphere and culture, integration and discrete teaching time. Formal R.S.E lessons and informal R.S.E messages must be consistent with the whole school approach to S.P.H.E.

Social, Personal and Health Education (S.P.H.E) 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.

## **S.P.H.E:**

- Is a lifelong process and consequently R.S.E 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. R.S.E 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 solely about the specific content of R.S.E but rather the relationship with a pupil's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- Is based on the needs of the pupil, therefore R.S.E education should prioritise the needs of the pupil and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situations
- Is spiral in nature,

- R.S.E is revisited at different stages throughout the pupil'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 pupil's needs, abilities and levels of maturity
- Engages pupils to be involved in activity based learning. R.S.E 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 S.P.H.E and R.S.E, 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, R.S.E encourages pupils through consistent messages that are taught in line with S.P.H.E. 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 (S.P.H.E Teacher guidelines, p25). In learning about cultures and traditions of others, pupils can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage pupils to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

### **Current Provision Included in the School Curriculum is:**

- S.P.H.E lessons (30 minutes per week provided through discrete curricular time and integration)
- Use of the R.S.E Manuals and Busy Bodies resources
- Stay Safe Programme
- Walk Tall Programme
- Webwise resources
- All Together Now – Homophobic and Transphobic bullying lessons
- RESPECT Guidelines (suggested approaches to teaching about different families)
- Adapted resources for SEN from [www.pdst.ie](http://www.pdst.ie)
- Religious Education
- Weaving Wellbeing

## **Aims of our R.S.E Programme**

- To enhance the personal development, self-esteem and wellbeing of the pupil
- To help the pupil to develop healthy friendships and relationships
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- To enable the pupil to acquire an understanding of, and respect for human love, sexual intercourse and reproduction
- To develop and promote in the pupil a sense of wonder and awe at the process of birth and new life
- To enable the pupil to be comfortable with the sexuality of oneself and others while growing and developing.
- To help the pupil grow towards the management of emotions leading to responsible behaviour.
- To develop the pupil's skills for coping with peer pressure, conflict and threats to personal safety.
- To foster in the pupil an awareness of gender equity.
- To assist parents in their role as primary educators.

## **Broad Objectives**

*Objectives taken from Interim Guidelines for R.S.E Education 1996*

When due account is taken of abilities and varying circumstances, the R.S.E education curriculum should enable the pupil to: (in conjunction with the S.P.H.E 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
- 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 R.S.E 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 S.P.H.E/R.S.E**

- Pu
- Substance Use Policy
- Code of Behaviour Policy
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy
- Healthy Eating Policy
- Additional Education Needs Policy (Intimate Care Policy)

### **How the Programme will be taught in S.S.N. / Management and Organisation of the Programme**

- The school will make arrangements regarding the teaching of the programme and the deployment of staff. Delivery of R.S.E may include talks and presentations from suitably qualified speakers (Circular 42/2018).
- Some parents may have reservations about certain aspects of the programme being taught in a classroom setting.
- If a parent has concerns about any aspect of R.S.E, he/she will be encouraged to discuss these concerns with the class teacher.
- If a parent wishes to withdraw their pupil from sensitive lessons it should be given in writing stating their reasons for doing so. These documents will be centrally filed in the office and in the teachers' private and confidential folder.
- It will not be presumed that parents wishing to withdraw their child will do so every year.

