



Marymount N.S. The Rower

RSE Policy

School Details

Marymount N.S. is a Catholic co-educational primary school under the patronage of the Bishop of Ossory. It is located in the parish of the Rower-Inistioge, Co. Kilkenny.

Introduction & Rationale

This policy statement is the approved approach to teaching RSE in Marymount N.S. This policy was developed in consultation with teaching staff in May 2021 to inform the teaching of RSE in the school. This policy informs teachers and parents of

- (i) the RSE content that will be taught at each class level and
- (ii) outlines the organisation and management of the RSE programme across all class levels in Marymount N.S.

SPHE and RSE will be taught in accordance with the curriculum guidelines of the Department of Education and in the context of the Catholic ethos and philosophy of the school.

School Philosophy

Marymount N.S. aims to promote the fullest possible development of each child- socially, emotionally, spiritually, physically and intellectually so that he/she may lead a full, enjoyable life as a child and go on to contribute to society as an adult. 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

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. 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

In an ever changing world, RSE encourages children through consistent messages that are taught in line with SPHE. 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:

- 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
- All Together Now-Homophobic and Transphobic bullying lessons
- RESPECT Guidelines (suggested approached to teaching about different families)
- Adapted resources for SEN from www.pdst.ie
- CPSMA RSE Programme Flourish- <https://www.cpsma.ie/rse-primary-programme-flourish/>

Aims of our RSE Programme

- To enhance the personal development, self-esteem and well-being of the child.
- To help the child develop healthy relationships and friendships.
- To foster 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 other 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 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.

Policies Which Support SPHE/RSE

- Child Protection Policy
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- Acceptable Use Policy
- Healthy Eating Policy
- Well-Being Policy Statement and Framework for Practice (Circular 0042/2018)

Guidelines for Management and Organisation of RSE in our School

- Curriculum content-The curriculum by the 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 compliment their teaching.
- Students in 5th and 6th class may have outside speakers which will be supplemented by teaching of the class teacher.

Management of RSE

- The strands Growing and Changing and Taking care of my body are covered in year two of a 2 year SPHE school plan in Marymount N.S.
- The sensitive topics are covered as part of these broad topics (as outlined below in appendix 1)
- The school teach the sensitive topics in term 2 of year 2 where possible.
- Special arrangements exist for the delivery of the sensitive elements from 5th class up. An outside speaker will be arranged, where appropriate, to teach the sensitive elements and this will be complimented by follow up lessons by the class teacher.
- Special consideration will be taken to ensure that the needs of children with SEN are met. Taking into account the pupils social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues.

Parents

- Parents are to be informed in advance of the formal lessons on the sensitive areas of the programming e.g. puberty, sexual intercourse. Example of letter can be seen at appendix 2.
- Parents have the responsibility to become involved, to inform themselves of the programme content, to prepare children for the information they will acquire around the sensitive areas and to discuss areas covered in school in RSE/SPHE with their children.
- If a parent has a particular concern/issue in relation to the teaching of the RSE programme they are encouraged to discuss same with the class teacher or principal.
- Following a discussion with Principal and class teacher, if a parent wishes to withdraw their child from the sensitive issues it should be stated in writing giving their reasons for doing so and this will be centrally filed.
- If a child has to be 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 e.g. what they may hear on the yard.

Organisation and Curriculum Planning

- The Curriculum by NCCA will be followed as published and will be taught in Infants to 6th class. All resources used will be in keeping with the ethos of the school and the policy. Each class teacher will teach the content for their class level.
- Children will be encouraged to discuss material being covered in class with their parents or guardians. Where possible handouts, worksheets etc. will be provided to facilitate this.
- 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 et. It will be explained that other children will be given this information by their own parents and teachers when it is developmentally appropriate for them to receive it. However, the school cannot take any responsibility for what is discussed outside of the school or on the yard.
- A respect for personal privacy and information will be emphasised. Teachers will neither give nor request personal information. Children will also be taught to recognise that certain personal disclosures are inappropriate within a group setting.

