

Relationships and Sexuality Education Policy

School Details

Holy Child National School is a mixed school in Naas, Ireland. The school has a Catholic Ethos. There are 16 classrooms from Junior Infants to Sixth Class with two streams of each class. We also have a Junior ASD Class.

Introductory Statement

All schools are required to have an RSE Policy to detail how RSE is taught in the school, including the sensitive aspects. The policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE Programme with SPHE both formally and informally. The first RSE Policy was developed in 2001 with a committee, revised in 2003, 2005, 2007, 2009, 2011, 2013, 2015 and again in 2018.

School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE Programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual, while at the same time accepting responsibility for their actions as members of the school and the wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance, and openness through the lived experience of the children and school community. Our school recognises that parents/guardians/carers 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 & 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. It especially addresses the meaning of human sexuality, relationships, growth, and development relevant to personal and social skills.

SPHE/RSE Curriculum

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.

RSE is part of the Social, Personal and Health Education (SPHE). Through SPHE and RSE, pupils are 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

SPHE/RSE

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or solitary 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.
- Develops a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is child-centred and prioritises the needs of the child and his/her environment, with appropriate adaptations made to suit individual requirements and our individual school situation.
- Is spiral in nature. RSE is revisited at different stages throughout the child's time in school. This will provide opportunities to build and consolidate 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 in active-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 discussion, circle time and role play.
- Free of bias. Lessons, language, and resources selected by the school should reflect this. SPHE/RSE encourages children to be inclusive with each other, challenge prejudice and learn how to live together in an intercultural society.

The Aims of our RSE Programme are: -

- To enhance the personal development, self-esteem, and wellbeing of the child
- To help the child to develop healthy friendships and relationships
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual, and social framework
- To enable the child to acquire an understanding of, and respect for human love, sexual intercourse, and reproduction
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

Broad Objectives of RSE

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child (in conjunction with the SPHE curriculum) to:

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness, and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth, and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth, and development
- Develop a critical understanding of external influences on lifestyles and decision making

Management and Organisations of R.S.E. in our School

The R.S.E. Programme will be delivered as follows: -

1. The Programme will be taught in the normal classroom setting by the Class Teacher.
2. RSE is a mandatory aspect of the SHE Programme. If a teacher has a particular personal issue in relation to the teaching of the sensitive aspects of the programme, the RSE Co-ordinator will put an alternative process in place.
3. Issues discussed will be age appropriate. All topics will be dealt with in a manner which will show care and sensitivity to all pupils.
4. R.S.E. will be facilitated in 3 ways with the school –
 - a) In the context of a positive school climate and atmosphere.
 - b) As part of S.P.H.E.
 - c) On an integrated cross curricular basis.
5. As Parents/Guardians are the primary educators of their children they may wish to deal with certain aspects of the R.S.E. Programme in the home. The school will inform the parents via the app in advance of the teaching of the sensitive lessons. This letter will include a link to the SPHE curriculum document. Consequently, when they have looked at lesson content, they may decide to withdraw their child/children from the classroom while the lessons are being taught. These children will be facilitated in another classroom at these times.
6. The Parents/Guardians of new entrants to the school will receive an RSE information letter via the App giving links to the SPHE Curriculum document. This letter will

explain that RSE is a compulsory subject in the school curriculum. It is vital that all parents acknowledge receipt of this letter by signing and returning letter on the App.

- School cannot take responsibility for what their child may hear after formal lessons are taught, e.g., what they may hear in the yard.

Current RSE provision included in the school curriculum are all to found on the following PDST link <https://pdst.ie/primary/health-wellbeing/RSE>. As a school we may select from the following list of resources.

- SPHE lessons (provided through discreet curricular time and integration)
- Use of RSE Manuals and Busy Bodies Resources- HSE.
- Stay Safe Programme.
- Web wise Resources.
- Walk Tall Resources
- Weaving Wellbeing Resources
- Adapted Resources for SEN from www.pdst.ie
- [Middleton Centre For Autism](#)
- Tom's Power Flower (8-12 yrs)- HSE
- Making the Big Talk many small talks (4-7yrs), (8-12yrs)- HSE
- RSE Tips for Parents-PDST
- Making The Links and Beyond
- Sensitive Language Grid -PDST
- Gender Equality Matters

We support the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered, and attention is paid to the wellbeing of all members of the school community.

