



Relationships and Sexuality Education Policy

A. Our School

Coláiste Bríde is an all-girls, academically non-selective day school, with an enrollment of approx. 750 students.

School Mission Statement and Philosophy

In Coláiste Bríde, we believe in the value of the Catholic School and in it seek to integrate growth in Christ with the cultural enrichment acquired through human knowledge and skills. Our response requires deep commitment and dedication to the implementation of our mission statement.

"We are working to promote a secure and caring community environment, where respect, responsibility and Christian commitment grow; drawing forth the positive potential of each individual."

Aim of Our School

- To maintain a caring, stable environment where each student feels safe and secure.
- To foster in each child a sense of respect and tolerance for herself, for others and for the wider community.
- To encourage each student to take responsibility for herself, her learning and her property, and to instill in her an overall sense of honesty, loyalty and integrity.
- To develop in each pupil her diverse talents and potential: Spiritual, Academic, Social, Physical, Creative and Emotional.
- To recognize and reward effort and achievement, thus promoting a true sense of confidence and well-being.

Scope of this Policy

This policy will apply to all aspects of teaching and learning about relationships and sexuality. Discussion about relationships and sexuality also takes place in classes other than SPHE/ RSE; it is therefore important that all teachers are familiar with this RSE policy. The policy will apply to school staff, students, Board of Management, parents, visiting speakers and external facilitators.

In this policy document all references to gender are taken to be inclusive and the term “parent” is taken to include “guardian”.

B. Definition of Relationships and Sexuality Education

RSE is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

Sexuality is a key element of healthy, social and personal development in all our lives, but particularly important in the lives of adolescents.

As a catholic school, and in keeping with our mission statement, we wish to support parents in this important aspect of their daughter’s education and preparation for life. In the school setting RSE is an integral part of general education provision, which seeks to promote the overall development of the person, and which includes the integration of sexuality into personal understanding, growth and development.

C. Relationships and Sexuality Education within Social Personal and Health Education (SPHE)

The Department of Education and Skills has approved the recommended syllabus for SPHE at junior cycle.

This course aims to build students’ self-awareness and positive self-worth; to develop the knowledge, understanding, skills, dispositions and values that will support them to lead fulfilling and healthy lives; empower them to create, nurture and maintain respectful and loving relationships with self and others; and enhance their capacity to contribute positively to society. ^[OBJ]

The RSE programme forms part of the SPHE programme. The Draft Guidelines for RSE (NCCA, June 1995, 1.2) state that Social Personal and Health Education is “spiral, developmental in nature and age appropriate in content and methodology.”

The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one’s

relationship with others. The content of the school's SPHE programme includes a wide range of topics such as self-esteem, self-identity, assertiveness, motivation, effective communication, decision-making skills, bullying, healthy eating, hygiene and safety – all of which can contribute to the effectiveness of the RSE programme.

Currently, SPHE is taught as part of the Junior Cycle programme under the umbrella of the Wellbeing programme. One class period per week is timetabled for the junior cycle classes. A 6-week RSE programme is delivered in these classes.

Senior cycle classes access RSE:

- Transition Year students receive one class of SPHE a week. They will be provided with six weeks of RSE in these timetabled classes.
- 5th year students receive one to two classes a week. Religion teachers have agreed to deliver six RSE classes in these classes.
- In 6th year students have one to two timetabled religion classes. Religion teachers have agreed to deliver the RSE programme in these classes

What does the school currently provide?

In its broadest sense, RSE is a whole-school responsibility and all members of this community share responsibility for modeling relationships that are characterised by justice and respect. At a more formal level, RSE is dealt with in the context of certain subjects; Science, Home Economics, English, C.S.P.E., Religion, and population demographics/social studies within the geography syllabus. However, to ensure an adequate response to the needs of all students, specific provision for RSE is made within the Social, Personal, and Health Education programme, to which one class period is apportioned each week for junior cycle students.