- If a parent wishes to exclude their pupil from R.S.E lessons, provision will be made for the pupil, they will go into another classroom and complete work in that room for the duration of each lesson.
- Parents will receive an information letter/note via class dojo one week prior to R.S.E lessons regarding the topics and content being covered.
- R.S.E will be part of an overall, ongoing programme of social, personal and health education (S.P.H.E). It will be provided throughout primary school from infants to sixth class and will continue in post-primary school from first to sixth year. It will be spiral and cross curricular. This means that it will return to similar topics each year. It will develop them to suit the age and maturity of the pupils. *Appendix A* sets out the sequence of development /content within the spiralling programme in our school. Appendix A also includes an anatomical terminology guide.
- Suitable teaching methods will include group discussion, role-play and project work. At all times the teacher will endeavour to create an atmosphere in the classroom which respects the privacy of the individual and will treat all with sensitivity and care.
- R.S.E will be taught at the same time throughout the school and various Social Stories will be used to enhance lessons and relevant language will be taught to pupils. Formal lessons are usually taught in Spring and parents are informed by a letter which is either sent home or posted on class story on Class Dojo.
- Each class teacher will teach the content for their class level each year as laid out in the curriculum and will use the R.S.E manuals to complement their teaching.
- The strands Growing and Changing, Taking Care of my Body are covered as outlined in the S.P.H.E policy.
- Special consideration will be taken to ensure that the needs of pupils with Additional Educational Needs both in our mainstream classes and our ASD classes are met, considering the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues.

***The R.S.E programme is divided into two main parts:***

1) The general programme which contains content covered through S.P.H.E strands and strand units and compliment the aims and objectives of R.S.E:

- Friendship
- Self-identity
- Family
- Self-esteem
- Growing up

R.S.E is consistent with the S.P.H.E primary curriculum and any teacher who is unsure of any aspect of R.S.E may consult with the Principal, S.P.H.E Coordinator or their team.

2) The second section will deal with any sensitive / specific content covered through R.S.E strands and strand units. The sensitive aspects are in bold. Although we have included topics covered up to 2<sup>nd</sup> class it will be assumed that this is covered prior to the pupils coming to S.S.N. Some content up to 2<sup>nd</sup> class may need to be covered in the ASD classes or with some pupils in 3<sup>rd</sup> class.

**Topics covered up to 2nd include:**

- Keeping safe
- **Bodily changes from birth (birth-9)**
- Making age-appropriate choices
- Appreciating the variety of family types and the variety of family life that exists in our school and community
- Recognising and expressing feelings
- Self-care, hygiene, diet, exercise and sleep
- Expressing opinions and listening to others
- **Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)**
- **Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/ 2nd)**

**Topics from 3rd to 6th include:**

- **Bodily changes**
- Healthy eating, personal hygiene and exercise
- Keeping safe
- Expressing feelings
- Appreciating the variety of family types within our school and community and how these family relationships shape us
- Making healthy and responsible decisions
- Forming friendships
- **Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)**
- **Introduction to puberty and changes (3rd, 4th, 5th and 6th class)**
- **Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)**
- **Reproductive system of male/female adults (5th and 6th class)**
- **Understanding sexual intercourse, R.S.E, conception and birth within the context of a committed loving relationship (5th, 6th class).**



## **The Role of Parents & Parental Involvement**

The school acknowledges parents as the primary educators of their pupils. To optimise the benefits of the R.S.E programme and to achieve consistency, parents will be encouraged to familiarise themselves with it. Engaging with their child on the content will compliment the work, which will be done in the classroom.

As R.S.E is an integral component to S.P.H.E, consent is not needed. It will be essential to S.P.H.E that parents and teachers find ways of listening to each other and taking the opinions and concerns of both home and school into account. Views of parents will be welcomed on an on-going basis.

As mentioned previously, Parents will be asked to inform and reply to the school if they have a concern or query regarding the content of lessons. If there is no query or means of communication made to the school/teacher, it is understood that parents are giving their permission for the R.S.E lessons.

If a parent has concerns about any aspect of R.S.E, he/she will be encouraged to discuss these concerns with the class teacher.

If a parent wishes to withdraw their pupil from sensitive lessons it should be given in writing stating their reasons for doing so. These documents will be centrally filed in the office and in the teachers' private and confidential folder.

## **Approaches & Methodologies**

Active Learning Methodologies are an integral part of teaching of S.P.H.E and R.S.E.

Any or all of the following techniques will allow the pupil to play an active part in the learning process:

- Discussion
- Role play
- Interviewing friends, or other school pupils, family members
- Surveys of attitudes
- Analysing and evaluating newspapers and magazines, agony columns, television schedules
- Hosting visitor
- Projects
- Modelling
- Designing advertisements
- Writing captions
- Ranking statements
- Describing photographs

- Viewing and discussing videos.

