

S.N. Bhaile Chláir na Gaillimhe



Polasaí Oideachas Caidrimh agus Gnéasachta (OCG)

Pupil Illness at School Policy



S.N. Bhaile Chláir na Gaillimhe

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## Policy on Relationships and Sexuality Education (RSE)

### Introductory Statement

S.N. Bhaile Chláir na Gaillimhe is a co-educational, vertical primary school with an enrolment of approximately 340 pupils.

In the school setting, RSE will be taught in the context of Social, Personal and Health Education. This Relationships and Sexuality Education policy indicates how RSE will be implemented in the school and outline what provision is being made for RSE and SPHE in our school.

Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parents, teachers, peers, adults and the media.

In S.N. Bhaile Chláir na Gaillimhe, RSE will provide structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. This approach gives opportunities to children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.

At primary level, RSE aims to help children learn, at home and in school, about their own development and about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and for others, and providing them with appropriate information.

The Board of Management of S.N. Bhaile Chláir na Gaillimhe understands that the school must have an RSE policy and that it is the responsibility of the Board of Management to ensure that RSE is taught in the school. This policy was formulated by an RSE committee which included the principal, staff members, SEN teachers, parents and member of the BOM.

## Relationship to the Characteristic Spirit of the School

We, the staff in S.N. Bhaile Chláir na Gaillmhe aim to:

- \* provide for the holistic development of each child - physically, intellectually, emotionally, creatively, spiritually and socially
- \* enable each child to develop in an open, happy, safe, stimulating and mutually respectful environment
- \* provide an active, enriched learning environment for children with the availability of appropriate, instructional materials, resources and classroom adaptations
- \* develop a love of learning and an openness to lifelong learning
- \* foster a sense of community between management, teachers, parents and children and an awareness of belonging to the whole community
- \* develop in students an awareness and appreciation of our culture, heritage with particular emphasis on the Irish language
- \* develop an appreciation of the environment and one's responsibility for its preservation
- \* prepare each child for his/her future in education and in society

## Mission Statement

The Board of Management, staff and parents of S.N. Baile Clár na Gaillimhe are committed to the following mission:

S.N. Baile Clár na Gaillimhe is a happy, safe and welcoming environment for all, a place where:

- \* Catholic values are practised and valued and there is a shared commitment to the Catholic ethos of the school
- \* everybody is respected, included and is treated fairly and equally
- \* there are clear goals that are commonly agreed and shared
- \* honest, open communication and consultation is fostered and decision making is a democratic process with input from all members of the school community
- \* diversity is valued and evident and emphasis is on inclusion
- \* the highest standards of learning and teaching are promoted and celebrated
- \* emphasis is on the provision of a holistic education, enabling each student to achieve their full potential
- \* effort and commitment is recognised, affirmed and encouraged
- \* teachers and children are inspired to be lifelong learners in a vastly changing world
- \* parents are appreciated as partners in education
- \* a sense of community and pride in our local parish is fostered
- \* all strive for school improvement from year to year and change is embraced in a positive way
- \* a love of Irish culture is developed and use of Irish language is promoted

The ethos of our Catholic school is entirely concerned with fostering the development of relationships – the love of God and the love of every human being.

- \* The school seeks to communicate the Christian vision of human life and human relationships
- \* The school recognises that, in the area of RSE, its role is subsidiary to that of the parents
- \* The school, in its formulation of this policy reflects Catholic moral teaching on sexual matters
- \* The dignity, privacy and modesty of each individual child is always respected.

## **Aims of Social, Personal and Health Education:**

The aims of Social, Personal and Health Education are to:

- \* foster in the child a sense of care and respect for themselves and others and an appreciation of the dignity of every human being
- \* promote the health of the child and provide a foundation for healthy living in all its aspects
- \* enable the child to make informed decisions and choices about the social, personal, and health dimensions of life both now and in the future
- \* develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- \* enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

When due account is taken of intrinsic abilities and varying circumstances, the S.P.H.E Curriculum should enable a child to:

- \* be self-confident
- \* develop a sense of responsibility and come to understand his / her sexuality and the process of growth, development and reproduction
- \* create and maintain supportive relationships
- \* develop an ability to protect themselves from danger and abuse
- \* become aware of the various influences on choices and decisions
- \* promote the values of a just and caring society.

