



Parteen National School

Parteen

Co. Clare

www.parteenschool.ie

parteenoffice@gmail.com

(061) 340457

Principal: Gerard Ruane

Deputy Principal: Mairéad Guckian

Parteen Relationship and Sexuality Education (R.S.E.) Policy and S.P.H.E Plan

Social, Personal and Health Education (SPHE):

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.

Relationships and Sexuality Education:

Relationship of RSE to SPHE

RSE is an integral part of SPHE and seeks to provide children with opportunities to acquire knowledge and understanding of relationships and human sexuality.

Relationships and sexuality education seeks to provide children with opportunities to acquire knowledge and understanding of relationships and human sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

Guidelines for the Management and Organisation of RSE in our school:

Provision for RSE

Teaching about relationships and sexuality will be delivered as part of the S.P.H.E Plan, as outlined below. All content objectives will be taught developmentally by the time the children leave Sixth Class. All issues will be discussed with sensitivity, professionalism and awareness of the varying levels of development within a class.

Possible sensitive issues such as naming body parts and sexual intercourse will be covered within the strand units – ‘Taking care of my body’; ‘Growing and changing’ and ‘Safety and Protection’. Specific sensitive issues will be discussed by a guest speaker with the students from Sixth Class every year, or, if relevant, the class teacher, as explained below.

Terminology

We will give children the correct and appropriate terminology as laid down in the SPHE Curriculum.

Planning

Each teacher implements the Walk Tall Programme supplemented by the Stay Safe Programme.

Answering questions

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

Rights and Responsibilities of Parents/Guardians:

A parent’s right to withdraw a pupil from sensitive parts of the RSE programme will be honoured on the understanding that the parent is taking full responsibility for this aspect of education. This school policy is available on the school website and in hard copy in the office. If parents want to withdraw their children from any part of R.S.E., they must ask the class teacher when they are doing RSE topics and make arrangements around this. It is the responsibility of the parent to inform the school in writing of this decision. Parental permission is sought for children to attend the 6th class talk on sensitive issues. As indicated above, the Stay Safe Programme is taught in the school and if parents have questions or concerns about this, they should make an appointment to see the class teacher. It is compulsory for teachers to teach Stay Safe in its entirety in accordance with the school’s two-year plan.

Confidentiality:

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.

Rights and Responsibilities of Teachers:

A teacher's right to opt out from teaching the 6th class sensitive issues will be honoured. Then provision will be made for these issues to be taught by:

- A colleague.
- A female staff member to the girls and by a male staff member to the boys.
- An external speaker

RSE will be taught: in Junior Infants to Fifth Class by the class teacher as outlined in the SPHE Curriculum and if a member of staff is unavailable to teach the sensitive topics for 6th class as discussed, the BOM will organise a suitable guest speaker.

- Each teacher follows the Walk Tall and Stay Safe Programmes in conjunction with this planning grid.

Planning Guide for Teachers

Step 1 Select Strand Units for the year. (Year 1 started) in 2014/2015

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.)</i>	
	<i>Taking care of my body (Jan-Feb)</i>	
	<i>Growing and Changing (Mar-April)</i>	
		<i>Safety and Protection (Jan-Feb)-Stay Safe</i>
		<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i> <i>Growing and Changing/ Taking Care of my Body Sensitive lessons repeated as outlined in the grid below. (Mar-April)</i>

Myself and others	<i>Myself and My Family (Dec.)</i>	
		<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world		<i>Media Education (Dec.)</i>
	<i>Developing Citizenship (May-June)</i>	
Anti-Bullying	<i>November</i>	<i>November</i>

Sensitive Topics

Note for Parents: Here are the topics that are regarded as 'sensitive'. These lessons will be taught every year.

Note for Teachers: In Year 1 we cover Growing and Changing in full for March and April. However, the two/three sensitive lessons outlined below are covered every year.