When implementing the programme, staff at S.S.N. will endeavor to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the pupils. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from 3rd to 6th class and in both ASD classes. 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 pupils.

The R.S.E curriculum will be taught through:

- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
- guest speaker (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 pupils
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other pupils 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 pupil's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in any given task, posing key questions to guide pupils 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 materials, and where possible everyday 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 include:

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

The differentiation template attached in the *Appendix B* may be used if necessary.

### **Pupils with Additional Educational Needs**

If learning activities are to be made meaningful, relevant and achievable for all pupils, it is important that the teacher finds ways to respond to pupils' diversity by using differentiated approaches and methodologies. Consultation with and/or involvement in the Individual Education Planning process, as well as teacher observation, will assist the teacher in organising an appropriate learning programme for pupils with learning difficulties. Such an approach will assist the teacher in selecting suitably differentiated methods for the class. When planning for teaching and learning in the area of S.P.H.E, a variety of teaching strategies needs to be considered. These will respond to the particular challenges faced by pupils with learning difficulties in engaging fully in the stages of learning in S.P.H.E (NCCA MGD guidelines).

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

In the ASD classes, the R.S.E programme is adapted to the needs of the pupils.

- Pupils may be pre-taught language or concepts in anticipation of whole class work
- Pupils may work in smaller groups or 1:1 on adapted and suitable material
- Pupils' own learning needs should be met through differentiated objects or specific objectives
- Permission will also be included on the informative letter to allow SNA's help in the teaching/delivery of lessons and one to one teaching of relevant language prior to lessons or one to one teaching of sensitive issues.

## Language

Language reflects values, attitudes, beliefs, prejudices and principles. It not only helps to express a culture but influences and shapes that culture as well. It is essential that pupils are enabled to use language in a precise and appropriate manner.

The language that is promoted in the school must be one that nurtures both pupils and adults as unique and valuable human beings. It should respect cultural and other differences between people and be used in a way that encourages inclusiveness. Language can significantly contribute to building positive self-esteem, whereas if used in a negative manner it can cause frustration and hurt.

These messages about language will be communicated to pupils in the school primarily by the manner in which language is used. The way in which pupils are addressed in class, the manner in which they are reproached or affirmed and the tone of voice used in exploring issues of a personal nature will all reflect the values that are upheld in the school.

The words 'gay' and 'lesbian' are sometimes used to hurt others and the use of such language in a derogatory way diminishes respect for gay and lesbian people. There are no formal lessons on being gay taught in R.S.E. However, as part of The Anti-Bullying Procedures 2013, schools must address identity based bullying such as homophobic bullying and include preventative educational strategies. In order for the R.S.E policy to be fully in line with these procedures, if questions arise as to the definition of gay and lesbian, and attitudes or opinions about gay people are expressed, age appropriate definitions will be given (from Stay Safe programme) and pupils will be informed that being gay is okay, and that all people in various types of relationships and families deserve respect. If the teachers deem it necessary, any moral questions around same sex relationships, will be directed to home.

S.P.H.E curriculum provides a context in which pupils are given opportunities to develop and enhance their language skills and to increase their vocabulary related to S.P.H.E. Pupils 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. Pupils 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 R.S.E lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal R.S.E 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 are consistent with R.S.E Materials Books. (See Appendix A)

## **Questions**

Staff will not invalidate questions but use limits.

The main aim of talk and discussion is to create an atmosphere where pupils feel comfortable to ask important questions and that the relationship fostered in these sessions is open, controlled and safe for all pupils. While you may not be able to answer all questions, your hope is that pupils will not be put off seeking answers in the school setting but will talk to their parents, ask the questions again at different stages of schooling or education and are not put off because they perceived the topics or questions to be embarrassing.

## **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 pupils
- 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 the question was about.*

For older pupils a ‘question box’ will be used as part of a structured R.S.E 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– pupils 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 pupils will be reminded not to share personal information about their families or others – but can share with the teacher after the lessons.

