



# RSE Policy

## **Introduction**

This policy was drawn up in 2021 in consultation with staff, parents and the Board of Management. It was developed to inform teachers and parents as to the material covered in the RSE programme within the SPHE curriculum.

## **Rationale**

Education in the Convent Primary School is characterised by respect and care for each individual. The child's many needs are met in a well-structured environment where she can live fully the life of a child and develop as a whole person-academically, socially, emotionally and spiritually. While nourishing the child's young life, we strive to foster an atmosphere that will enable each child to develop to her full potential in a safe environment. The environment is such that the child is encouraged and stimulated to be confident, appreciative, independent and creative. The Relationships and Sexuality (RSE) programme will be implemented within this framework.

## **Definition of RSE**

RSE aims to provide opportunities for children to learn about relationships and sexuality in ways that help them to think and act in a moral, caring and responsible way. This work will be based on developing a good self-image, promoting respect for themselves and others, and providing them with appropriate information for their age-group. The policy provides a safety net for the teaching of RSE in that it ensures RSE will be taught in a consistent and agreed way. Individual teacher should not express their own personal beliefs and values when teaching RSE but should articulate the ethos and value system expressed in the RSE policy. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships. RSE will enable them to form values and establish behaviours within a moral, spiritual and social framework. (p. 5 NCCA curriculum and guidelines for RSE). RSE is the formal approach to educating children in:

- Relationships with others – parents, siblings, friends and the community in general

- Respect for themselves and others
- Physical development – bodily functions and changes, and personal hygiene
- Emotional development – maturing in society
- Parenting, personal and social skills and relationships
- Sexuality in context – part of a loving relationship

### **RSE in the context of our SPHE programme**

Throughout the school year, Social, Personal and Health Education (SPHE) is taught as a subject from Junior Infants to 6th class. A wide variety of topics are included on this programme, at age-appropriate levels. RSE forms a part of this programme; it is a spiral curriculum which ensures that topics are taught in a developmental manner throughout a child's primary school years.

### **Aims of our RSE programme:**

- To enhance the personal development, self-esteem and well-being of each child.
- To help children 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 older 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.
- To develop an appreciation of the dignity, uniqueness and well-being of others.
- To develop an awareness of differing family patterns.
- To come to value family life and appreciate the responsibilities of parenthood.
- To develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- To develop personal skills, which will help to establish and sustain healthy personal relationships.
- To develop some coping strategies to protect themselves and others from various forms of abuse.
- To acquire and improve skills of communication and social interaction.

- To develop a critical understanding of external influences on lifestyles and decision making.

### **School Policies and Curricular Plans which support our RSE:**

Traditionally we are a child centred school. The educational and emotional needs of the children in our care are central to our curricular planning and policy making processes.

Included in the school curriculum in the Convent Primary School is:

- Religious Education - Grow in Love Programme
- SPHE Curriculum
- Stay Safe Programme
- Walk Tall Programme
- Webwise resources
- All Together Now – Homophobic and Transphobic bullying lessons
- RESPECT Guidelines – (suggested approaches to learning about different families)

### **Policies which support SPHE/RSE:**

- School's Code of Behaviour
- Healthy Eating Policy
- Anti –Bullying Policy
- Child Safeguarding Statement
- Admissions Policy
- Mobile Phone Policy
- Acceptable Usage Policy
- Administration of Medicine Policy
- Special Educational Needs Policy

In keeping with the sentiment and spirit of these policies we informally support many of the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for staff 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 well-being of all the members of the school community.