At senior cycle, due to the demands of the timetable, religion teachers have been trained to deliver a six-week module on RSE, six classes in 5th year and six classes in 6th year. Transition Year students will receive 6 classes of RSE in their timetabled SPHE class.

The aims of our Relationships and Sexuality Education programme

RSE, which is in the overall framework of Wellbeing /SPHE / Health Education, has as its specific aims:

- To help students understand and develop friendships and relationships
- To promote an understanding of sexuality
- To promote a positive attitude to one's own sexuality and in one's relationship with others
- To promote knowledge of, and respect for, reproduction
- To enable students to develop attitudes and values toward their sexuality in a moral, spiritual and social framework, and in keeping with the policy of the school
- To provide opportunities for students to learn about relationships and sexuality in ways which help them to think and act in a moral, caring and responsible way

It is acknowledged that in a course of limited duration these aims are aspirational.

D. Objectives

Relationship and sexuality education (RSE) is designed to provide students with the knowledge, skills, and attitudes necessary to make informed and responsible decisions about their relationships and sexual health. The goals of RSE include:

Developing Healthy Relationships:

Understanding the principles of healthy relationships, including communication, trust, mutual respect, and consent.

Learning effective communication skills to express needs, boundaries, and emotions in relationships.

Understanding Human Anatomy and Reproduction:

Acquiring knowledge about human anatomy, reproductive systems, and the biological aspects of sexuality.

Understanding the process of reproduction, contraception, and family planning.

Promoting Respect and Consent:

Emphasizing the importance of respect for oneself and others in relationships.

Understanding the concept of consent, including its necessity for any sexual activity, and recognizing the absence of consent.

Addressing Stereotypes and Gender Roles:

Challenging and breaking down stereotypes related to gender roles, emphasizing equality and respect regardless of gender.

Understanding the diversity of sexual orientations and identities, promoting inclusivity and tolerance.

Promoting Sexual Health and Well-being:

Learning about sexually transmitted infections (STIs), their prevention, and the importance of regular health check-ups.

Understanding the emotional and psychological aspects of sexuality, including self-esteem and body image.

Developing Decision-Making Skills:

Enhancing critical thinking and decision-making skills to make responsible and informed choices regarding relationships and sexual activity.

Encouraging the ability to analyze risks and consequences associated with sexual behavior.

Respecting Cultural and Ethical Values:

Recognizing and respecting diverse cultural, religious, and ethical values related to sexuality and relationships.

Understanding the importance of tolerance and open-mindedness toward different perspectives.

Fostering a Positive Attitude Towards Sexuality:

Promoting a positive and healthy attitude towards one's own sexuality and the sexuality of others.

Encouraging an open and non-judgmental approach to discussions about sexuality.

Providing Information on Technology and Media Literacy:

Addressing the impact of technology and media on relationships and sexuality.

Promoting media literacy skills to critically evaluate and interpret messages related to sexuality in various media.

Promoting Responsible Behavior:

Encouraging responsible sexual behavior, including the use of contraception and protection against STIs.

Addressing the consequences of risky behaviors and substance abuse on sexual health.

Overall, relationship and sexuality education aim to empower students with the knowledge and skills needed to navigate the complexities of relationships and make informed decisions that contribute to their overall well-being. The content and emphasis may vary based on cultural, regional, and age-specific considerations.

E. Guidelines for the management and organisation of Relationships and Sexuality Education in our school

1. Arrangements regarding the teaching of the programme and the deployment of staff will be made by the principal.

2. Informing and Involving Parents:

Parents are their children's primary educators, and their role in education concerning relationships and sexuality is seen by the school as important. This policy has been designed in consultation with Parents' Association/ Board of Management representatives and the views expressed by parents will be considered when reviewing the policy. A copy of this policy will be available to any parent at the school Office.

The school requests that parents and students complete a survey on topics they wish to be covered each year. The school will do its utmost to provide students with information they deem to be important under the heading of RSE within the time allocated.