## **Contexts for S.P.H.E**

S.P.H.E shall be taught through a combination of contexts:

- \* Positive school climate and atmosphere
- \* Discrete time
- \* Integration with other subject areas

Each Staff Member shall integrate and implement this policy.

S.P.H.E extends in a general way and is covered in many curricular areas as well as through school programmes e.g. English, Religious Education, Health Promoting Schools Initiative, Active Schools Programme, Green Schools Programme, Stay Safe Programme, Anti-Bullying activities, Physical Education, Social and Environmental Studies...

Substance abuse lessons/programmes will be used in all classes and will include discrete lessons on alcohol/drug/smoking in Senior Classes.

The programme begins in the infant room and is presented in three strands

- a) Myself and
- b) Others and myself.
- c) Myself and the wider world

The syllabus extends its scope each year and revisits these strands in deeper ways appropriate to the age and development of the child.

The syllabus is one of a spiral nature starting and finishing with the same themes (a) myself (b) myself and others (c) myself and the wider world extending its scope and depth each year appropriate to the age and development of the child [See Overview of Content - Appendix 1].

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

RSE aims to provide children with the opportunity to 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. Within the school, RSE will form an integral part of a wider programme, covering several core subjects areas, which will be encompassed in the SPHE programme:

#### **Language Development/Oral Language**

Language has a vital role to play in SPHE/RSE. It is important that a child be able to articulate her feelings and this is why Language Development is emphasised from day one. Topics of conversation include: Myself, My News, Friends and My Family.

#### **Social and Environmental Studies**

This subject deals with a wide range of issues including: Personal Hygiene, Life Cycle and My Body.

#### **Gaeilge**

Certain themes within the RSE programme already form part of the Irish curriculum, where family topics are discussed informally with the children, for example: My Body, Myself and My Family.

#### **Stay Safe Programme and the Walk Tall Programme**

These programmes deal with many of the issues developed upon in the RSE syllabus, namely, the Development of Self-Esteem, My Body, Self-Protection, taking care of my body and feelings.

### Art & Craft

Through many of the varied Art & Craft activities the children already interpret and display an understanding of some of the information contained in the RSE programme, for example, making a Life Cycles display – frog, butterfly etc (introducing new life), Self-portraits (Myself), Materials, fabric and fibre (Sense and Touch) (my body), Hand and Feet Prints (awareness of physical growth and uniqueness).

### Music, Movement and PE

Through music, movement and PE, the children become aware of the physical nature of their bodies and various exercises are carried out within the classroom and P.E. hall, which develop upon the idea of physical growth.

### Science

As part of the science curriculum, ‘the identification of the parts of the human body is included at each level of the primary programme’ and ‘children will be helped to develop ideas about the human body, growth, movement and breathing...the development of children’s ideas about body changes and reproduction should be done in accordance with the school’s policy on SPHE. (Science Curriculum Teacher Guidelines) Our policy on RSE will also inform the teaching of the strand ‘Living Things’ in Science. As is apparent from the above, much of the RSE programme is already contained within today’s curriculum. Many more examples exist, as the school currently provides a large number of programmes both formal and informal, which all come under the umbrella term SPHE.

### **Relationship of R.S.E 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.

Relationships and Sexuality Education (R.S.E) 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 that 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 personal and social skills and aspects of parenting.

## Aims of the RSE Programme

- \* To enhance the personal development, self-esteem and well-being of the child.
- \* To help the child develop healthy, friendships and relationships.
- \* To help the child to develop an understanding and a healthy attitude to relationships in a moral, spiritual and social framework.
- \* To develop and promote in the child, a sense of understanding at the process of birth and new life.
- \* To acquire and develop knowledge and understanding of oneself.
- \* That the child be able to identify external parts of the male and female body.
- \* That the child is able to articulate fluently, information about him/herself, his/her ideas, his/her feelings and his/her attitudes.
- \* To develop an appreciation of the dignity, uniqueness and well-being of others.
- \* To develop an awareness of differing family patterns.
- \* To develop some coping strategies to protect oneself and others from various forms of abuse.
- \* To enable the older children (5th/6th class) to acquire an understanding and respect for reproduction.