<b>Overview of content Strand</b>	<b>Infant Classes</b>	<b>1st and 2nd Classes</b>
<b>Strand</b>		<b>Strand Units</b>
<b>Myself</b>	I am unique My Body  As I grow I change  New Life  Feeling Safe  Feelings and emotions  Making decisions	I am unique My Body  As I grow I change  New Life  Feeling Safe  Feelings and emotions  Making decisions
<b>Myself and others</b>	Myself and my family Myself and my friends  Special people in my life  Relating to others	Myself and my family Myself and my friends  Other people  Relating to others

<b>Strand</b>	<b>3rd and 4th Classes</b>	<b>5th and 6th Classes</b>
		<b>Strand Units</b>
<b>Myself</b>	Accepting myself Physical development  Growing and changing	Accepting myself Physical development  Becoming an adult

	<p>Birth and new life</p> <p>Feelings and emotions</p> <p>Personal Hygiene</p> <p>Personal Safety</p> <p>Making decisions</p>	<p>Parenthood</p> <p>Feelings and emotions</p> <p>Personal Hygiene</p> <p>Personal Safety</p> <p>Making decisions</p>
<b>Myself and others</b>	<p>Roles and responsibilities in families</p> <p>Portrayal of sexuality and relationships</p> <p>Roles of males and females in society</p> <p>Relating to others</p>	<p>Changing relationships in families and friendships</p> <p>Group affiliation and loyalty</p> <p>Portrayal of sexuality and relationships</p> <p>Sexual stereotypes</p> <p>Relating to others</p>

**CPS Approach to Whole School Teaching of SPHE**

Month	Year 1(2021/2022, 2023/2024)	Year 2 (2022/2023, 2024/2025 )
Sept/Oct	<ul style="list-style-type: none"> <li>• Anti-Bullying Programme lessons <sup>(1)</sup></li> <li>• Self Identity (Myself)</li> </ul>	<ul style="list-style-type: none"> <li>• Anti-Bullying Programme lessons <sup>(1)</sup></li> <li>• Myself &amp; my family (myself &amp; others)</li> </ul>
Nov/Dec	<ul style="list-style-type: none"> <li>• My Friends and Other People (Myself &amp; Others)</li> </ul>	<ul style="list-style-type: none"> <li>• Relating to others (myself &amp; others)</li> </ul>
Jan/Feb	<ul style="list-style-type: none"> <li>• Safety &amp; Protection (Myself)<sup>2</sup>- Complete Stay Safe Programme</li> <li>• Taking Care of my Body –RSE</li> </ul>	<ul style="list-style-type: none"> <li>• Safety &amp; Protection (Myself) <sup>2</sup> Complete Stay Safe Programme</li> </ul>
March/April	<ul style="list-style-type: none"> <li>• Making Decisions (Myself) <sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Growing &amp; Changing</li> </ul>

May/June	<ul style="list-style-type: none"> <li>• Media Education (Myself &amp; the Wider World)</li> <li>• Taking Care of my Body - RSE</li> </ul>	<ul style="list-style-type: none"> <li>• Developing Citizenship (Myself &amp; the wider world)</li> </ul>
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1. Anti-Bullying surveys will be administered each term and anti-bullying related lessons undertaken each month.
2. Stay Safe programme will be taught from start to finish each year.
3. Making Decisions is only a strand unit from 3rd to 6th, Juniors to 2nd may complete the safety issues section of Safety and Protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6<sup>th</sup>.
4. Water, sun, road fire & farm safety will be taught every second year at an appropriate time (eg. Sun safety in Summer).

### Content of the RSE Curriculum:

RSE will be covered under the following strands and strand units of the SPHE curriculum:

- Myself – Growing and changing
- Myself – 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-identify
  - 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 highlighted in **bold** in the tables below.

Strand: Myself		Class: Juniors	
Strand Unit:	Objectives	RSE Book	
Taking care of my Body	<ul style="list-style-type: none"> <li>• Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well</li> <li>• Recognise and practise basic hygiene skills</li> </ul>	Chapter 8	
Growing and changing	<ul style="list-style-type: none"> <li>• Become aware of new life and birth in the world</li> <li>• Develop an awareness of human birth</li> <li>• Identify what babies need to help them grow and develop</li> </ul>	Chapter 7 & 8	
Methodology	<ul style="list-style-type: none"> <li>• Talk &amp; Discussion</li> <li>• Drama Activities</li> <li>• Pictures, photos and visual images</li> <li>• Stories and poems</li> </ul>		