Policies which support SPHE/ RSE

- Child Safeguarding Statement and Risk statement
- Child Protection Policy
- Substance Abuse Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy (ICT)
- Healthy Eating Policy
- Intercultural Policy
- GDPR Policy

Guidelines for the Implementation of RSE in our school: -

The SPHE curriculum will underpin all teaching and learning of RSE and will be taught from Infants to 6th Class. The New Curriculum Framework has allocated two and a half hours weekly to Health and Wellbeing which includes RSE/SPHE under its umbrella. Teachers are encouraged to use an integrated approach for the delivery of SPHE. All resources used will be in keeping with this RSE policy and utilising the RSE Manuals to complement their teaching.

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

Guidelines for Management and Organisation of RSE In Our School

- The strands units 'Growing and changing' and 'Taking care of my body' are covered every second year
- Lessons containing sensitive material are covered as part of these strand units
 - The sensitive issues are covered as part of these broad topics.
 - Special consideration will be taken to ensure that the needs of children with SEN are met. Based on the pupil's social and emotional development, instruction will be based on individual needs where possible.
 - Parents will be consulted around sensitive issues prior to delivery of these lessons.

Parental Involvement

- Parents will be informed at enrolment that the school fully implements the RSE Strands of the SPHE Programme including sensitive aspects.
- Parents will be informed in advance of lessons on the sensitive areas of the RSE Programme with a letter relevant to what will be taught at their child's class level presented with clarity of language. See Appendix letter.
- The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children. It also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas covered in RSE/SPHE.
- The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.
- The teachers will ensure that the home school link pages are regularly communicated to parents.
- The parents will be informed via the school App of other online links. This sharing and signposting of resources will further support parents to discuss the sensitive topics at home if they so wish.

- If a parent/guardian wishes to withdraw their child from the sensitive lessons it should be given in writing via the School App, stating where possible their reasons for doing so and this will be centrally filed.
- If a child has been withdrawn from the sensitive RSE Lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons, e.g. What they may hear in the yard.

Organisation and Curriculum Planning

RSE forms part of the National Curriculum for SPHE by NCCA and will be taught from infants to 6th Class. RSE will be covered under the following strands and strand units of the SPHE Curriculum.

- Strand: Myself
 Strand Units:
- Growing & Changing
 - Taking Care of My Body.

The RSE Programme is divided into two main sections: -

- 1) This section is the general programme which contains content covered through SPHE Strands and Strand Units and compliments the aims and objectives of RSE.
 - Friendship
 - Self-Identity
 - Family
 - Self-Esteem
 - Growing Up
- 2) This section will deal with any sensitive/specific content covered through RSE Strands and Strand Units. The sensitive aspects are in **bold**.

Sensitive content is taught as per 2-year SPHE plan – here is our 2-year plan for SPHE taken from The Making the Links Resource.

Strands	Strand Units (Year 1) Junior/1st/3rd/5th	Strand Units (Year 2) Senior Infants/2nd/4th/6th/5th*
Myself		Self-Identity (Sept/Oct))
		Taking care of my body (Jan/Feb)
	Safety & Protection (Jan/Feb)	Growing & Changing (Mar/Apr)
	Making Decisions & Sensitive Issues (March/April)	
Myself and others		Myself and My Family (Nov/Dec)
	My friends and other people (Sept/Oct)	
	Relating to others (May/June)	
Myself and the wider world		Developing Citizenship (May/June)
	Media Education (Nov/Dec)	

*** 5th and 6th classes will be taught RSE sensitive lessons in both years.**

Note 1: Stay Safe will be taught in Junior Infants, 1st, 3rd and 5th class.

Note 2: RSE sensitive lessons will be taught in Senior Infants, 2nd, 4th, 5th and 6th class.