3. Offering Advice:

The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information, or counseling on aspects of sexual behavior and contraception; however, sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g., their doctor or other suitable agency. The advice offered should not be directive and should be appropriate to the age of the student.

3. Explicit Questions:

It is natural that students may ask questions in RSE, but it may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question. If a teacher becomes concerned about a matter raised, they should seek advice from the principal. When deciding whether to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

4. Confidentiality:

The normal limits of confidentiality will apply to any information coming to the teacher's attention. Any concerns about a student's welfare will be dealt with discreetly and sensitively within the Child Protection Guidelines for post-primary schools issued by the Dept. of Education and Science.

It is school policy that in circumstances where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the DLP or DDLP. They will decide whether to inform the parents and/or appropriate authorities.

The following is also school policy:

a) teachers must not promise absolute confidentiality;

- b) pupils must be made aware that any incident may be conveyed to the DLP / DDLP and to parents if the principal decides that it is in the best interests of the pupil to notify parents;
- c) teachers must use their professional judgement, with consideration to our school's Child Protection policy / Safeguarding statement and the Children First legislation (2017), to decide whether confidence can be maintained having heard the information;
- d) teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential - the pupil can then decide whether to proceed or not.

5. Consent

Pupils should be provided with information on the age of consent which is seventeen years of age for both males and females. In all cases where the school becomes aware of underage sexual activity the school will take appropriate steps to inform the pupil's parents, in accordance with Children First legislation.

6. The division between biological and non-biological aspects of sex education:

The school policy is that the Science Department deals primarily with the biological aspects of reproduction but within the teaching of RSE biological terms will be used and there may be a cross-over of content within both areas. This may provide an opportunity for cross-curricular co-operation and team teaching

7. Withdrawing pupils from the RSE programme:

1. Relevant information is made available to parents in the school in advance of RSE programme commencing, together with details about the parent's right to withdraw their child from sensitive aspects of RSE – parents will always be provided with a full copy of this policy following a request to do so.

2. Issues such as over population and birth control are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the RSE Programme.

3. Parents do not have to give reasons for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent's request has been made to withdraw from the RSE programme, that request must be complied with until revoked by the parent.

8. Using visiting speakers and others

a) It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils.

However, visitors can enhance the quality of the provision if they are used in addition to, not to replace a planned programme of RSE. RSE teachers will remain in the room with their class while there is a visiting speaker in.

b) Upon approval from senior management, the RSE teacher will provide the visitor, well before the visit, with a copy of this RSE policy. After gaining approval from the principal for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme.

Issues to consider are:

- i) the age appropriateness of the content and presentation;
- ii) will the visitor be accompanied by teaching staff?
- iii) will the staff take an active role in the visitors' activities?
- iv) how will the visitor be prepared for the visit?
- v) how will the visit be built upon and followed up?

c) Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.

d) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.

e) The Office should be informed of the date and name of the visitor.

f) Where applicable, refreshments should be arranged with the catering staff.

g) The visitor should be welcomed at the main door.

h) At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main door after refreshments.

A written acknowledgement of their contribution should be sent to the visitor and could appear in the School Newsletter and on the school's Twitter page.

Sensitive issues

9. Sexual Orientation / Gender Identities.

Teachers do not promote any one lifestyle as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions, and address prejudice. Discussion of homosexuality should be appropriate to the age of the pupils.

The Board of Management commits itself to the principle of inclusiveness regarding providing mainstream education for all, respecting diversity and encouraging students to develop their ideas and values.

These topics will be dealt with in an age appropriate, open manner, looking at all sides of the issues in a non-directive way, with regard to our school's ethos and the DES-NCCA guidelines.

10. Contraception

This topic cannot be omitted on the grounds of School ethos and as such will be discussed in an age appropriate, open manner, looking at all sides of the issues in a non-directive way.

11. Abortion

This topic will be discussed in an age appropriate, open manner, looking at all sides of the issues in a nondirective way.