Strand: Myself		Class: Seniors	
Strand Unit:	Objectives	RSE Book	
Taking care of my Body	<ul style="list-style-type: none"> <li>• Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well</li> <li>• <b>Name parts of the male and female body, using appropriate anatomical terms</b></li> <li>• Recognise and practise basic hygiene skills</li> </ul>	Chapter 7	
Growing and changing	<ul style="list-style-type: none"> <li>• Become aware of new life and birth in the world</li> <li>• Develop an awareness of human birth</li> <li>• Identify what babies need to help them grow and develop</li> </ul>	Chapter 6 & 8	
Methodology	<ul style="list-style-type: none"> <li>• Talk &amp; Discussion</li> <li>• Drama Activities</li> <li>• Pictures, photos and visual images</li> <li>• Stories and poems</li> </ul>		

Strand: Myself		Class: 1 <sup>st</sup> /2 <sup>nd</sup>
Strand Unit:	Objectives	RSE Book
Taking care of my Body	<ul style="list-style-type: none"> <li>• Recognise the importance of treating the body with respect and dignity</li> <li>• <b>Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions</b></li> <li>• Realise that each individual must take some responsibility for self care</li> <li>• Develop and practise basic hygiene skills</li> </ul>	Chapter 6, 7
Growing and changing	<ul style="list-style-type: none"> <li>• Realise that growth takes place in many different ways and is unique to each individual</li> <li>• Begin to recognise the physical, emotional, social and spiritual factors that promote growth</li> <li>• Realise that growing up brings increased responsibility for himself/herself and others</li> <li>• Explore the various feelings that change as one grows</li> </ul>	Chapter 8
Methodology	<ul style="list-style-type: none"> <li>• Talk &amp; Discussion</li> <li>• Drama Activities</li> <li>• Pictures, photos and visual images</li> <li>• Stories and poems</li> </ul>	

Strand: Myself		Class: 3 <sup>rd</sup> /4 <sup>th</sup>
Strand Unit:	Objectives	RSE Book
Taking care of my Body	<ul style="list-style-type: none"> <li>• Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect</li> <li>• <b>Understand the physical changes that take place in both male and female bodies</b></li> <li>• Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal</li> <li>• Recognise and practice good personal hygiene, know how it is maintained and understand its importance in</li> </ul>	Chapter 6 & 7



	<p>social interaction</p> <ul style="list-style-type: none"> <li>• Understand and explore the relationship between health and hygiene</li> <li>• Recognise the adverse affects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between male and female are more apparent</li> </ul>	
Growing and changing	<ul style="list-style-type: none"> <li>• <b>Discuss the stages and sequences of development of the human baby, from conception to birth</b></li> <li>• Identify the care that needs to be taken while waiting for a baby to be born</li> <li>• Recognise and discuss how feelings and emotions are affected by the <b>physical changes that take place at puberty</b></li> <li>• <b>Discuss the stages and sequence of development of the human baby, from conception to birth</b></li> <li>• Develop an appreciation of the wonder of a new born baby</li> </ul>	Chapter 8
Methodology	<ul style="list-style-type: none"> <li>• Talk &amp; Discussion</li> <li>• Drama Activities</li> <li>• Pictures, photos and visual images</li> <li>• Stories and poems</li> <li>• Written and art activities</li> <li>• Matching exercise</li> </ul>	

<b>Strand: Myself</b>		<b>Class: 5<sup>th</sup> &amp; 6<sup>th</sup></b>
<b>Strand Unit:</b>	<b>Objectives</b>	<b>RSE Book</b>
Taking care of my Body	<ul style="list-style-type: none"> <li>• Recognise the importance of treating his/her body and that of others with dignity and respect</li> <li>• <b>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></li> <li>• <b>Understand the reproductive system of both male and female adults</b></li> <li>• Realise how increased activity or involvement in</li> </ul>	Chapter 6 (5 <sup>th</sup> class)