Note 3: Parents will be informed of Stay Safe lessons in advance via a letter on the App (see Appendix)

Note 4: Parents will be informed of RSE Sensitive lessons in advance via a letter on the App (see Appendix)

<p><u>Topics Covered up to 2nd include.</u></p> <ul style="list-style-type: none"> • Keeping Safe • Bodily changes from birth (birth – 9) • Making age-appropriate choices. • Appreciating the variety of family 	<p><u>Topics from 3rd to 6th include.</u></p> <ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene, and exercise. • Keeping safe.
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<p>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 (Senior Infants) • Naming the parts of the male/female body using appropriate anatomical terms and identify some of their functions (2nd class) 	<ul style="list-style-type: none"> • 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 (4th Class). • Introduction to puberty and changes (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 relationships (6th Class)
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When implementing the programme, staff at Holy Child National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be always taught in an age-appropriate manner. The curriculum will be taught from Junior Infants to 6th Class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

The RSE Curriculum will be taught through a number of possible approaches where Active Learning is encouraged:

- Stories and poems
- Classroom discussion
- ICT Activities

- Group work
- Co-operative Games
- Art activities
- Reflection
- Circle time
- Conscience Alley/ Role Play/ Modelling (Process drama)
- Projects
- Interviewing or conducting Surveys of Attitudes amongst pupils, friends, or family
- Analysing and evaluating media
- Engagement with Restorative Practices
- Designing advertisements or Writing captions
- Ranking statements
- Describing photographs
- Viewing and discussing videos
- External Facilitator for the Sensitive Lessons (5th and 6th Class only)

The curriculum will be taught in a developmentally appropriate manner at all times.

A standard approach to whole school planning for the content in SPHE will be adopted to develop a consistency around the teaching of SPHE. This standard approach involves: -

- ✓ Teaching five strand units in Year 1
- ✓ Teaching five strand units in Year 2
- ✓ Ensuring each year at least one strand unit is taught from each of the three strands
- ✓ Each strand unit is allocated two months of teaching time
- ✓ The timing of these two-month blocks are mapped across each school year.

Within this standard approach all teachers aim to cover the same strand units at the same time. This may support the work of whole school atmosphere and integration with planned school activities. It may also enable the teachers to anticipate what will be covered and when, therefore increasing the scope for planned integration or thematic planning with other curricular areas.

Resources

In School, our staff may consult any of the following teaching resources when teaching RSE in addition to the DE Relationships and Sexuality Education Programme:

Approved Resources for RSE

- PDST Health and Wellbeing RSE
- NCCA SPHE/RSE Toolkit
- DE Walk Tall Manuals
- Making the Links and Beyond
- Stay Safe programme
- Walk Tall Programme
- Weaving Wellbeing Programme
- Anatomical Dolls
- HSE publications (www.healthpromotion.ie)
- Busy Bodies Booklet/ Videos/ Workbook (PDST)
- Inclusive picture and story books
- INTO Different Families, Same Love Poster
- INTO Different Families, Same Love Lesson Ideas
- INTO Different Families Same Love Online Presentation 1st – 2nd
- INTO Different Families Same Love Online Presentation 3rd – 6th
- RESPECT guidelines
- Gender Equality Matters (GEM)
- All Together Now
- We All Belong
- PDST Education and Transgender Information
- PDST Identity Based Bullying Information
- RSE related educational websites

Differentiation

Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:

- Ensuring that objectives are realistic for the students.
- Ensuring that the learning task builds upon prior learning.
- Providing opportunities for interacting and working with other students in small groups or 1:1
- Organising the learning task into small stages and ensuring that the language used is pitched at the student's level of understanding.
- Understanding of the activity using task analysis, outlining the steps to be learned/completed in any given task, posing key questions to guide students through the different stages/processes and to assist in self-direction and correction.
- Having short and varied tasks creating a learning environment through the use of concrete and where possible everyday materials and by displaying word lists and charts with pictures or videos on the interactive whiteboard
- Encouraging an active learning environment

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching.

- Group work and discussion.
- Higher and lower order questioning in groups.
- Moderated whole class discussions through use of a Question Box.

Pupils with Special Educational Needs

Adaptations to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work.
- Children may work in smaller groups or 1:1 on adapted and suitable material.
- Any different or specific objectives related to the pupils own learning needs should be detailed in their Support Plan in consultation with parents/guardians.

Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and 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 everyday interactions with adults and peers.

Language is a powerful tool and should be used with respect and integrity for the dignity of each person. It should respect cultural and other differences in a way that encourages inclusiveness. It is important to be consistent throughout the school in the following:

- what language we use to promote a positive, inclusive classroom environment for all
- being aware of binary language or language that implies gender stereotyping
- the correct anatomical terms are used in a consistent way across all class levels
- devise common strategies we use to tackle derogatory language in the classroom (e.g., when a child misuses the word ‘gay’ or ‘lesbian’).
- devise common strategies you use to teach correct anatomical terms (e.g. when a child misuses the word ‘willy’ or ‘pee-pee’’).
- familiarising staff with the [PDST Identity Based Bullying resource](#) and [PDST Education and Transgender resource](#) which are useful in creating an awareness about the spectrum of sexualities and genders that exist.