## Guidelines for the Management and Organisation of RSE in our School

1. Guidelines as laid down by the Department of Education and Skills and as discussed in this document will be followed. It is recognised that during any year a special teacher/pupil relationship develops within a class. A trust and understanding of each other is acquired and having regard to this special relationship we recognise the need to allow the teachers flexibility / discretion as the need may arise when dealing with certain areas of the curriculum.
2. As RSE is part of the Primary School SPHE Curriculum, this aspect of the programme will be taught in the same way as all other strands of other curricular areas i.e. by the teaching staff of the school. This is considered best practice by the Department of Education. Teachers have engaged in professional development training on delivering Relationships and Sexuality Education to children in our school.
3. It is envisaged that the programme will be taught in an integrated manner where possible. All information delivered will be informed by the objectives of the SPHE curriculum. This curriculum is spiral in nature and all content will be delivered developmentally throughout the child's time at S.N. Bhaile Chláir na Gaillmhe .
4. The SPHE programme will be taught in each class - the topics to be taught are planned out by the staff and outlined in the school plan. All teachers are provided with a copy of this two year plan and it is displayed in the staff room. Curriculum lessons for a specific class will be strictly adhered to by that class, as advised.

5. The rights of the teacher with regard to the teaching of the RSE programme will be respected. Should a teacher choose to be exempt from teaching the programme/part of same, alternative arrangements shall be made for the teaching of that class.
6. If a member of staff is unavailable to teach the sensitive issues, arrangements regarding the teaching of the programme will be made by the principal.
7. RSE will be taught in junior infants to sixth class. All information delivered will be informed by the content outlined in the curriculum.
8. In SPHE and RSE, parents are acknowledged as the primary educators of their children and the school will work in partnership in a supportive role. Parents enrolling their child in S.N. Bhaile Chláir na Gaillmhe will be advised to familiarise themselves with the RSE Policy and will be provided with supporting documentation in the school enrolment pack.
9. Parents are informed in advance, regarding when the formal lessons on the sensitive areas of the programme will be covered in school. Parents will receive an overview of content and information.
10. If video clips are used to complement the teaching of RSE, parents are provided with links to these video clips in order that they are familiar with the content.
11. Parent will be invited to participate in the programme by working on RSE homework activities with the child. Parents will also be asked to sign RSE activity sheets. In this way, parents will be aware of the themes of the programme and familiar with the content covered in each theme.
12. Visiting speakers may be used at a senior level to cover certain areas of the programme or, indeed, to reiterate / elaborate on certain aspects already covered. The visiting speaker will be fully versed as regards the school's RSE policy. Class teachers will remain with the visiting speaker at all times.
13. Parents have a responsibility to become involved, to inform themselves of the programme content, to prepare their children for the information they will acquire around the sensitive areas and to discuss areas covered in school in RSE/SPHE with their children.
14. If a parent wishes their child to be withdrawn from a formal RSE class they must first discuss this with the teacher involved and the principal and then inform the principal in writing. Every effort will be made to withdraw the child with the minimum of fuss. Recognising that the Department of Education and Skills do not allow a child to stay away from school while RSE is being taught, the child will be sent to another classroom to work.
15. Children will be encouraged to discuss the material being covered in class with their parents, guardians or older siblings. Where possible, hand-outs, worksheets will be provided to facilitate this.
16. In a class situation, children will be encouraged to recognise that certain information is for them only i.e. that it is inappropriate for them to discuss information received about puberty, intercourse and birth with younger siblings, friends from outside school, in the school yard. It will be explained that

other children will be given this information by their own parents and teachers when they reach the appropriate age.