	<p>physical activities can require increased attention to body care</p> <ul style="list-style-type: none"> <li>• Become aware of some communicable diseases and explore how diseases and infections are spread</li> </ul>	
Growing and changing	<ul style="list-style-type: none"> <li>• <b>Identify and discuss the changes that are experienced in growing from child to adult</b></li> <li>• <b>Understand sexual intercourse, conception and birth within the context of a committed, loving relationship</b></li> <li>• Discuss and explore the responsibilities involved in being a parent and the emotional and physical and maturity required to be a parent</li> <li>• Differentiate between needs and wants and recognise and explore the concept of delayed gratification</li> <li>• Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media</li> <li>• Identify and learn about healthy ways to help him/her feel positive about himself/herself</li> <li>• Discuss and practise how to express and cope with various feelings in an appropriate manner</li> </ul>	Chapter 7 (6 <sup>th</sup> class)
Methodology	<ul style="list-style-type: none"> <li>• Talk &amp; Discussion</li> <li>• Drama Activities</li> <li>• Pictures, photos and visual images</li> <li>• Stories and poems</li> <li>• Written and art activities</li> <li>• Matching exercise</li> <li>• Outside speaker</li> <li>• Use of ICT (Busy Bodies DVD)</li> </ul>	

Any teacher has the right to opt out from teaching sexually sensitive issues in RSE. It is the responsibility of Board of Management to ensure that the curriculum will be delivered to the children, by another teacher, or an outside speaker.

### **Curriculum Matters**

The curriculum as published by the NCCA will be followed. All content objectives will be covered by the time each pupil leaves 6th class. The curriculum will be taught from Infants to 6th class. Occasionally it may be deemed necessary for an outside speaker to address the

“sexually sensitive issues” i.e. puberty, reproductive system, conception, birth and sexual intercourse on the 6th Class curriculum. All resources used will be in keeping with the ethos of the school and this policy.

- Lessons which deal with sensitive issues are generally taught during the months of May/June.
- In a multi class situation, (for example, a mix of 2nd/3rd/4th class) the younger class will be withdrawn when topics being taught are not age-appropriate.
- When an outside speaker is used, the SPHE coordinator/principal will make them fully aware of school policy. Parents/guardians will be notified of the name of this speaker in advance of the lesson. The class teacher will remain with the class during the lesson.

### **Dealing with Questions**

It is natural that children should wish to ask questions in the area of RSE. However, this area is treated somewhat differently from other subjects due to its sensitive nature. We use simple principles when fostering discussion and questioning.

- No personal questions to the teacher
- The question box will be availed of by the children
- The teacher will be mindful of their reactions to any questions
- Questions do not have to be answered straight away

All questions answered will reflect the parameters of the curriculum. Certain topics will not be discussed i.e. abortion, masturbation, homosexuality and contraception. Questions to the teacher may be written, or asked orally within the group setting, and answered within the boundaries of the curriculum and school policy. If any questions asked by the children are judged to be inappropriate, the teacher will refer the child to their parents, or state that this information may be available at a later stage of the curriculum. Sample responses include:

- That’s something you will learn as you get older.
- Is that something you could talk to your parents about?
- We agreed we would not ask any personal questions.

### **Guidelines for the management and organisation of RSE in the Convent Primary School:**

- RSE is taught as an integral part of the Social, Personal and Health Education. We recognise that parents are the primary educators of their children, and that the

home is the natural environment in which RSE should take place. The role of the school, therefore, is seen as one of support for the work of the home in this area.

- Parents will be sent a letter a week before the sensitive topics are taught. The approach in school is child-centred and will always take the age and stage of development of the children into account.
- Parents/Guardians will be invited to talk to the teachers if they have any concerns and also may view the contents if they wish. A copy of the Busy Bodies Booklet will be given to parents of 5<sup>th</sup> and 6<sup>th</sup> class in advance of the sensitive topics being taught.
- 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. (See appendix 2 for language).
- 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.
- Discrete lessons with regard to sensitive and areas of RSE (physical changes at puberty, menstruation, intercourse, conception for senior classes) will be timetabled for term 3.
- Questions arising from lesson content will be answered in an age-appropriate manner. The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class. Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents.
- When dealing with sensitive areas, family backgrounds will be given serious consideration and the teacher will be sensitive to the pupils in their class.

