



Relationships & Sexuality Education Whole School Policy

School Details

Scoil Mhuire is a Catholic School under the patronage of the Bishop of Clogher. It is managed by a Board of Management, elected according to the procedures agreed by the Partners in Education. The school has a Catholic ethos and this ethos acknowledges the cultural and religious values of all pupils attending the school. The school recognises that the parents are the primary educators of their children and we support that role.

Scoil Mhuire is a mixed rural primary school in Clontibret, Co. Monaghan. The school has seven mainstream classes and three special classes for children on the autistic spectrum.

Introductory Statement

This policy, in accordance with the provisions of the Child Care Act (1991), Education Act (1998), Education (Welfare) Act (2000) and the revised 'Primary School Curriculum Guidelines' (1999), details the aims and the content of the agreed programme for the provision and the delivery of '*Relationships & Sexuality Education (RSE)*' in Scoil Mhuire.

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.

The policy was drawn up in 2016, involving staff and parents, reviewed in 2020 by principal and staff and a further review was carried out in January and February 2023.

School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and the wider



community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

Definition of RSE

RSE is an integral part of the Social, Personal and Health Education and must be taught in this context. RSE 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 RSE to SPHE

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

SPHE:

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons
- Is a shared responsibility between family, school, health professionals and the community
- RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the



child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school 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.

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

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

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.

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
- ✦ Admission Policy
- ✦ Acceptable Use Policy
- ✦ Healthy Eating Policy.

Curriculum Planning for SPHE / RSE

Our school follows a two year plan for SPHE as per Appendix 1

Month	Year 1	Year 2
September / October	Self-Identity (Myself)	Myself and my Family (Myself and Others)
November / December	My Friends and Other People (Myself and Others)	Relating to others (Myself and Others)
January / February	Safety and Protection (Myself)	Growing and Changing (Myself)
March /April	Making Decisions * (Myself)	Taking Care of my Body (Myself)
May / June	Media Education (Myself and the Wider World)	Developing Citizenship (Myself and the Wider World)

The Busy Bodies Programme will be taught to Sixth Class every year.



Guidelines for the Implementation of RSE

The SPHE curriculum will underpin all teaching and learning of RSE in Scoil Mhuire.. The SPHE curriculum 1999 is allocated 30 minutes of discrete teaching time by the Department of Education. Teachers can use their professional discernment if extra time is required, this can be taken as discretionary time. Teachers are encouraged to use an integrated approach for the delivery of SPHE.

RSE, which largely looks at the development of relationships, is interwoven through all strands and strand units of the SPHE curriculum. The more sensitive aspects of RSE will be covered under the strand 'Myself' and strand units 'Growing and changing' and 'Taking care of my body'. Teachers will refer to the resource Making the Links to support their planning for the delivery of these strand units.

Suggested resources are listed under the Resources Section of this policy.

The RSE curriculum by NCCA will be followed as published, and will be taught to pupils in all classes, 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 and will take into consideration the sample criteria for choosing resources, as outlined in the SPHE Teacher Guidelines p.103. Each class teacher will teach the content for their class level as laid out in the curriculum, every second year as per Appendix 1, utilising the RSE manuals to complement their teaching.

- There will be a whole school approach to the teaching of RSE.
- The approach is a child centred approach and will always take the age and stage of development of the child into account.
- Appropriate vocabulary relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. The use of slang words will be discouraged.
- Some aspects of RSE will be taught through discrete lessons with the remainder being taught in a cross curricular manner. Teachers will have to identify the appropriate links with other subject areas to ensure that children receive a broad based approach to RSE.
- The strands Growing and Changing, and Taking Care of my Body are covered in Year Two of a 2 year SPHE plan as per below and Appendix 1 and Appendix 2.
- The sensitive lessons are covered as part of these broad topics as outlined in Appendix 2.
- Special consideration will be taken to ensure that the needs of children with SEN are met.
- If appropriate the children in the Cairde classes will join the mainstream classes for RSE lessons, however if this is not suitable they will be taught by the Cairde class teacher on a one to one basis.



- Presently in Scoil Mhuire all teachers deliver this programme to their own class. However, provisions will be made for teachers who may have difficulty with teaching the sensitive areas of the programme.
- Arrangements may be made with colleagues by mutual agreement to deliver whatever sections of the programme a teacher may have difficulty with.
- The privacy of staff members will be respected and they should not feel obliged to disclose aspects of their own personal life.

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**.

<u>Topics covered up to 2nd include:</u>	<u>Topics from 3rd to 6th include:</u>
<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• 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">• 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, conception and birth within the context of a committed loving relationship (5th, 6th class).