Questions

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

1. Question (Chat) Box

For older pupils a ‘question box’ is one methodology that may be used as part of the formal RSE lessons. Teachers can follow up on the written questions later, thus allowing time to prepare suitable answers, consult with colleagues/RSE policy to formulate an appropriate response. During the delivery of each RSE lesson, pupils can be encouraged to place their questions into a box. These questions can be reviewed, and the following may be taken into account:

- All pupils are encouraged to write on the question sheet. If they don’t have a question, ask them to write something interesting they learned in the lesson.
- Questions arising from lesson content will be answered in an age-appropriate manner.
- The teacher cannot answer questions which do not relate to the curriculum objectives for a class.
- Pupils will be informed if a question/issue is not on the curriculum, and they will be advised to talk with their parents/guardians/carers.
- Teachers may exercise discretion to contact parents if a need arises.
- No personal questions will be answered, and children will be reminded not to share inappropriate personal information about their families or others.

2. Open Forum Questions

We use some simple principles when fostering discussion and questioning.

- No personal questions of the teacher.

- The Chat Box will be availed of by the children.
- The teacher will be mindful of their reaction to any questions.
- Questions do not have to be answered straight away.

Sample responses:

- I'll do my best to answer your questions, but I may not be able to answer all of them.
- That's something you'll learn about as you get older.
- Is that something you could talk to your parents/guardians/family about?
- We agreed in our contract that we wouldn't ask anyone personal questions.
- Somebody asked a question and the language they used was slang language, what they meant to ask was
- A question was asked, and we cannot talk about that particular topic, but I think that question was about....

If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school.

If a perceived child protection matter arises throughout RSE lessons or indeed otherwise, the teacher, as a mandated person, will refer to the Child Protection Procedures for Primary and Post-Primary Schools 2017.

Teachers should be cognisant not to invalidate a pupil's question, but rather set boundaries and manage expectations around questions. This can be done using a variety of strategies including chat box or open forum questions. In the instance that the teacher may not be able to answer a specific question, it is important that child will be signposted towards another adult who they trust for an answer.

Assessment

Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group.

The teacher uses: -

- Observation and questions to assess the children's engagement and interest.
- Use of teacher-designed tasks such as worksheets, quizzes, or games.
- Use of reflection or learning log.

Confidentiality

- The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017.

Confidentiality

- The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017.
- If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

Provision of Ongoing Support

Our School will ensure the provision of ongoing support by the following:

- encouraging teachers to attend RSE CPD
 - utilising staff meetings as a platform for discussion and development of RSE
 - seeking the support from a PDST Advisor
 - create a mentor system amongst staff to support the teaching RSE
 - budgeting for the updating and development of RSE materials
 - reviewing RSE policy on a regular basis
 - ensure special education teachers have adequate training opportunities
- Promotion and communication of resources available from www.pdst.ie.

Review

- The policy will be reviewed every three years. The policy may also be reviewed at an earlier time should a need arise.
- Parents and staff will be informed of any amendments made.
- This plan was ratified by the Board of Management at a meeting.

Ratified at a Board of Management meeting on

Date : 26/9/23

Signed : 
Chairperson
Board of Management

This the standard letters to be sent to all parents via the APP in your class before the sensitive lessons are taught.

Dear Parent/Guardian,

Relationships and Sexuality (RSE) education is a statutory part of the S.P.H.E. programme. Here is a link to the SPHE Curriculum which will outline clearly the aims and objectives of RSE.

https://curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf

The sensitive elements of the RSE programme are covered under the Strand Units, “Growing and Changing” and “Taking Care of My Body”. We will be completing these Strand Units in your child’s classroom in the forthcoming weeks.

Topics Covered include:

- Become aware of new life and birth in the world and develop an awareness of human birth.
- name the parts of the male and female body using appropriate anatomical terms and identify some of their functions.

Language taught at this level includes penis, vulva, womb, breastfeeding.

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 contact the class teacher.

Yours sincerely,

Eilis English,

RSE Co-ordinator

APPENDIX 2

Letter for Second Class

This the standard letters to be sent to all parents via the APP in your class before the sensitive lessons are taught.