Topics covered up to 2nd class include:

- Keeping Safe
- Bodily changes during growth and birth
- Making age appropriate choices
- Appreciating family life
- 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) *See Appendix 1 for details
- Naming the parts of the male/female body using appropriate anatomical terms and identify some of their functions (1st/ 2nd) *See Appendix 1 for details

The 5 topics of the Stay Safe programme

Topics covered up to sixth class include:

- Bodily changes
- Healthy eating, personal hygiene, exercise
- Keeping Safe
- Expressing feelings
- Making healthy and responsible decisions
- Forming friendships
- The 5 topics of the Stay Safe programme
- Discuss the stages and sequence of development of the human baby in the womb (Fourth class)
- Changes that occur in boys and girls with the onset of puberty (Fourth class)
- Reproductive system of male/female adults (Fifth & Sixth Class) *See Appendix 1 for details
- Understanding sexual intercourse, conception and birth within the context of a loving, committed relationship. (Fifth/Sixth Class) *See Appendix 1 for details

Puberty:

- Boys and girls will be mixed together in fourth, fifth and sixth class for main lessons.
- Separate lessons to be provided for girls only in fifth/sixth class so that they understand their specific body changes and can ask questions and talk to female teachers who are there should girls need support during school hours.
- Puberty, Intercourse & Birth: Boys and girls mixed in Fifth/sixth class.

Students with SEN

- Taking into account students' 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 SET teachers. The SET teachers will aid the mainstream teacher with the facilitation of appropriate and agreed RSE provision for the child with SEN. Careful consideration will be given to the NCCA guidelines for Moderate and Severe and Profound General Learning Disabilities for RSE provision.
- There will be ongoing assessment of the programme through observation by and feedback from parents, teachers, pupils.

Sensitive content is taught as per 2 year SPHE plan. Below is the 2 year plan followed in Marymount N.S.

| 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 | STAY SAFE | Safety and protection (Myself) | R.S.E. | 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) | |

Approaches and Methodologies

Active learning methodologies are an integral part of the teaching of SPHE and RSE. The following methodologies will be used to allow the child to play an active part in the learning process:

- Discussion
- Role Play
- Interviewing friends, other school pupils, family members
- Surveys of attitudes
- Analysing and evaluating newspapers, magazines, agony columns, television schedules
- Hosting visitors
- Projects
- Modelling
- Designing advertisements
- Writing captions
- Ranking statements
- Describing photographs
- Viewing and discussing videos.

The RSE Curriculum will be taught through:

- Stories and poems
- Classroom discussion
- Group work
- Games
- Art activities
- Reflection
- Circle time
- Guest speaker (The class teacher will stay in the room at all times in accordance with the circular 22/2010)

Language

The 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.

Questions

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

We use some simple principles when fostering discussion and questioning:

- I'll do my best to answer your questions but I might 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 personal questions.
- Somebody asked a question and the language they used was slang language, what they meant to ask was...
- A question was asked, and we cannot talk about that particular topic but I think that question was about...

Question Box

A question box will be set up in the classroom during the delivery of the sensitive lessons- children will be encouraged to place their questions into the box. 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 the lesson will be answered in an age-appropriate manner.
- The class teacher cannot answer questions that 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 to their parents/guardians.
- 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 lesson.

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 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

- During RSE lessons children often may wish to connect and disclose personal or related stories and information. It is important to protect children and their families' privacy. This can be done by ensuring there are ground rules for the sharing of information in relation to the topics covered in RSE. Children will be encouraged to tell the teacher anything private after the lesson.
- Confidentiality cannot be offered for the content covered from children whose parents have chosen not to have them included in the sensitive lessons.
- Disclosures must be dealt with in line with Child First Guidelines and Procedures 2017.

The Following Resources will be used when Teaching RSE lessons:

- Stay Safe Programme (Infants-6th class)
- Walk Tall Programme (Infants-6th class)
- RSE Manuals (Infants-6th class)
- Anatomical boy and girl dolls, bathtub and accessories (Infants-2nd Class)
- Busy Bodies DVD and Booklets (5th & 6th class)
- Picture Books (Infants-6th class)
- INTO Different Families, Same Love Poster (Infants-6th class)
- RESPECT Guidelines
- CPSMA RSE Programme Flourish- <https://www.cpsma.ie/rse-primary-programme-flourish/> (Infants-6th class)

Provision of Ongoing Support

- Opportunities provided by Education Centres will be brought to the attention of staff.
- Teachers will be encouraged to attend CPD in RSE.
- Staff meetings utilised as a platform for discussion and development of RSE materials.
- Promotion and communication of resources available online.

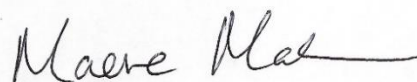
Review

- This policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should the need arise.
- Parents and staff will be made aware of any amendments made.

Ratification

This policy was ratified by the Board of Management at its meeting on June 9th 2021.