Class	Strand /strand Unit	Content Objectives (<i>consult curriculum – for complete objectives in <u>Growing and changing and Taking care of my body</u></i>	Language	Pages in RSE Resource Materials Book for <u>sensitive objectives</u>	Pages in Walk Tall for <u>sensitive objectives</u>	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> ▪ Growing and changing ▪ Taking care of my body 	<p>Growing and changing</p> <ul style="list-style-type: none"> ▪ Become aware of new life and birth in the world ▪ Develop an awareness of human birth ▪ Identify what babies need to help them to grow and develop <p>Taking care of my body</p> <ul style="list-style-type: none"> ▪ Name parts of the male and female body using appropriate anatomical terms 	penis vulva womb breast breastfeeding	New Life p68 My Body p147 Caring for new life p137 Giving a Doll a Bath p150 At the beach or swimming pool p.153	Our Amazing Bodies p94 (Senior Infants book)	<ul style="list-style-type: none"> ▪ Anatomically correct dolls ▪ Picture books of new baby ▪ Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> ▪ Growing and changing ▪ Taking care of mybody 	<p>Growing and changing</p> <ul style="list-style-type: none"> ▪ Begin to understand that reproduction, birth, growth and death are all part of a life cycle ▪ Appreciate what is necessary in order to provide and care for newborn babies in both the animal and human world. <p>Taking care of my body</p> <ul style="list-style-type: none"> ▪ Name the parts of the male and female body using appropriate anatomical 	penis vulva vagina womb breast breastfeeding urethra	The Wonder of new life p59 /151 How my body works p67/ 161 Our Senses p70 Growing means changing p77/171	Our Amazing Bodies p37 (2 nd class book)	<ul style="list-style-type: none"> ▪ Picture books of going to the doctors ▪ Tom’s Power Flower ▪ Books / activities

		terms and identify some of their functions				on Life cycles <ul style="list-style-type: none"> ▪ Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> ▪ Growing and changing ▪ Taking care of my body 	Growing and changing <ul style="list-style-type: none"> • Recognise and discuss how feelings and emotions are affected by the physical changes that take place during puberty • Discuss the stages and sequence of development of human baby from conception to birth Taking care of my body <ul style="list-style-type: none"> • Understand the physical changes taking place in both the male and female body • Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal 	Revise above umbilical cord changes in puberty menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 rd class book) Changing and Growing p140 (4 th class book)	<ul style="list-style-type: none"> ▪ Body Systems ▪ Picture books on growing and changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> ▪ Growing and changing 	Growing and changing <ul style="list-style-type: none"> ▪ Understand sexual intercourse, conception and birth within the context of a committed, loving relationship 	Revise above wet dreams	My body grows and changes p81 The wonder of new life p92	My Amazing body p345 (5 th class book)	<ul style="list-style-type: none"> ▪ Power points recap

	<ul style="list-style-type: none"> ▪ Taking care of my body 	<ul style="list-style-type: none"> ▪ Identify and discuss the changes that are experienced in growing from child to adult ▪ Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent <p>Taking care of my body</p> <ul style="list-style-type: none"> ▪ Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone ▪ Understand the reproductive system of both male and female adults 	<p>Busy Bodies language semen sexual intercourse period menstruation</p>	<p>Caring for new life p103</p> <p>Different kinds of love p141</p>	<p>Creation p121 (6th class book)</p>	<ul style="list-style-type: none"> ▪ Question Box ▪ Puberty Quiz ▪ Busy Bodies book and video
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Step 2. Create yearly plan using Walk Tall (use the appendix at back of book to locate lessons for each strand and strand unit), Stay Safe and the Cyber-Bullying/ Internet Safety Lessons below, or using supplementary resources that fulfil the same objectives – exception is Stay Safe.

Internet Safety/ Cyber-bullying Lessons.

Senior Infants: Bullying in a Cyberworld: Bullies Use Mobile Phones p.22-23 plus three other lessons.

1st: Webwise Lessons for 1st/2nd Class: <https://www.webwise.ie/teachers/>

2nd: Revise webwise lessons for 1st and 2nd Class.

3rd: Webwise HTML Heroes lessons 1-8: <https://www.webwise.ie/html-heroes/>

4th Revise HTML Heroes: <https://www.webwise.ie/html-heroes/>

5th: Webwise MySelfie <https://www.webwise.ie/teachers/my-selfie/>

6th: Revise Myselfie: <https://www.webwise.ie/teachers/my-selfie/>

(Internet safety and cyberbullying is also addressed in the compulsory Stay Safe Programme)

Step 3 Gather Resources

Resources: <https://pdst.ie/primary/healthwellbeing>

Walk Tall: <https://pdst.ie/walktall>

Stay Safe: <https://www.pdst.ie/staysafe>

Webwise: <https://www.webwise.ie/>

The Policy will be placed on our website for parents and our internal database for teachers. A hard copy will be kept in the office.

Revised and ratified by the Board of Management on 19/10/2020

Signed:

Seamus Gallagher

Chairperson

Version 1 ratified by the Board of Management on 24/1/17.