

RSE Policy: St John of God Primary School

School Details

St John of God Primary School is a mixed sex school in Ireland. The school has a Catholic ethos. There is a mix of single and multi-grade classes.

Introductory Statement

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. The first RSE policy was developed in 2001 with a committee, revised in 2003, 2005, 2007, 2009, 2011, 2013 and again in 2015.

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.

Definition of RSE

'RSE 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 RSE in schools all the more important' – (Mayock, Kitching and Morgan 2007, p2). 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 (p. 5 NCCA curriculum and guidelines for RSE). In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

Relationship of RSE to SPHE

Social, Personal and Health Education (SPHE) provides opportunities for children 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 life-long 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 adaptation made within the curriculum to suit individual requirements and individual school situations
- 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.

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.

Current Provision Included in the School Curriculum is:

- SPHE lessons (provided through discrete curricular time and integration)
- Use of the RSE Manuals and Busy Bodies resources
- Stay Safe Programme
- Walk Tall Programme
- Webwise resources
- Mindful Matters
- Weaving Wellbeing
- My Wellbeing Diary
- FUSE Programme 3rd – 6th
- Religious Education.

Other available resources include:

- 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

Aims of our RSE Programme

- To enhance the personal development, self-esteem and wellbeing of the child
- To help the child 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 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 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
- 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
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy
- Healthy Eating Policy

Guidelines for the Management and Organisation of RSE in our School

Curriculum Content –The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

Management of RSE

- SPHE is taught using a two year cycle.
- The strands Growing and Changing, and Taking Care of my Body are covered in Year One of a 2 year SPHE plan.
- The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)
- Special arrangements exist for the delivery of the sensitive elements from 4th class up (see 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. Parents will be consulted around sensitive issue

Parental Involvement

- Parents will be informed on enrolment that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrollment.
- Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level, example of letter see Appendix 2.
- The letter 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. eg. What they may hear on yard.

A copy of the Busy Bodies booklet/DVD can be distributed to parents of 5th and 6th class pupils in advance to support the implementation of the sensitive objectives in class

Organisation and 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**.

<p><u>Topics covered up to 2nd include:</u></p> <ul style="list-style-type: none"> • 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 	<p><u>Topics from 3rd to 6th include:</u></p> <ul style="list-style-type: none"> • 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
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<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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, conception and birth within the context of a committed loving relationship (5th, 6th class).
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SPHE: Two year plan

Month	Year 1	Year 2
September / October	Self-Identity (Myself)	Myself and my Family (Myself and Others)
November / December	Relating to Others (Myself)	My Friends and other people (Myself and Others)
January / February	Growing and Changing (Myself) <i>*sensitive lessons for specific class or multi-grade</i>	Safety and Protection (Stay Safe Programme) <i>*sensitive lessons for specific class or multi-grade</i>
March /April	Taking Care of my Body (Myself)	Making Decisions* <i>From Juniors - 2nd cover safety issues from Safety and Protection Strand unit</i>
May / June	Developing Citizenship (Myself and the Wider World)	Media Education (Myself and the Wider World) <i>4th and 6th also cover "Safety Issues" in Safety and Protection Strand Unit</i>

A copy of the Busy Bodies DVD can be distributed to parents in advance to support the implementation of the sensitive objectives in class

We feel that it is important for the "sensitive lessons" to be addressed in both years for 4th-6th class. This is often facilitated by an external speaker.

External Speaker:

Circular 22/10

"External facilitators/tutors who contribute to the SPHE programme must be approved in advance by the principal and board of management (BOM). Visitors must work under the guidance and supervision of the classroom teacher, who must remain in the classroom with the pupils at all times and retain the central role in the delivery of the subject matter in SPHE lessons. Interventions without the direct involvement of the teacher are not appropriate. Visitors must never replace the class teacher. To do so would undermine the integrity of the curriculum, the credibility and professionalism of the teacher and school, and could compromise the safety and welfare of the pupils. "

Approaches & Methodologies

When implementing the programme, staff at St John of God primary school will endeavor 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 from 4th-6th class (The class teacher will stay in the room at all times in accordance with Circular 22/2010).

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
- 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.

Pupils with Special Educational Needs

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 SET learning plan in consultation with parents/guardian.

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 children 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 children 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 children in the school primarily by the manner in which language is used. The way in which children 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 RSE. 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 RSE 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 children 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.

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 (see Appendix).