## **Assessment**

Assessment is essential to R.S.E as it is to any other subject. In the development of an R.S.E policy there should be agreement on the role of assessment in R.S.E, the tools to be used in assessing pupils, and the ways in which the pupil’s progress can be communicated to the pupil, to parents and to other teachers. The assessment process should be a positive experience for pupils and enable the teacher to modify curriculum content according to the needs of the pupil and so maximise the learning potential of each individual;

- adapt learning and teaching strategies used in the classroom to ensure that they are appropriate to the objectives of the curriculum and the ways in which pupils learn
- assess the effectiveness of learning through the school climate and atmosphere, in the discrete time and throughout other subjects discover what the pupil knows, understands and can do
- promote self-assessment in the pupil, where he/she learns the value of monitoring his/her own progress while developing some responsibility for his/her own learning. The pupil is helped to set realistic goals and targets and to become aware of his/her own strengths and difficulties
- explore how the pupil transfers learning from one situation to another
- communicate with the pupil, parents and others regarding the pupil’s abilities, strengths and overall progress in R.S.E.

## **Assessment in R.S.E 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 pupil's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log.

## **Confidentiality**

During R.S.E lessons often pupils may wish to connect and disclose personal or related stories and information. It is important to protect pupils and families and their privacy. This can be done by ensuring there are ground rules for the sharing of information in relation to the topics covered in R.S.E. It might be appropriate to encourage pupils to tell you anything private after lessons. Confidentiality cannot be offered for the content covered from pupils whose parents have chosen not to have them included in the sensitive lessons. It is important to note that disclosures must be dealt with in line with Child Protection Procedures.

- The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011
- If a pupil is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other pupils will not tell or inform him/her about what happened.

## **Resources**

Careful attention needs to be brought to resources used to teach R.S.E education, due to the sensitive nature. The R.S.E manuals, Walk Tall Books, Stay Safe and Busy Bodies are the only resources sanctioned by the Department of Education. However, there are numerous other resources available to teach the content of R.S.E. In S.S.N resources are carefully chosen and appropriate to the lesson and are

- Free of bias and gender stereotyping
- Demonstrate equality and equity
- Pupil friendly.

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 R.S.E include:

- Stay Safe programme

- Walk Tall Programme
- Busy Bodies DVD and Booklet. This DVD and booklet were developed to support the teaching of senior class components of R.S.E within the context of S.P.H.E.
- INTO Different Families, Same Love Poster
- RESPECT guidelines.

### **Provision of Ongoing Support**

- In S.S.N. teachers collaborate and communicate on a regular basis and therefore when new members enter a particular year group the teachers help and engage with each other in ensuring teachers are not worried about the teaching of R.S.E.
- Regular S.P.H.E Committee/Year Group/Wholeschool staff meetings are used as a platform to discuss various programmes and their implementation, resources, materials, ensuring each year level has a 'go to teacher' especially for NQT on the staff.
- Teachers will be encouraged to attend CPD in R.S.E to upskill and relevant courses will be brought to the attention of staff members.
- Support from a PDST Advisor will be offered if deemed necessary.
- Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

### **Review and Evaluation**

- The policy will be reviewed and evaluated after every two years. The policy may also be reviewed at an earlier time should a need arise.
- Parents and staff will be informed of any amendments made.
- This plan was ratified by the Board of Management at a meeting on \_\_\_\_\_.

### **Rationale**

This Policy has been ratified by The Board of Management, December 2020.