12. Special Needs

Pupils 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 in learning what sorts of behavior are and are not acceptable, and in being warned and prepared against abuse by others. Appropriate resources may be required for students with special educational needs. Where deemed necessary, additional support may be provided to SEN students in conjunction with SEN coordinator, Louise Murphy.

F. Ongoing support, development, and review

Training:

- Teachers involved do not necessarily have to be 'experts' on the issues concerned. However, they require sensitivity to the group's needs, an ability to deal with questions openly/honestly and preparedness to refer to more expert advice if needed. Teachers that have expert training in the specific areas of health, relationships and sexuality education will be encouraged to train other teachers.
- The school will facilitate teachers to obtain expert training in RSE.

G. Monitoring, evaluating, and reviewing the RSE programme:

The school will provide appropriate RSE teaching materials which have

been identified by staff as useful and which have been approved by the Principal, within the normal budgetary framework and as general school resources allow.

The school provides access to teacher CPD for RSE. We are committed to monitoring and evaluating the effectiveness of this programme. Specifically, important to the RSE Programme are:

- a) pupil feedback;
- b) staff review and feedback;
- c) parental feedback.

Amendments

The Board of Management of Coláiste Bríde is committed to playing an active role in the implementation of this policy and undertakes to review and revise it, considering changes to legislation, experience, and other relevant developments.

Appendix 1

What we do if a request for withdrawal from the RSE programme is made by a parent:

- We discuss the nature of the concerns with the child's parent and appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE Co-Ordinator, the Principal may become involved if necessary).
- We consider whether the programme can be amended or improved in way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other pupil.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education,
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme;
- We also point out that pupils may receive inaccurate information from their peers;
- We offer the parents access to appropriate information.

Appendix 2

Delivery of RSE at Coláiste Bríde

In its broadest sense, RSE is a whole-school responsibility, and all members of our school community share responsibility for modeling relationships characterised by justice and respect. At a more formal level, RSE is dealt with in the context of certain subjects e.g., Home Economics, Science, Religion and Wellbeing.

However, RSE has specific provision under the subject SPHE at junior cycle.

At senior level pupils receive 6 classes of RSE in 4th, 5th, and 6th year. RSE is delivered where appropriate through Religion classes.

FIRST YEAR TERM 3

April	May
<p>Learning Outcomes</p> <p>1.4 recognise the factors and influences that shape young people’s self-identity, such as family, peers, culture, gender identity, sexual orientation, race/ethnic background, dis/abilities, religious beliefs/world-views</p> <p>1.5 reflect on gender equity and how gender stereotypes impact on expectations, behaviour and relationships</p> <p>3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships.</p> <p>3.3 identify signs of healthy, unhealthy and abusive relationships</p> <p>3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others</p> <p>2.7 assess the benefits and difficulties associated with their online world and discuss strategies for dealing with a range of scenarios that might arise</p> <p>2.8 discuss how to share personal information, images, opinions and emotions in a safe, responsible and respectful manner online and in person</p>	<p>Learning Outcomes</p> <p>3.5 consider the importance of taking care of their reproductive health</p> <p>3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways</p> <p>3.11 demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health.</p> <p>3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)</p> <p>4.3 consider the impact of stress and draw upon a variety of techniques to help self-regulate emotions and cope with the day-to-day stresses of life</p> <p>4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed</p> <p>4.5 explore how emotional wellbeing can be affected by factors within our control, such as sleep, diet, exercise, substance use and online exposure, and factors beyond our control</p>

<p>Lessons</p> <ol style="list-style-type: none"> 1. Healthy and unhealthy relationships, in real life and online 2. Sexual Orientation and gender identity 3. From Puberty to parenthood- The reproductive system 	<p>Lessons</p> <ol style="list-style-type: none"> 1. Images of male and female reproductive system 2. Dealing with tough times 3. Change and loss
<p>Statements of Learning:</p>	<p>Statements of Learning:</p>
<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>	<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>
<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>	<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>
<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection.</p>	<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection.</p>