Questions

Teachers may not be able to answer all questions as the topics may be outside the curriculum, but the hope is that children may ask the questions again at a different stage of education or talk to their parents.

We use some simple principles when fostering discussion and questioning

- No personal questions of the teacher
- The use of a Question Box can 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....

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, the teacher will notify the Designated Liaison Person in the school.

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 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

It is important to use criteria when selecting relevant classroom resources (retrieved from SPHE curriculum)

- Free of bias and gender stereotyping
- Demonstrate equality and equity
- Child 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 RSE include:

- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls and Story books (dolls?)
- Picture books
- Busy Bodies DVD and Booklet. This DVD and booklet were developed to support the teaching of the 5th and 6th class component of RSE within the context of SPHE.
- INTO Different Families, Same Love Poster
- RESPECT guidelines.

Provision of Ongoing Support /CPD

- Opportunities provided by our Education Centre will be brought to the attention of staff members.
- Teachers will be encouraged to attend CPD in RSE
- Staff meetings utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor is available
- Promotion and communication of resources available from www.pdst.ie.

Review

- The policy will be reviewed 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.

Marie Rossiter Jagan 01/02/2022

June Cullen 1/2/2022

Review June 2022

Appendix 1

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none">• Keeping Safe• Bodily changes from birth (birth-9)• Making age appropriate choices• Appreciating the variety of family types and an 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)	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none">• Bodily changes• Healthy eating, personal hygiene, exercise• Keeping Safe• Expressing Feelings• Appreciating the variety of family types within our school and community and how we 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, conception and birth within the context of a committed loving relationship (5th, 6th class)
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Appendix 2

Dear...

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'. We will be completing these Strand Units with all class levels in the forthcoming weeks.

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> • Keeping Safe • Bodily changes from birth (birth-9) • Making age appropriate choices • Appreciating the variety of family types and an 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) <i>The Language at taught at this level will be.....</i> • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd)) <i>The Language at taught at this level will be.....</i> 	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene, exercise • Keeping Safe • Expressing Feelings • Appreciating the variety of family types within our school and community and how we 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) <i>The Language at taught at this level will be.....</i> • Reproductive system of male/female adults (5th and 6th class)) <i>The Language at taught at this level will be.....</i> • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class) <i>The Language taught at this level will be.....</i>
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The class teacher will send home appropriate home school links pages from the Relationships and Sexuality manual which outline the material that will be covered in class and encourage further discussion on the topics at home.

If you have any concerns please make an appointment to see the class teacher.

Yours sincerely

Anatomical Terminology Guide

	Strand /strand Unit	Sensitive Content Objectives (consult curriculum – for complete objectives in Growing/ Changing and taking Care of my Body	Language	Pages in RSE Manuals for sensitive objectives	Pages in Walk Tall for sensitive objectives	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	<p>Growing and changing</p> <ul style="list-style-type: none"> Become aware of new life and birth in the word Develop an awareness of human birth <p>Taking care of my body</p> <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	Womb, Breastfeeding, Penis, Vulva	New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p.153	Senior Infants Our Amazing Bodies p94	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	<p>Growing and changing</p> <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles <p>Taking care of my body</p> <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	Penis, Vagina, vulva, womb, 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	Second Class Our Amazing Bodies p37	<ul style="list-style-type: none"> Picture books of going to the doctors Books / activities on Life cycles Birth and new life in nature Tom's flower power
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	<p>Growing and changing</p> <ul style="list-style-type: none"> Understand the physical changes taking place in both the male and female body Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal <p>Taking care of my body</p> <ul style="list-style-type: none"> Recognize and discuss how feelings and emotions are effected by the physical changes that take place during puberty Discuss the stages and sequence of development of human baby from conception to birth 	Revise above. Umbilical cord Changes in Puberty Menstruati on (4 th class)	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	Third Class As I grow I change p175 Fourth Class Changing and Growing p140 The wonder of new life p.150	<ul style="list-style-type: none"> Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	<p>Growing and changing</p> <p>Understand sexual intercourse, conception and birth within the context of a loving committed relationship</p> <p>Taking care of my body</p> <p>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</p> <p>Understand the reproductive system of both male and female adults</p>	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 p141	Fifth Class My Amazing body p345 Sixth Class Creation p121	<ul style="list-style-type: none"> Busy Body DVD's Power points recap Question Box Puberty Quizzes

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- National Council for Curriculum and Assessment (2007), Guidelines for Teachers of Students with General Learning Difficulties, Department of Education, Dublin