Sensitive content

- Sensitive content is taught as per 2 year SPHE plan – Appendix 1 and Appendix 2.
- Busy Bodies will be taught to Sixth Class every year
- A copy of the Busy Bodies will be distributed to parents of the Sixth Class pupils in advance to support the implementation of the sensitive objectives in class.



Pupil Voice

In Scoil Mhuire the voice of our pupils is acknowledged, valued and respected. Children are given opportunities to reflect and feedback on SPHE/RSE provision via focus groups and questionnaires. This information will be used to inform school improvement in relation to future RSE provision

Approaches & Methodologies

When implementing the programme, staff at Scoil Mhuire 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. 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.

In Scoil Mhuire, we will use the following approaches and methodologies to teach RSE:

- 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).

Resources

In Scoil Mhuire. Our staff may consult any of the following teaching resources when teaching RSE in addition to the DE Relationships and Sexuality Education Programme:

- DE RSE Manuals
- Stay Safe programme
- PDST Health and Wellbeing RSE
- NCCA SPHE/RSE Toolkit
- DE Walk Tall Programme
- Anatomical Dolls
- Inclusive picture and story books
- HSE Publications
- Making the Links and Beyond



- Busy Bodies Booklet / Videos / Workbook (PDST) This booklet was developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE
- Picture books across the 9 grounds of equality
- INTO Different Families, Same love Poster.
- INTO Different Families, Same love Lesson Ideas.
- INTO Different Families, Same love Presentation JI– 2nd
- INTO Different Families, Same love Presentation 3rd – 6th
- RESPECT guidelines
- Gender Equality Matters
- All Together Now
- We All Belong
- PDST Education and Transgender Information
- PDST Identity Based Bullying Information
- RSE related websites

Parental Involvement

- Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment.
- Parents will be informed in advance of lessons 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 3.
- 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 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.



Withdrawal of a child from the lessons with sensitive topics

- Our RSE programme is inclusive and so we actively discourage withdrawal.
- However, if following a discussion with the Principal and Class teacher, a parent wishes to withdraw their child from the sensitive lessons, the school will take account of the parental concerns and the parent's right to withdraw their child from lessons pertaining to sensitive issues. This will be honoured with the understanding that the parent is taking full responsibility for this aspect of education themselves.
- The onus will be on the parent to **inform the school in writing of this decision**. This letter from the parents will be kept on file.
- If a child has been withdrawn from the sensitive RSE lessons, the school cannot accept responsibility for indirect RSE related information delivered to the child outside of the formal RSE lessons i.e. on the yard, school bus etc..

Differentiation

The age and stage of development in a class can vary widely and strategies for differentiation can support gradual and appropriate learning.

In Scoil Mhuire, teachers use assessment and professional judgement to differentiate the curricular objectives and content to best suit the needs of all pupils.

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. Both consultation with parents/ guardians in advance of lessons and anticipation of the children's needs will be central to ensuring learning is meaningful. This may be reflected in the pupil's support file.

- 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. .
- Taking into account student's cognitive, social and emotional development and their class level (4th, 5th & 6th Class), instruction on the sensitive aspects of RSE, will be based on individual needs and decided together by parents, mainstream teachers and support teachers during the child's IEP meeting.
- The support and resource teachers will aid the mainstream teacher with the facilitation of appropriate and agreed RSE provision for the child with SEN.
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.
- If appropriate the children in the Cairde classes will join the mainstream classes for these lessons, however if this is not suitable they will be taught by the Cairde class teacher on a one to one basis.
- Careful consideration will be given to the NCCA Guidelines for Moderate, Severe and Profound Learning Disabilities for RSE Provision.



Useful Resources

- Middletown Centre for Autism
- PDST RSE
- Stay Safe for Children with SEN

Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. 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. 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 2)

Questions

In Scoil Mhuire, teachers may use a variety of methodologies to create a safe, open space where pupils feel comfortable to ask RSE related questions.

Question Box

For older pupils a “question box” is one methodology that may be used as part of the formal RSE lessons. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues / RSE policy to formulate an appropriate response.



During the delivery of each RSE lesson, pupils will be encouraged to place their questions into a box in the classroom. These questions can be reviewed and the following taken into account:

- All pupils are encouraged to write on the question sheet. If they don't have a question, teachers will ask them to write something interesting that they learned from the lesson.
- Questions arising from lesson content will be answered in an age-appropriate manner.
- Questions may be deferred by saying it will be answered in the next lesson, in the future or by saying it could be answered at home.
- 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 / guardian.
- Teachers may exercise discretion to contact parents themselves if they feel a need arises.
- No personal questions will be answered and children will be reminded not to share inappropriate personal information about their families or others – but can share with teacher after the lessons.