2nd Year RSE

SECOND YEAR TERM 3	
April	May
<p>Unit Aims:</p> <ul style="list-style-type: none"> - Understand that friendships can change throughout life - Think about what kind of friend they are to others - Learn how to handle difficulties in their friendships - Understand different relationships in their lives - Appreciate different family formations - Discuss starting relationships - Learn about respecting themselves and others in different relationships - Explore the importance of boundaries in relationships and identify their own boundaries 	<p>Unit Aims:</p> <ul style="list-style-type: none"> - Revise the parts of the female and male reproductive systems - Learn about fertility, conception, prenatal development, and birth - Appreciate the importance of good health for the mother during pregnancy - Explore some personal and social dimensions of sexual orientation. - Identify ways in which our school is inclusive, especially members of the LGBTQ+ community - Increase awareness of the different types of media students are exposed to daily - Describe some of the media messages they receive - Discuss how media messages can have an impact on people their age
<p>Lessons</p> <ol style="list-style-type: none"> 1. Having a friend and being a friend 2. Handling difficulties in friendships 3. The relationship spectrum 	<p>Lessons</p> <ol style="list-style-type: none"> 1. Sexuality and gender identity 2. Sexual health 3. Media influences in relationships and sexuality
<p>Statements of Learning: 3.2 3.4</p>	<p>Statements of Learning: 3.5 3.6</p>
<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>	<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>
<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>	<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>

<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection.</p>	<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection.</p>
---	---

3rd Year RSE

THIRD YEAR TERM 3	
April	May
<p>Unit Aims:</p> <ul style="list-style-type: none"> - Appreciate that relationships change over time - Learn about romantic relationships - Identify qualities/values that are important in a healthy relationship. - What might be signs that a relationship is unhealthy - Reflect on their own values and what they want in a relationship - Analyse some relationship difficulties that young people face - Practice some skills for ending a relationship respectfully - Understand staying safe while dating or in a relationship 	<p>Unit Aims:</p> <ul style="list-style-type: none"> - Explain what is meant by sex, sexuality, and sexual health - Become aware of some difficulties faced by people who are transgender - Appreciate that people in a LGBT relationship can face prejudice and discrimination - Become aware of the age of consent in Ireland - Recognise the challenges of being a teenage parent - Learn about STIs - Understand that both people in a relationship have rights and responsibilities
<p>Lessons</p> <ol style="list-style-type: none"> 1. Having a friend and being a friend 2. The relationship spectrum 3. Relationships ending 	<p>Lessons</p> <ol style="list-style-type: none"> 4. Sexuality and gender identity 5. Sexual health 6. Media influences in relationships and sexuality
<p>Statements of Learning: 3.7</p>	<p>Statements of Learning: 3.9 3.11</p>
<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>	<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>

<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>	<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>
<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection.</p>	<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection.</p>

Transition Year scheme of work

Subject:	SPHE
Unit: <input type="checkbox"/>	Relationship and sexuality education
Duration:	6 60 -minute class periods

Context:

As part of their SPHE allocated hours, transition year students will be assigned six class periods for the sole purpose of RSE. These classes will be inclusive and engaging for all participants.

Unit Aims:

On completion of the 6 weeks the students will:

- Be able to recognize their emotions, how best to deal with them and how emotions can affect their bodies
- Understand what it means to be in a loving relationship and recognise what are the qualities they look for in a partner
- Leading on from that, students will get an insight to what it means to be in an intimate relationship and the importance of marriage in that context
- Recognise who and what influences them and their values
- Realise that decision making is an integral part of many aspects of a relationship

Gain knowledge of a respectful relationship and your rights and responsibilities in it.

- Have a full understanding of the term and meaning of consent
- Gain full knowledge of human reproduction
- Have open and honest discussion about menstruation and the attitudes associated with it.