Chairperson's signature _____



Date: _____

09/06/2021

Appendix 1

| Lesson Content-Sensitive Issues | | | | | |
|------------------------------------|--|--|---|--------------------------|--|
| Class | Lesson | Strand Unit | Language | Date | Home/School |
| J.I S.I | Theme 6 Caring for new Life p.137 | Growing and Changing | Penis/Vagina or Vulva | Term 2 every second year | S.I. RSE Manual p.145 |
| | Theme 7 My Body p. 147 | Taking Care of my Body | Naming part of male and female body using appropriate anatomical names | | S.I. RSE Manual p.156 |
| 1 st 2 nd | Theme 6 The Wonder of new Life p.59/p.151 Theme 7 How my body works p. 67 When my body needs special care p. 161 Theme 8 Growing means changing p.77/p.171 | Growing and Changing Taking Care of my Body | As above: Introduce womb, breast, breast feeding, urethra. Naming as above and identify some of the functions | Term 2 every second year | RSE Manual p. 65, 160, 169 |
| 3 rd 4 th | Theme 6 Preparing for new life p.69 Theme 6 from 4th The wonder of new life p. 169 Theme 8 As I grow I change p.93 Theme 8 (girls only in 4th) Growing and Changing p.195 | Growing and Changing | Discuss the stages and sequence of development of human baby in the womb. Umbilical cord. Any questions as to how the baby got there cannot be answered by the teacher. | | Term 2 every second year |
| 5 th 6 th | Theme 6 My body grows and changes p.81 Theme 7 The wonder of new life p. 93 Theme 8 Caring for new life p. 103 Theme 2 Different kinds of love p.141 | Growing and Changing Taking Care of my Body | Changes that occur in boys and girls at the beginning of puberty. Reproductive system of male & female adults. Understand sexual intercourse, conception and birth within context of a loving committed relationship. | Term 2 every second year | RSE Manual p. 92, 101, 112, 149 Busy Body Booklets and DVDS |

Junior Infants to 2nd Class

MYSELF:

Taking Care of My Body: Caring for one's body, respect for one's body and that of others, diet, hygiene, being able to name parts of male and female body using appropriate anatomical terms. (penis/ vagina)

Growing and Changing: Understanding growth and change, exploring feelings, becoming aware of new life and birth, understanding a baby's needs.

3rd to 6th Class

Taking Care of My Body: Understanding health, dangers of substance misuse, personal hygiene, nutrition. For 4th Class: understanding physical changes for boys and girls (puberty). For 5th/6th class children: understanding physical and other changes at puberty, understanding the male and female reproductive system.

Growing and Changing: Identifying and discussing feelings, having a positive sense of self. For 3rd/4th class children: recognising how feelings are influenced by puberty, being able to discuss the development of the human baby during pregnancy, For 6th Class children: understanding sexual intercourse, conception and birth in the context of a committed, loving relationship.

Appendix 2 (Sample Letter 1)

Dear Parent/Guardian,

Social Personal and Health Education (SPHE) is a very important element of the school curriculum. SPHE covers a wide range of topics such as self identity, making decisions, citizenship and relationships, which equip children with many of the skills and knowledge needed in today's world.

The Relationship and Sexuality element of the programme (RSE) includes the learning, understanding and the development of attitudes, beliefs and values about relationships, sexual identity and intimacy.

The main aims of the RSE programme are:

- To enhance the personal development, well being and self-esteem of each child
- To enable each child to gain an understanding of and respect for human love, reproduction and sexual activity in a sensitive and measured way
- To enable the child develop healthy friendships and relationships
- To develop and promote a sense of wonder and awe at the process of birth and new life.

The content of the programme falls under the following headings:

- **Myself** - Self identity, taking care of my body, growing and changing, safety.
- **Myself and Others** - Myself and family, friends and relating to other people.
- **Taking Care of My Body** - Naming parts of the male and female body using appropriate terminology (Lower and Middle classes). Identifying physical changes. Understanding puberty and the Reproductive System (Senior Classes)
- **Growing and Changing** - The stages of development of a baby from conception to birth (Middle Classes). Understanding sexual relations within the context of a committed loving relationship (Senior Classes).

Within this content, there are a number of sensitive issues such as conception and reproduction. Our school policy outlines that these issues will primarily be taught in Term 2 and we are now advising parents in advance that this will take place in the coming weeks. We encourage you to talk to your child about what he/she will learn through RSE in a mature and respectful way.

The following guidelines have been put in place to ensure everyone is happy with the delivery of the RSE programme. These are taken from our RSE policy, which, along with all other school policies, is available to parents on request from the office. Please read through the guidelines and do not hesitate to contact me should you have any queries or comments.