17. Children will also be taught to recognise that certain personal disclosures are inappropriate. Teachers will neither give, nor request personal information. A respect for personal information and a respect for personal privacy will be emphasised.
18. Parents will be informed if the teacher feels a particular child would benefit from more in-depth discussion, at home, of a topic covered.
19. If a parent has a particular concern / issue which has arisen as a result of an RSE discussion in school, the parent will be encouraged to discuss same with the teacher or the principal.
20. As always, parents are requested to inform teachers of special family situations. These will be dealt with in confidence. It is the experience of the teachers that it is to everyone's benefit if they are kept informed.
21. Sensitive issues may be dealt with in the following class groupings –  
*Puberty* - with Boys and Girls during fifth class  
*Puberty, intercourse and birth* - with Boys and Girls during sixth class  
*(To facilitate this, appropriate arrangements will be made for the rest of the classes for the periods concerned.)*
22. There will be a team-teaching approach when sensitive aspects of RSE are being taught in Fifth and Sixth Class. This will involve the class teacher, a member of the Special Educational Needs team and a member of the In-School Management team. Content will be presented to the children using recommended resources followed by group, pair and individual work. The teaching team will circulate among groups of children and support them in their work.
23. Children's questions will be dealt with, taking into account the following criteria, when relevant
  - by being aware of circumstances in which the question has arisen
  - by clarifying what information is required
  - by deciding, if the issue is relevant, who it is relevant to
  - by giving an age-appropriate answer
  - by deferring the question as one which will be answered in the next lesson, one which should be answered at home or one which will be answered more fully in the future.

Should a pupil require information that is not in line with the curriculum content and not considered to be age-appropriate for the general body of pupils, the school will not give such information and refer him/her to the parents

24. Our school will foster a culture that is accepting of difference. This will be expressed where appropriate, rather than making the assumption that everyone understands it. An integral part of RSE is learning to respect others; this will include respect for families or individuals who are different from the norm.

The Equal Status Acts 2000 and 2004 provide protection against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment.

Schools are advised to develop a strategy for responding to children who have questions about sexual orientation or who are taunting others about being gay. In S.N. Baile Clár na Gaillimhe, this is done in the context of the school's ethos and RSE policy and with the awareness that primary school children are probably too young to engage in detailed discussion of sexual identity.

If the topic of sexual orientation arises and the teacher is asked what the word 'gay' means, the response given will be:

“The majority of people are attracted to people of the opposite sex. This is called being heterosexual. Some people are attracted to people of the same sex. This is called being homosexual or gay.”

It is believed to give factual information like this in an open and straightforward way may help to remove the secrecy which is necessary for any bullying to flourish.

Homophobic insults will be treated in exactly the same way as racist or other insults – the teacher will calmly explain to the child that such insults are hurtful to the other person and are not acceptable.

25. In a case where a teacher may have some concerns about a child or if there is a disclosure of information by the child of abuse, the school will follow our Child Protection Policy. The Principal is the Designated Liaison Person.
26. There will be ongoing assessment of the programme through observation by and feedback from parents, teachers and pupils.

## **Provision for Ongoing Support, Development and Review**

Opportunities will be provided for professional development in the area of RSE:

- \* In-career development courses for teachers as part of whole-staff meetings
- \* Attendance by staff members at RSE seminars and courses provided by PDST
- \* Regular reading of school policy and resource material available for RSE in order to ensure familiarization by all members of staff
- \* New staff members and long-term substitute teachers provided with all documentation in relation to RSE
- \* Training for parents organised by the Parent's Association
- \* School meetings with parents/guardians to inform them of school policy and recommended approaches to teaching RSE in primary schools
- \* Provision of school policy and other relevant informative documents to parents on enrolment of children
- \* Access to all RSE/SPHE resources in the school on request of parents/guardians
- \* RSE resources will also be regularly reviewed and new resources researched.

## **Páistí le Riachtannais Speisialta / Children with Special Needs**

RSE provides opportunities for all children to learn to accept each other, and to recognise and promote the dignity of each human being. The school will adapt the programme to cater for children with learning difficulties. The class teacher and the child's SEN teacher will liaise with parents/guardians to discuss an appropriate RSE programme for the child.

## **Methodologies**

In order for children to reflect on and make their own sense of information received it is necessary for them to be actively engaged in the learning process. Any or all of the following techniques will allow the child 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, television schedules
- \* Hosting visitors
- \* Projects
- \* Modelling
- \* Designing advertisements
- \* Writing Captions
- \* Ranking Statements
- \* Describing Photographs
- \* Viewing and discussing video

Teaching methods may be placed on a continuum running from those which are very teacher directed to those which employ maximum pupil participation.

## **Roles and Responsibilities:**

- \* The Board of Management and the principal are responsible for the implementation of this policy in the school
- \* All teachers have the responsibility of familiarising themselves with the school RSE policy and the SPHE curriculum/RSE resources.
- \* The Board of Management are responsible for providing the resources necessary to implement this policy
- \* Parents/guardians have the responsibility of supporting this policy and discussing the content of lessons at home with their children.