Open Forum Questions

Teachers give pupils an opportunity to ask questions at various times throughout the RSE lesson. Questions will be answered in an age and developmentally appropriate way. Children will be made aware that the class teacher may not be able to answer their question and they will be signposted to ask an adult they trust at home.

Possible 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 that was used was slang language, what they meant to ask was....



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.

Scoil Mhuire will employ the following methods for assessment in SPHE/RSE:

- 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
- Pupil Portfolio

Confidentiality

- Scoil Mhuire follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017.
- If a child is withdrawn from the teaching of sensitive issues, the school cannot guarantee that the withdrawn child will not hear the information from another source.
- Parents are invited to share any changes in circumstances with the school as necessary e.g. changes in family structures etc..For the welfare of some children, this information may be important for a teacher to know prior to engaging in specific topic on family/ relationships.

Provision of Ongoing Support

Scoil Mhuire ensures the provision of ongoing support by the following:

- 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.
- Create a mentor system to support the teaching of RSE



- Promotion and communication of resources available from www.pdst.ie.
- Budgeting for the updating and development of RSE materials
- Reviewing RSE policy on a regular basis
- Ensuring that Special Education Teachers and Special Class Teachers have adequate training opportunities
- Staff will reflect on information gathered from pupil questionnaires and focus groups. This will be used to inform future developments regarding RSE.
- Parents are welcome to view the curriculum and resource materials, if they so wish.
- The curriculum is available on the PDST website at <https://www.pdst.ie/primary/RSE> . All teachers' manuals for each class can be viewed under the title Relationships and Sexuality Education.
- Parents will be informed in advance of the sensitive lessons being taught in school and will be encouraged to talk to their child(ren) about these topics.

Review

Scoil Mhuire will review this policy every three 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 the 19th January 2023.

Scheduled for review: January 2026

Signed: Cathal McGlone
Chairperson

Date: 19th January 2023

Signed: Elizabeth Moorehead
Principal

Date: 19th January 2023



Appendix 1
Scoil Mhuire
Two Year Plan for SPHE

	Year 1		Year 2	
	Strand	Strand Unit	Strand	Strand Unit
Sept/Oct	Myself	Self-identity	Myself and Others	Myself and My Family
Nov/Dec	Myself and Others	My friends and other people	Myself and Others	Relating to others
Jan/Feb	Myself	Safety and Protection Stay Safe	Myself	Growing and Changing RSE
March/April	Myself	Making decisions (3rd – 6th Class) <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>	Myself	Taking care of my body RSE
May/June	Myself and the Wider World	Media Education	Myself and the Wider World	Developing Citizenship



Appendix 2

Topics covered up to 2 nd include:	Topics from 3 rd to 6 th include:
<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 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)	<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 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/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)



Appendix 3

Dear Parent / Guardian,

Relationships and Sexuality education is an integral part of the Social Personal and Health Education curriculum. The sensitive elements of the Relationships and Sexuality 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.

Full details of the curriculum can be viewed at: https://www.curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf.

<p style="text-align: center;">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 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) <i>The Language taught at this level will be:</i><ul style="list-style-type: none">• "Private Parts"• Privates• Womb / Mammy's Tummy• Breastfeeding• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd)) <i>The Language taught at this level will be:</i><ul style="list-style-type: none">• Womb• Breastfeeding• Penis• Vagina	<p style="text-align: center;">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 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) <p>Introduction to puberty and changes (3rd, 4th, 5th and 6th class) <i>Language taught at this level will be:</i></p> <ul style="list-style-type: none">• Womb• Breastfeeding• Penis• Vagina• Lesbian• Gay• Puberty• Homosexual• Homophobic• Genitals• Periods / Menstruation
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- Changes that occur in boys and girls with the onset of puberty (5th and 6th Class) *The Language taught at this level will be:*
 - **Busy Body Language**
 - **Penis / Vagina**
 - **Womb**
 - **Wet Dreams**
 - **Semen**
 - **Testicles**
 - **Breasts**
 - **Menstruation / Periods**
 - **Vulva / Urethra**
 - **Umbilical cord**
- 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)

The Busy Bodies Programme will be taught to Sixth Class every year.

Our school's RSE policy is available to view on our school website, www.scoilmhuireclontibret.ie . It outlines our agreed approach to achieve the objectives of the aforementioned strand units.

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

Yours sincerely,



Bibliography

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- The Walk Tall Support Service (2010), Walk Tall, PDST publications, Laois
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- Education Act 1998, section 30, subsection 2 (e)
- National Council for Curriculum and Assessment (2007), Guidelines for Teachers of Students with General Learning Difficulties, Department of Education, Dublin
- Talking to Your Young Child about Relationships, Sexuality and Growing Up [accessed on www.pdst.ie/RSE]