### **Withdrawal of a child from the lessons with sensitive topics**

Our RSE programme is inclusive and so we actively discourage withdrawal. Should a parent seek to have their child withdrawn from the RSE lessons, the school will take account of parental concerns, and parents' right to withdraw their child from themes pertaining to sensitive issues will be honoured on 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. If a child is withdrawn from the lesson, the school cannot guarantee that other children will not inform the child in question of the content of the lessons or that the children in the class may not refer incidentally in class to aspects of the lesson during subsequent days/weeks. (See appendix 3 for Teaching R.S.E. to 5<sup>th</sup>/6<sup>th</sup> classes).

### **Confidentiality**

Where there is disclosure by a child of abuse, or a teacher has any concerns about a child, the school authorities will follow our Child Safeguarding Statement. The Principal is our Designated Liaison Person.

### **Children with Special Educational Needs**

- Children with Special Needs may need more help than others in coping with the physical and emotional aspects of growing up.
- They may also need more help with learning what sorts of behaviour are/are not acceptable.
- Children may work in smaller groups or 1 to 1 on adapted and suitable material.

### **Ongoing support, development and review**

The Board of Management, staff, pupils and parents of the Convent Primary School support the implementation of the RSE programme. We recognise that our school has a supportive role to that of the home and we have a commitment to ensuring that our teachers have access to in-career development opportunities and access to relevant teaching materials.

### **Resources:**

- RSE Interim Curriculum Guidelines for Primary Schools (NCCA)
- Relationship and Sexuality Education. Department of Education and Skills
- Social Stories
- Busy Bodies DVD
- Busy Body Booklet for Parents
- Early Moments Dolls (set of anatomically correct boys and girls)
- Illustrative Diagrams (Male, Female)

### **Assessment:**

- Teacher Observation
- Pupils Behaviour
- Pupils/Parents Feedback

### **Review:**

The staff, under the guidance of the Principal will review this policy every two years. This policy will also be reviewed should the need arise.

### **Implementation& Ratification:**

This policy was ratified by the Board of Management on 17<sup>th</sup> May 2021.

Signed: *Bulman*

## Appendix A

### RSE - Sensitive Areas

#### Junior Infants

- New Life – mention of baby in the womb

#### Senior Infants

- My Body – specific names for male and female sex organs
- Language – vulva, penis, womb, breastfeeding

#### First/Second Class

- New Life – New baby. Baby joined to mother by umbilical cord – mention breast feeding
- Revision of topics covered in younger classes – specific names of body parts
- The birth of baby through vagina. Mention umbilical cord and breast feeding
- Language – vulva, penis, womb, breastfeeding, urethra

#### Third/Fourth Class

- As for second class, but in more detail
- Understanding the physical changes taking place in both the male and female body
- Language around baby's development in womb, i.e., fertilised egg, cord. Pictures of foetuses (in RSE manual) to be used
- Language – as above + umbilical cord, changes in puberty, menstruation

#### Fifth and Sixth Classes

- Revision of topics covered in younger classes
- Menstruation in the context of hygiene and growth from a girl to a woman
- Boys and girls development – puberty
- How does new life begin?
- Biological facts as follows: What journey does the egg make? What journey does the sperm make? Where do they meet? What happens when they meet?
- Optional videos : Fifth class – Growing Sixth class – Busy Bodies
- Language – as above + semen, sexual intercourse, wet dream

## **Re: Relationships & Sexuality Education (Junior Infant Parents)**

Dear Parents,

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'.

As part of the SPHE programme in our school, (Social, Personal and Health Education), all children in class will learn about, and become aware of, new life in the world. By teaching children to understand new life and how it comes about, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

In Junior Infants, the topic is approached through Spring-time; new growth in the garden; new pets at home or new animals on the farm and then linking it to the arrival of a new baby brother or sister, cousin or neighbour. While covering the topic, the only sensitive area mentioned is that the baby is in the mother's womb. The rest of the topic covered is done so at an age appropriate level.

Another theme that will be covered is growing and changing. This involves learning about the physical changes that occur in boys and girls as they grow older. In Senior Infants, this will involve naming parts of the male and female body, using appropriate anatomical terms. But for Junior Infants, again the content covered is at an age appropriate level.