**Appendix A:**

**R.S.E. :CONTENT**

THEMES	JUNIOR AND SENIOR INFANTS	FIRST AND SECOND CLASSES	THIRD AND FOURTH CLASSES	FIFTH AND SIXTH CLASSES
<p><b>Human Growth &amp; Development</b></p>	<ul style="list-style-type: none"> <li>▪ People who help me grow and care for myself.</li> <li>▪ I'm growing: physical and emotional growth.</li> <li>▪ Things I can do: development of abilities and interests.</li> <li>▪ Language of growth: naming the external parts of the body.</li> <li>▪ The beginning of life-me, animals and plants.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Factors, which help me grow and take care of myself.</li> <li>▪ I'm growing: new skills and abilities.</li> <li>▪ Size me up: physical growth and individual difference.</li> <li>▪ My body parts: the functions of different internal parts of my body.</li> <li>▪ New life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keeping healthy: exercise, diet, immune system.</li> <li>▪ Changes in my own body and in those of others.</li> <li>▪ Naming, grouping and functions of body parts.</li> <li>▪ Growing: new roles and responsibilities.</li> <li>▪ How babies begin and are born.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What helps and harms my body.</li> <li>▪ Body changes in me and in others and why they are happening.</li> <li>▪ Conception to birth and beyond.</li> <li>▪ Humans and how they reproduce.</li> <li>▪ Differences and similarities: rates of growth and development.</li> </ul>

<p><b>Human Sexuality</b></p>	<ul style="list-style-type: none"> <li>▪ I am unique.</li> <li>▪ Myself/my body</li> <li>▪ We are different.</li> <li>▪ People in my life: what I do for them and what they do for me.</li> <li>▪ The wonder of my world.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-image: how I see myself.</li> <li>▪ Ideals and role models: people I look up to.</li> <li>▪ What I like or don't like about other people.</li> <li>▪ Appreciation of others and their gifts.</li> <li>▪ The wonder of human life.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accepting my body</li> <li>▪ Differences between boys and girls</li> <li>▪ Varied lifestyles in the class and community and how we feel about the differences</li> <li>▪ Leisure time and how we spend it</li> <li>▪ Messages about sexuality from the world around me.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Self-concept and Self-esteem: myself and others</li> <li>▪ Male and Females: differences in the sexes</li> <li>▪ Sexuality: what it is and what words describe it</li> <li>▪ Images of sexuality from the media</li> <li>▪ Differences in people and their lifestyles</li> </ul>
<p><b>Parenting</b></p>	<ul style="list-style-type: none"> <li>▪ My parents</li> <li>▪ How parents take care of me</li> <li>▪ Getting ready for a new baby</li> <li>▪ All the things parents have to do</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents are not all the same</li> <li>▪ Caring for young pupils</li> <li>▪ Welcoming the new arrival</li> <li>▪ Parents are busy people</li> <li>▪ Being loved is .....</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many ways of being a parent</li> <li>▪ Providing for pupils – practical, emotional and psychological provision</li> <li>▪ How parents and families prepare for a new baby</li> <li>▪ Role of parents</li> <li>▪ Responsibilities of parents: to pupils, families and the community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents in different cultures</li> <li>▪ Parenthood: what it means and how I understand it</li> <li>▪ Taking care during pregnancy</li> <li>▪ Media portrayal of parents</li> <li>▪ Appropriate treatment of pupils</li> </ul>
<p><b>Personal and Social Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Getting on with people – listening and sharing</li> <li>▪ Simple ways to keep safe and find help</li> <li>▪ Naming my feelings</li> <li>▪ I have a choice</li> <li>▪ Managing new situations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Getting on with people – listening, discussing and sharing</li> <li>▪ Keeping safe</li> <li>▪ Naming and expressing my feelings</li> <li>▪ Making choices</li> <li>▪ Coping with changes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills of communication – self-expression and questioning</li> <li>▪ Ways to keep safe and find help for oneself and others</li> <li>▪ Making decisions: influences on me</li> <li>▪ Understanding and respecting my own feelings and those of others</li> <li>▪ Coping with new situations and new people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills of communication: critical thinking / analysis</li> <li>▪ Taking risks and keeping safe</li> <li>▪ Choices and consequences</li> <li>▪ Strong feelings: learning how to cope with strong feelings and their appropriate expression</li> <li>▪ Changes in the future: how I feel and how I'll cope</li> <li>▪ Asserting myself</li> </ul>
<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>▪ Myself and my family: different roles and responsibilities</li> <li>▪ My friends</li> <li>▪ Special people in my life</li> <li>▪ Co-operation at play</li> <li>▪ Creating space in my life</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feelings in families: e.g. jealousy, love etc.</li> <li>▪ Friendships: who our friends are, making and losing friends</li> <li>▪ Conflict e.g. bullying and teasing</li> <li>▪ Relating to others</li> <li>▪ A right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>▪ My role and my responsibilities within my family</li> <li>▪ My concept of family</li> <li>▪ Conflict and resolution</li> <li>▪ The meaning of friendship: exploring values in friendship e.g. love, trust, loyalty</li> <li>▪ Personal boundaries</li> </ul>	<ul style="list-style-type: none"> <li>▪ Families and how they behave; what families expect of each other</li> <li>▪ Discord and harmony within relationships</li> <li>▪ Group affiliation and loyalty</li> <li>▪ Changing relationships: growing towards intimacy</li> <li>▪ Private and personal integrity</li> </ul>