## **Success Criteria**

- \* All members of the school community are familiar with the schools RSE policy i.e. Board of Management, teachers and parents/guardians.
- \* RSE information and policy is provided to all parents/guardians on enrolment of children
- \* Parents/guardians are provided with an overview of the content to be taught in RSE each year and are aware when content of a sensitive nature will be taught in order that they can discuss this with children
- \* Staff members avail of training and other professional development opportunities in relation to Relationships and Sexuality Education
- \* Teachers are implementing a whole school plan in relation to SPHE and RSE

## **Ratification & Communication**

This policy was ratified by the Board of Management of S.N. Baile Clár na Gaillimhe and communicated to members of the school community thereafter.

**Signed:** Philip Cribbin

**Date:** 21.3.2017

Chairperson of Board of Management

## **Review**

This policy will be reviewed in the school year 2020-2021 in line with legislation, DES Circulars, publications and in light of incidences.

**Foramharc ar an ábhar Rang Naíonáin-Rang 2**  
***Overview of content for Infants, First and Second classes***

|                                                      | <b>Naíonáin/Infant classes</b>                                                                                                                                                                                                                                                                                                                                              | <b>Rang 1-2/First and Second classes</b>                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Snáithbe/ Strands</i>                             | <i>Snáithbaonaid/ Strand Units</i>                                                                                                                                                                                                                                                                                                                                          | <i>Snáithbaonaid/ Strand Units</i>                                                                                                                                                                                                                                                                                                                                          |
| <b>Mé Féin</b><br>Myself                             | <ul style="list-style-type: none"> <li>• I am unique               <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• My body</li> <li>• As I grow I change</li> <li>• New life</li> <li>• Keeping safe</li> <li>• Feelings and emotions</li> <li>• Making decisions</li> </ul> | <ul style="list-style-type: none"> <li>• I am unique               <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• My body</li> <li>• As I grow I change</li> <li>• New life</li> <li>• Keeping safe</li> <li>• Feelings and emotions</li> <li>• Making decisions</li> </ul> |
| <b>Mé Féin agus Daoine Eile</b><br>Myself and others | <ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Myself and my friends</li> <li>• Special people in my life</li> <li>• Relating to others               <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>                        | <ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Myself and my friends</li> <li>• Special people in my life</li> <li>• Relating to others               <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>                        |

## Foramharac ar an ábharRang 3-6

### Overview of content for Third to Sixth classes

|                                                      | Rang 3-4/Third and Fourth classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Rang 5-6/Fifth and Sixth classes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Snáithe/ Strands</i>                              | <i>Snáith aonaid/ Strand Units</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Snáith aonaid/ Strand Units</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Mé Féin</b><br>Myself                             | <ul style="list-style-type: none"> <li>• Accepting myself                             <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• Physical development</li> <li>• Growing and changing</li> <li>• Birth and new life</li> <li>• Feelings and emotions</li> <li>• Personal hygiene</li> <li>• Personal safety                             <ul style="list-style-type: none"> <li>- <i>Identifying and assessing risks</i></li> <li>- <i>Developing safety strategies</i></li> </ul> </li> <li>• Making decisions</li> </ul> | <ul style="list-style-type: none"> <li>• Accepting myself                             <ul style="list-style-type: none"> <li>- <i>Self-esteem</i></li> <li>- <i>Developing and expressing self-confidence</i></li> </ul> </li> <li>• Physical development</li> <li>• Becoming an adult</li> <li>• Parenthood</li> <li>• Feelings and emotions</li> <li>• Personal hygiene</li> <li>• Personal safety                             <ul style="list-style-type: none"> <li>- <i>Identifying and assessing risks</i></li> <li>- <i>Developing safety strategies</i></li> </ul> </li> <li>• Making decisions</li> </ul> |
| <b>Mé Féin agus daoine eile</b><br>Myself and others | <ul style="list-style-type: none"> <li>• Roles and responsibilities in families</li> <li>• Friendship</li> <li>• Portrayal of sexuality and relationships</li> <li>• Roles of males and females in society</li> <li>• Relating to others                             <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Changing relationships in families and friendships</li> <li>• Group affiliation and loyalty</li> <li>• Portrayal of sexuality and relationships</li> <li>• Roles of males and females in society</li> <li>• Relating to others                             <ul style="list-style-type: none"> <li>- <i>Communicating</i></li> <li>- <i>Sharing and co-operating</i></li> <li>- <i>Resolving conflict</i></li> </ul> </li> </ul>                                                                                                                                           |

All curricular content is available for parents to view on request.