Key Skills:

Working with others, managing information, communication, being literate, staying well, managing self & staying well

Wellbeing indicators:

Connected, active, aware, building resilience, responsible & respected

Assessment:

Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection

Core Resources:

Class plans provided with activities and links needed

Language for Learning:

Correct biological terms will always be used: penis, vagina, ejaculation, menstruation etc.

Links with other areas of the curriculum:

Religion, biology, geography

5th Year Scheme of Work

Subject	Religion
Unit	Relationship and sexuality education
Duration	6 60-minute class periods

Context:

As part of their Religion allocated hours, 5th year students will be assigned six class periods for the sole purpose of RSE. These classes will be inclusive and engaging for all participants.

Unit Aims:

On completion of the 6 weeks the students will:

- Be able to identify situations where conflict may occur
- Have developed and practiced conflict resolution skills
- Be aware of how their image of themselves can be influenced by their peers and can affect their behaviour
- Practice the skill of positive self-talk
- Be more aware of their own boundaries and understand the boundaries of others
- Have an increased awareness of how to communicate what their boundaries are

<ul style="list-style-type: none"> - Understand that all humans are sexual beings whether they choose to be sexually active or not - Recognise the various dimensions of sexuality and how they are interlinked - Have a clear understanding of what is meant by sexual orientation - Have explored their own attitude towards sexual orientation - Understand what it means to be a man or a woman today and what expectations are made for each gender in a relationship - Have a clear understanding of what consent is and a deeper awareness of the issues associated with rape, including the legal issues - Explore common myths about rape - Be aware of helping agencies for victims of sexual assault and rape
<p>Key Skills: Working with others, managing information, communication, being literate, staying well, managing self & staying well</p>
<p>Wellbeing indicators: Connected, active, aware, building resilience, responsible & respected</p>
<p>Assessment: Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection</p>
<p>Links with other areas of the curriculum: Biology</p>

[5th Year RSE plans and support activities](#)

6th Year Scheme of Work

Subject	Religion
Unit	Relationship and sexuality education
Duration	6 60-minute classes

Context: As part of their Religion allocated hours, 6th year students will be assigned six class periods for the sole purpose of RSE. These classes will be inclusive and engaging for all participants.

Unit Aims:

On completion of the 6 weeks the students will:

- Have an increased awareness in the ways in which people deal with the feelings of hurt and rejection
- Acknowledge the healthy and unhealthy ways of responding to these feelings
- Recognise the many ways we may experience loss and be aware of how people react differently to loss
- Identify ways of coping with loss
- Reflect on the importance of family as a source of support
- Develop students' knowledge and understanding about the influence of gender
- Explore personal experience of gender and gender stereotyping and the impact of these experiences on their lives
- Explore the differences and similarities between both genders
- Examine the different influences on sex-role stereotyping
- Revise consent that they learned in 5th year
- Reflect on the issues surrounding an unplanned pregnancy for young people
- Be aware of the support services available when facing an unplanned pregnancy - Understand how best to protect themselves and their baby before and during pregnancy - Revise their knowledge on STIs and their transmission

Key Skills:

Working with others, managing information, communication, being literate, staying well, managing self & staying well

Wellbeing indicators:
Connected, active, aware, building resilience, responsible & respected
Assessment:
Teacher questioning, student engagement, roleplay scenarios, poster designing, journal entries, learning log, group work, placemat activities, walking debates, traffic lights, research topics, worksheets, menti-metre, online quizzes, reflection
Links with other areas of the curriculum: Biology, SPHE

[6th Year RSE plans and support activities](#)