## Appendix A

### R.S.E. :Anatomical Terminology Guide

Class	Strand /strand Unit	Content Objectives <i>Consult curriculum for complete objectives in <u>Growing and changing and Taking care of my body</u></i>	Language	Pages in RSE Resource Materials Book	Pages in Walk Tall	Supplementary resources
Junior /Senior Infants	Myself <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 breastfeeding penis vulva	New Life p68 My Body p147 Caring for new life p137 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	Myself <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 vulva vagina womb breastfeeding urethra	The Wonder of new life p59 /151 How my body works p67/ 161 Growing means changing p77/171 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</li> <li>Books / activities on Life cycles</li> <li>Birth and new life in nature</li> </ul>
Third/ Fourth Class	Myself <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 umbilical cord changes in puberty menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 <sup>rd</sup> class book)  Changing and Growing p140 (4 <sup>th</sup> class book) 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	Myself <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 wet dreams <u>Busy Bodies language</u> semen sexual intercourse	My body grows and changes p81  The wonder of new life p92  Caring for new life p103  Different kinds of love	My Amazing body p345 (5 <sup>th</sup> class book)  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 B:**

**Differentiation Template**

KEY WORDS TO BE TAUGHT / PRE-TAUGHT			

Using the template below, consider these aspects of the lesson given to your pupils so that all learners can be included in order that they can participate in and benefit from the lesson. This template was provided by the Special Education Support Service

1. DIFFERENTIATE BY CONTENT (In what ways can I vary what I am teaching?)		
<b>(A) Complexity of content: (concrete, symbolic, abstract)</b>		
<b>Concrete</b>	<b>Symbolic</b>	<b>Abstract</b>
<b>(B) Variety of resources</b>		

**(C) Variety of learning environments**

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KEY CONCEPTS IN THE LESSON (OBJECTIVES)

<b><i>What pupils must know or be able to do</i></b>	<b><i>What pupils should know or be able to do</i></b>	<b><i>What pupils could know or be able to do</i></b>

2. DIFFERENTIATE BY PROCESS (How will I teach the lesson?)

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3. DIFFERENTIATE BY OUTCOME / PRODUCT

(How will the pupil demonstrate understanding?)

FINALLY - ANY OTHER POSSIBILITIES FOR THIS LESSON?

**Appendix C:**

**Current Provision with regard to Covid 19**

- Due to the current Covid19 restrictions guest speakers will not visit the school, unless restrictions are lifted or altered.
- If a parent wishes to exclude their pupil from R.S.E lessons, they will have to collect their pupil at school for when the lesson is scheduled. This is due to the current Covid19 protocols where classrooms/bubbles can not overlap.
- The individual formal lessons will be organised amongst year groups but R.S.E will be taught as a Whole School approach in the months of December during the school year 2020/21.
- Due to Covid19, communications will be primarily via Class Dojo or telephone and no face to face meetings will take place. If a parent wishes to discuss any of the R.S.E lessons they can do so over telephone call.

- Availability of Resources are dependent on the school Covid19 policies and protocols in place.
- Due to Covid 19, S.S.N contacted S.O.N to ascertain whether R.S.E and Stay Safe had been covered. 3<sup>rd</sup> class teachers will ensure lessons not covered in 2<sup>nd</sup> class will be the starting point for this year.