## Outline of Lesson Content within the Strand Units

### Infants

#### **Myself: Taking Care of My Body:**

1. Respect of his/her own body and that of others
2. Name parts of the male and female body, using appropriate anatomical terms (specifically penis, breasts, vagina)

#### **Myself: Growing and Changing**

1. Become aware of new life and birth in the world
2. Develop an awareness of human birth

#### **Myself: Safety and Protection:**

1. Explore appropriate safety strategies
2. Identify situations and places that are safe and those where personal safety might be at risk.
3. Realise how other people can persuade him/her to engage in unsafe behaviour

### First / Second Class

#### **Myself: Taking care of my Body:**

1. Name parts of the male and female body, using appropriate anatomical terms and identify some of their functions e.g.

Mouth – swallowing, chewing food, speaking

Vagina – opening where a baby leaves a mother's womb

Penis – passing urine

Breasts – feeding a baby

Naval – where a baby is joined to its mother before being born

### **Myself: Growing and Changing**

1. Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle.
2. Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world
3. Realise the various roles parents and other family members have in providing for new-born babies

### **Myself: Safety and Protection:**

1. Recognise and explore situations where children feel safe and those where safety might be at risk
2. Discuss and practise appropriate strategies for dealing with these situations
3. Realise how other people can persuade him/her to engage in unsafe behaviour and how this can be counteracted

### **Third/ Fourth Class**

### **Myself: Self-Identity**

1. Explore the factors that influence his/her self-image (how I feel about my own body image)

### **Myself: Taking care of my Body:**

1. Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect
2. Understand the physical changes taking place in both the male and female body
3. Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal.

### **Myself: Growing and Changing:**

1. Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty
2. Begin to appreciate the need for space and privacy in life
3. Discuss the stages and sequence of development of the human baby, from conception to birth e
4. Identify the care and needs to be taken while waiting for a baby to be born
5. Develop an appreciation of the wonder of a new-born baby

**Myself: Safety and Protection:**

1. Identify people, places and situations that may threaten personal safety.
2. Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual

**Myself and Others: My friends and other People**

1. Examine different types of friendship

Fifth / Sixth Class

**Myself: Taking care of My Body:**

1. Recognise the importance of treating his/her body and others with dignity and respect
2. Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone
3. Understand the reproductive system of both male and female adults
4. Heighten awareness of communicable diseases and explore how diseases and infections are spread

**Myself: Growing and Changing:**

1. Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone

| <b>Female</b>            | <b>Male</b>                                        |
|--------------------------|----------------------------------------------------|
| Hormonal changes         | Hormonal change                                    |
| Changing body shape      | Physical growth                                    |
| Development of breasts   | Growth of testicles and penis                      |
| Appearance of pubic hair | Appearance of pubic hair, underarm and facial hair |
| Onset of menstruation    | Breaking of the voice                              |
| Beginning of ovulation   | Beginning of sperm production                      |
|                          | Onset of nocturnal emissions (wet dreams)          |

2. Understand the reproductive system of both male and female adults
3. Explore patterns of development and growth, comparing present development with that of earlier stages: physical, social, emotional, intellectual and spiritual.
4. Appreciate the need for space and privacy as he/she is growing and developing
5. Understand sexual intercourse, conception and birth within the context of a committed, loving relationship
6. Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent
7. Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
8. Discuss and practise how to express and cope with various feelings in an appropriate manner
9. Understand how feelings help in understanding him/herself
10. Differentiate between needs and wants and recognise and explore the concept of delaying gratification
11. Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media.

### **Myself: Safety and Protection:**

1. Identify situations and places that may threaten personal safety.

### **Myself and Others: My friends and Other People**

1. Explore the differences between boy and girl friendships and same-sex friendships
2. Consider problems that can arise in friendships and other relationships and how these could be handled

### **Myself and the Wider World: Media Education**

1. Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media

[It is extremely important that proper terminology is used without embarrassment within RSE lessons in school and that the tone of discussions is genuine and respectful]