Appendix 3

Policy Context

- The Education Act, 1998, requires that schools should promote the social and personal development of students and provide health education for them.
- Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both Junior and Senior cycle.
- At Junior Cycle the RSE programme is part of Social, Personal and Health Education (SPHE) and at Senior Cycle, part of Health Education.
- Circulars M4/95 and M20/96 request schools to commence a process of RSE policy development.
- Circular 15/2017 'Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19'.
- The school adopts and adheres to the DES Child Protection Procedures, Children First Legislation (2017) and has a Child Protection Policy / Child Safeguarding Statement, with the Principal as Designated Liaison Person (DLP) and the Deputy Principals as the Deputy DLPs.
- The RSE Policy is cognizant of all aspects of our current Child Protection Policy / Child Safeguarding Statement.
- Where a child protection concern is raised, the procedures outlined in the school's Child Protection Policy / Child Safeguarding Statement are followed. Sexuality is a key element of healthy social and personal development. Young people are exposed to a wide variety of messages about sexuality and sexual activity. Schools, in consultation with parents, need to reflect on how to provide for the needs of the students.
- The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents, members of the Board of Management and students.

Appendix 4

Special Educational Needs Resource List

The National Council for Curriculum and Assessment's 'Guidelines for Teachers of Students With General Learning Disabilities' contains comprehensive guidelines on teaching SPHE to students with mild general learning disabilities at primary and post primary level, and to students with moderate and severe and profound general learning disabilities.

Available from NCCA, 24 Merrion Square, Dublin 2. Tel 01 661 7177.

www.ncca.ie

Email: info@ncca.ie

The Department of Education and Science does not endorse the use of any of the resources listed below. It is the responsibility of those using additional resources for RSE to ensure that the content is appropriate to the needs of the school, in line with school policy and suitable for school programmes as outlined by the National Council for Curriculum and Assessment.

RSE Resource Materials

- 'Talking Together About Sex and Relationships.' A practical resource for schools and parents working with young people with learning disabilities. Leslie Kerr Edwards and Lorna Scott. Go to: www.fpa.org.uk, click on 'Shop' then on A-Z of publications
- 'Sexuality and Learning Disability: A Resource for Staff. Claire Fanstone and Zarine Katrak Go to: www.fpa.org.uk, click on 'Shop', then on A-Z of publications.
- 'Let's Do It.' Creative activities for sex education for young people with learning difficulties. Over 80 drama-based activities developed by Image in Action. R. Johns, L. Scott and J. Bliss. Go to: www.imageinaction.org and click on 'Resources'
- 'Living Your Life.' A sex education and personal development resource for special educational needs. Dr. A. Craft. Brook Publications. Go to: www.brook.org.uk and click on 'Publications'
- 'Becoming a Woman' A teaching pack on menstruation for people with learning disabilities. Emma Cooper, Pavilion. Go to: www.pavpub.com, click on 'Training Materials', then on 'Learning Disability'.
- 'Talk To Me' A personal development manual for women and girls with Down syndrome, and their parents. Free download available from: www.dsanw.org.au and enter 'Talk to Me' into Search
- Body Board. Go to: www.headonltd.co.uk and click on 'Products'

- ‘How Did I Begin’ Picture book with simple explanation of how babies are made. Mick Manning and Brita Granstrom. Franklin Watts ISBN 978-0-7496-5661-4 Available from bookshops.
- Anatomically correct boy and girl dolls are available from Findel Education Limited, Unit 11 Naas Road Business Park, Dublin 12. Tel 01 427 3100
RSE Related Materials
- ‘Stay Safe’ Personal Safety Skills for Children with Learning Difficulties. Go to www.staysafe.ie
- ‘People Skills for Young Adults with a Mild Learning Disorder’ Go to: www.chalkface.com and click on ‘PSHE’
- ‘Talkabout Relationships’ Building self-esteem and relationship skills. Alex Kelly, Speechmark. Available from ‘Outside the Box’. Go to www.otb.ie and go to ‘Product Search’

Resources for Parents

- ‘Talking Together About Growing Up’ A workbook for parents of children with learning disabilities. Lorna Scott and Lesley Kerr Edwards. Go to: www.fpa.org.uk, click on ‘Shop’, then on ‘A-Z of Publications’
- ‘How Did I Begin’ (see above)
- ‘Let’s Talk About Where Babies Come From’ Robbie H Harris, Walker Books. For parents and carers who wish to talk to children aged 8-12 about sex relationships and growing up. Available from bookshops