Over the next two weeks, I plan to cover these topics with the children. If you do not want your daughter to participate in the RSE module of the SPHE classes, please put this in writing to the Principal and alternative and sensitive arrangements will be made for your child.

Yours sincerely, \_\_\_\_\_,

Class Teacher



Re: Relationships & Sexuality Education (Senior Infant Parents)

Dear Parents,

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'.

As part of the SPHE programme in our school, (Social, Personal and Health Education), all children in class will learn about, and become aware of, new life in the world. By teaching children to understand new life and how it comes about, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

In Senior Infants, the topic is approached through Spring-time; new growth in the garden; new pets at home or new animals on the farm and then linking it to the arrival of a new baby brother or sister, cousin or neighbour. While covering the topic, the only sensitive area mentioned is that the baby is in the mother's womb. The rest of the topic covered is done so at an age appropriate level.

Another theme that will be covered is growing and changing. This involves learning about the physical changes that occur in boys and girls as they grow older and naming parts of the male and female body, using appropriate anatomical terms.

Over the next two weeks, I plan to cover these topics with the children. If you do not want your daughter to participate in the RSE module of the SPHE classes, please put this in writing to the Principal and alternative and sensitive arrangements will be made for your child.

Yours sincerely, \_\_\_\_\_,

Class Teacher

**Re: Relationships & Sexuality Education (1st/2nd Class Parents)**

Dear Parents,

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'.

As part of the SPHE programme in our school, (Social, Personal and Health Education), all children in class will learn about, and become aware of, new life in the world. By teaching children to understand new life and how it comes about, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

In First and Second class, the topic is approached through Spring-time; new growth in the garden; new pets at home or new animals on the farm and then linking it to the arrival of a new baby brother or sister, cousin or neighbour. While covering the topic, some sensitive areas mentioned are that the baby is in the mother's womb, the baby is joined to its mother by an umbilical cord, and how the baby is born and fed immediately after birth. Another theme that will be covered is growing and changing. This involves learning about the physical changes that occur in boys and girls as they grow older and naming parts of the male and female body, using appropriate anatomical terms. Specific names for male and female sex organs will be used.

Over the next two weeks, I plan to cover these topics with the children. If you do not want your daughter to participate in the RSE module of the SPHE classes, please put this in writing to the Principal and alternative and sensitive arrangements will be made for your child.

Yours sincerely, \_\_\_\_\_,

Class Teacher

## **Re: Relationships & Sexuality Education (3 rd/4th class)**

Dear Parents,

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'.

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'. As part of the SPHE programme in our school (Social, Personal and Health Education), all children from 3rd/4th class will learn about the changes that occur in boys and girls during growth to adulthood.

This involves learning about the physical changes that occur in boys and girls during their teenage years. The enclosed sheet outlines the material that will be covered in this part of the programme.

We will also cover the topic of new life and the growth of a baby during the nine months of pregnancy. By teaching our pupils to understand how new life develops, parents and teachers are encouraging them not to take life for granted and to respect, value and cherish new life.

Next week, I plan to cover this topic with the children in 3 rd & 4th class over a series of lessons. If you do not want your daughter to participate in the RSE module of the SPHE classes, please put this in writing to the Principal and alternative and sensitive arrangements will be made for your child.

Yours sincerely, \_\_\_\_\_

Class Teacher

**Re: Relationships & Sexuality Education (5th/6th Class)**

Dear Parents,

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'.

As part of the SPHE programme in our school (Social, Personal and Health Education), all 5th & 6th class pupils will learn about the changes that occur in boys and girls during puberty. This involves learning about the physical changes that occur in boys and girls during their teenage years. The enclosed sheet outlines the material that will be covered in this part of the programme. We will also cover the topic of new life and conception. You may already have talked about this to your child but it is always helpful to talk about it again. For these lessons I will be using a programme called "Busy Bodies" DVD which has been put together by the HSE for 5th/6th Class pupils.

Next week, I plan to cover this topic with the children in 5th and 6th class over a series of lessons. If you do not want your daughter to participate in the RSE module of the SPHE classes, please put this in writing to the Principal and alternative and sensitive arrangements will be made for your child.

Yours sincerely, \_\_\_\_\_

Class Teacher