- The sections within the RSE programme which have been identified as sensitive issues will be taught in Term 2 in each class.
- The programme is taught within the ethos of the school and contemporary issues/topics are dealt with by the teacher at a level appropriate to the age and stage of development of pupils within a moral and spiritual framework.
- Relationships and Sexuality Education is an on-going process throughout life. A child's first experience of love, of intimacy and of relationships takes place in the family. Parents and the family are acknowledged as the primary educators of their children. We work in a supportive role with the parents, by complementing their role with a school based programme in RSE
- All the content objectives of the RSE Programme will be covered by the time children leave sixth class.
- The teachers' right to opt out will be honoured which will not affect the teaching of the subject.
- Parents will be informed by letter two weeks prior to the teaching of sensitive issues. This will allow time for parents to discuss topics with the child and/or follow the appropriate procedure for opting out of the RSE programme.
- If a visitor or guest speaker is invited to a class to enhance the delivery of the RSE programme, the class teacher will remain present in the class. Parents will be informed of such a visit and the content being addressed in advance of the visit. Parents are encouraged to use this opportunity to discuss these topics with their children beforehand. Parents are advised to inform childminders etc. that the sensitive topics are going to be discussed.
- A parent's right to withdraw a pupil from the sensitive issues process will be honoured on the understanding that the parent(s) is taking full responsibility for this aspect of education themselves.
- Parents are obliged to inform the school in writing of their decision to withdraw the child from the sensitive issues classes. Any parent who wishes to withdraw their child are asked to discuss with the principal how this may be facilitated.
- Teachers do not cover topics such as contraception and same sex friendships. Children who ask questions in class on content outside the designated curriculum are encouraged to discuss the issue with their parents. Parents are informed and asked to talk to their child. Support is offered to the parent in the form of information and support agencies to assist a parent to inform their child in an accurate and suitable way.
- Curriculum books and resource materials are available in the school and parents are welcome to borrow them if desired.
- The school has no responsibility for any information which the pupil may receive outside the direct teaching of the RSE lessons
- Questions arising from curriculum content will be addressed by the teacher or by the visitor in a sensible, sensitive and age-appropriate manner.
- Questions arising outside of the curriculum will be referred back to the parent(s).

We are very aware of the importance and sensitivity of teaching the RSE programme to our pupils and we thank you for your ongoing support in ensuring your child will have received a balanced education in Marymount N.S., which will prepare them not only for secondary school, but for life.

Is mise le meas,

Principal



MARYMOUNT N.S. THE ROWER.

Partnership with Parents/Guardians in Relationships and Sexuality Education

Dear Parents/Guardians,

RSE is a partnership involving parents, teachers and management. We are sending you this information about the RSE curriculum for fifth and sixth class children so that you will know what your child will be learning in school. This will also give you an opportunity to discuss various aspects of RSE with your child before s/he learns about them in school.

Social, Personal and Health Education

There is general agreement that education is for life and living and not just to help young people to get a job. Schools offer a chance for children to develop as well-rounded human beings. A new subject for children is being introduced into all primary schools to support this important work. This subject is called Social, Personal and Health Education (SPHE). It is within SPHE that RSE will be taught. It is also within SPHE that other important topics will be covered. Topics in SPHE include:

- Relationships and Sexuality Education
- Keeping Safe
- Healthy Lifestyles
- Care of the Environment
- Nutrition Education
- Substance Use and Misuse
- Media Education
- Responsibilities for Living and Working with

Others.

- Bullying

SPHE is concerned with the personal development, well-being and fulfilment of children. Children have an opportunity to acquire skills during SPHE such as the ability to:

- develop self-esteem and self confidence
- communicate more effectively
- make responsible decisions and choices
- manage feelings in a responsible way
- make healthy choices
- develop safety skills
- critically examine the influence of the media on human behaviour.

At the heart of this work is the promotion of a way of life that is caring, respectful and thoughtful, not only in regard to others but also in regard to oneself and the world we live in.

SPHE will have time of its own in the school week and will also be taught through other subjects. Each school in the kind of atmosphere it creates, will try to reinforce the work done in the SPHE class. This means that children will experience SPHE as it is lived in everyday life. For example, the way in which people relate to each other or the value placed on healthy behaviours will give particular messages to children.

'Flourish' is a new RSE programme that has been developed by CPSMA (Catholic Primary Schools Management Association). We will be examining this programme and will also be drawing from the resources provided.

We have also looked into the possibility of getting an outside speaker to hold a Zoom Meeting parent talk before the end of the year.

Going forward we would like to review our RSE policy and would value parent feedback.

Regards,
Ms. McCormack.

Sample Letter for Parents of pupils 2nd, 3rd & 4th Class

Dear Parents

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationship 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. <p>Appreciating the variety of family types and the variety of family life that exists in our school and community.</p> <ul style="list-style-type: none">• 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 covered from 3rd to 6th include:</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.• 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). |
|--|--|

The class teacher will send home appropriate home school links pages from the Relationship 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,

Mary Mc Cormack