Dear Parent/Guardian,

Relationships and Sexuality (RSE) education is a statutory part of the S.P.H.E. programme. Here is a link to the SPHE Curriculum which will outline clearly the aims and objectives of RSE.

https://curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf

The sensitive elements of the RSE programme are covered under the Strand Units, “Growing and Changing” and “Taking Care of My Body”. We will be completing these Strand Units in your child’s classroom in the forthcoming weeks.

Topics Covered include:

- Begin to understand that new life, birth, growth and death are all part of new life cycles.
- name the parts of the male and female body using appropriate anatomical terms and identify some of their functions.

Language taught at this level includes penis, vulva, womb, breastfeeding, urethra, vagina.

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 contact the class teacher.

Yours sincerely,

Eilis English,

RSE Co-ordinator

APPENDIX 3

Letter for Fourth Class

This the standard letters to be sent to all parents via the APP in your class before the sensitive lessons are taught.

Dear Parent/Guardian,

Relationships and Sexuality (RSE) education is a statutory part of the S.P.H.E. programme. Here is a link to the SPHE Curriculum which will outline clearly the aims and objectives of RSE.

https://curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf

The sensitive elements of the RSE programme are covered under the Strand Units, “Growing and Changing” and “Taking Care of My Body”. We will be completing these Strand Units in your child’s classroom in the forthcoming weeks.

Topics Covered include:

- Understand that physical changes take part in both the male and female body. These changes may happen at different times for different individuals which is both natural and normal.
- Discuss the fact at how feelings and emotions are affected by these physical changes that take place during puberty.
- To discuss the stages and sequence of development of the human body from conception to birth.
Language taught at this level includes umbilical cord, changes in puberty, menstruation and revision of penis, vulva, womb, breastfeeding, urethra, vagina.

The class teacher will send home appropriate links 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 contact the class teacher.

Yours sincerely,

Eilis English,

RSE Co-ordinator

APPENDIX 4

Letter for Fifth Classes

Glossary Sheet of LGBTI+

LGBTI+ terminology may be challenging when you have no previous knowledge, and especially when terms may change over time. Here is a glossary of common words. Please remember that the best way to determine someone's preferred identity or pronoun is to simply ask them.

- LGBTI+: Lesbian, gay, bisexual, trans+ and intersex people.
- Lesbian: A woman who is mainly attracted to other women.
- Gay: Someone who is mainly attracted to people of the same gender.
- Bisexual: Someone who is attracted to people of the same gender and also to people of other genders.
- Transgender: People whose gender identity differs from the sex they were given at birth.
- Trans+ includes non-binary people.
- Intersex: People who are born with variations in their sexual anatomy or their hormonal patterns, variations that are not seen as fitting in with typical male or female bodies.
- Sexual Orientation: Sexual and romantic attraction.
- Gender identity: Our deeply felt internal experience of our own gender.
- Heterosexual: Someone who is attracted to people of a different gender.
- LGBTI+ bullying: Bullying based on prejudice or discrimination towards LGBTI+ people.
- Pansexual: Someone who could be attracted to any person, regardless of their gender.
- Gender expression: How we show our gender through our clothing, hair, behaviour, etc.
- Cisgender: Someone who is not transgender or non-binary.
- Non-binary: People whose gender identity is not exclusively male or female.

Some non-binary people use they/them pronouns. *These definitions are taken from www.belongto.org by kind permission

APPENDIX 7

RSE Sensitive Language

Class Level	Sensitive Language
Junior Infants	Womb, breastfeeding, penis, vagina
Senior Infants	As Above
First Class	+ vulva, urethra
Second Class	As Above
Third Class	As Above
Fourth Class	+ Changes in shape, breasts, menstruation, periods, pubic hair, body hair, underarm hair, hormones, umbilical cord
Fifth Class	+ breasts develop, ovaries, fallopian tubes, womb (uterus), cervix, perspiration, oily skin, pimples. + growth spurts, testicles, scrotum, facial hair, nocturnal emissions (wet dreams), sperm production, skin changes, voice changes, perspiration, oily skin, pimples.
Sixth Class	+ Conception, semen, sexual intercourse (in the context of a committed and loving relationship), Busy Bodies Language

Alternatively, the following link shows PDST Sensitive language Grid

<https://www.pdst.ie/sites/default/files/NEW%20Sensitive%20Language%20Grid%2011.18.pdf>

