



## Corpus Christi National School

### Relationships and Sexuality Education Policy

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## **School Details**

Corpus Christi National School was first established in 1931 by the Congregation of the Holy Faith Sisters. The school is a vertical primary school in the suburb of Drumcondra, 3.5 kilometres north of Dublin city centre. Our current enrolment is 402. Corpus Christi is a primary school with 16 mainstream class teachers, 3 special education classrooms and 3 special needs assistants. We have 94-96% attendance. Pupils are admitted in accordance with the Admissions Policy. We have a part-time language teacher for children who have English as a second language. We have an assigned NEPS Psychologist and an assigned Special Educational Needs Coordinator (SENO).

## **Introductory Statement**

The policy was initially developed by a committee of staff and parents in 2004 to inform teachers and parents/guardians about the provision of Relationships and Sexuality Education (RSE) in Corpus Christi, NS. It was first reviewed in 2018 by the Board of Management in light of new child safeguarding legislation, with input from the teaching staff and parent representatives. The BoM's current review (April 2024) will also include input from staff and parent representatives. This policy is an agreed approach to the teaching of RSE in our school.

## **School Philosophy**

Corpus Christi National School is a primary school with a Catholic ethos. It operates under the Rules for National Schools and its patron is the Catholic Archbishop of Dublin. Our mission statement states that;

*'Corpus Christi is a Catholic Primary school in which we strive to learn together in a happy and safe environment, where everyone is valued, respected and encouraged to do their best.'*

We recognise that Social, Personal and Health Education (SPHE) is intrinsic to the teaching and learning that occurs formally and informally in school. Through our SPHE/RSE programme, 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 school aims to create an atmosphere of trust where each child will be encouraged to develop to their full potential in a safe and caring environment. To this end, we create a happy atmosphere where the children can enjoy school while developing spiritually, morally, socially, intellectually, emotionally and physically.

The curriculum encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and wider community. Corpus Christi NS values the uniqueness of all individuals within a caring school community, the wider community and the environment. Our ethos values respect, inclusion and diversity of all members of our school community. Corpus Christi NS acknowledges that parents/guardians have the primary role in their children's Social, Personal and Health education and, as such, their involvement will be encouraged. SPHE/RSE is a key component in supporting our pupils to develop into healthy young adults.

## **Definition of RSE**

Relationship and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding on human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

## **Relationship of RSE to SPHE Curriculum**

RSE is a mandatory part of the SPHE curriculum. We are still functioning within the 1999 SPHE 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. SPHE is taught in all classes from junior infants to sixth class. Through SPHE and RSE, pupils are enabled to improve 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

### **Aims of RSE**

- 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.

### **Policies that support RSE**

The SPHE/RSE programme links and integrates with other school policies. Teachers are expected to familiarise themselves with these policies and follow agreed policy when addressing any issues that may arise. The policies include;

- Child Safeguarding Statement and Risk Assessment
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- Acceptable Use Policy
- Mobile Devices Policy
- Healthy Eating Policy
- GDPR Policy
- Dignity at Work Policy
- Critical Incident policy
- Health and Safety Policy
- Social Media Policy
- Draft Wellbeing Policy Statement and Framework for Practice

### **SPHE/RSE is**

- a **lifelong process and continual process** throughout primary school and is not confined to once off inputs or lessons
- a **shared responsibility** and collaboration between family, school, health professionals and the community. RSE education will include an input from all, and collaboration is fostered through the teaching and delivery of materials.
- a subject that develops a child's **skills, attitudes, values and understanding** relevant to a range of social, personal and health issues.
- **child-centred.** RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made to suit individual requirements and individual school situations.

- **spiral in nature.** SPHE/ RSE formally begins in Junior Infants and is developed throughout the child’s time in school. This will provide opportunities to consolidate and build on previous learning in developmentally appropriate manner.
- Taught through **active learning methodologies.** RSE provides a range of learning opportunities that requires children to actively participate in their learning in a variety of ways e.g. discussion, circle time, role play.
- **free of bias.** Lessons, language and resources selected reflect this. SPHE/RSE encourages children to be inclusive with each other, challenge prejudice and learn how to live together in an intercultural society.

### Current provision in the School Curriculum

RSE is taught using discrete teaching time and by creating the positive atmosphere in the school. We encourage good behaviour respectful interactions between pupils, between pupils and staff and between staff and parents. We respect differences in the school and provide an atmosphere of security and acceptance. Teachers must cover the objectives in the SPHE Curriculum. Our core text is RSE Teaching Manuals devised by DE (based on the 1999 SPHE Curriculum) and our teachers will adhere closely to these lesson. RSE is taught using the following resources;

- DE RSE Teaching Manuals
- Stay Safe Programme
- Walk Tall Manuals
- Walk Tall Programme
- NCCA SPHE/RSE toolkit
- Webwise resources
- Weaving wellbeing resources
- Religious Education Programme (Grow in Love)
- Outside agency as appropriate e.g. ACCORD
- Making the Links and Beyond

### Curriculum Planning For RSE

The SPHE/RSE programme is taught to all classes from Junior Infants to 6th. Our school follows a two-year plan for SPHE. RSE, which essentially looks at the development of relationships, is interwoven through all strands and strand units of the SPHE curriculum. The sensitive elements of RSE (which comprise approximately 5% of RSE) will be covered under the strand ‘Myself’ and strand units ‘Growing and Changing’ and ‘ Taking care of my body’ every second year. The only exceptions are: the 6th classes cover the half-day ACCORD programme every year; the 4th classes cover the lesson on Growing and Changing, i.e. menstruation every year. Stay Safe is taught in the alternate year. Teachers will refer to the resource ‘Making the Links and Beyond’ to support their planning for delivering these strand units. Suggested resources are listed under the Resources Section of this policy.

Corpus Christi NS : SPHE 2 Year Planning Grid		
Time	Year 1: Strand and Strand Unit 2019/20, 2021/22, 2023/24, 2025/26	Year 2: Strand and Strand Unit 2020/21, 2022/23, 2024/25, 2026/27
Sept-Oct	Myself: Self-identity Myself: Safety and protection -Fire safety	Myself and others: My friends and other people
Nov - Dec	Myself and others: Myself and my family	Myself : Safety and Protection Stay Safe
Jan-Feb	Myself: Taking Care of my Body ACCORD - Sensitive areas of RSE (6 <sup>th</sup> only)	Myself and the wider world: Media Education  Growing and Changing-Sensitive areas 4th class <i>menstruation</i> 6 <sup>th</sup> class ACCORD half-day programme
Mar-Apr	<b>Myself: Growing and Changing.</b> <b>Sensitive areas of RSE :</b> <ul style="list-style-type: none"> <li>• <i>Taking care of my body</i></li> <li>• <i>Growing and Changing.</i></li> </ul>	Myself: Making Decisions 3 <sup>rd</sup> -6 <sup>th</sup> Myself: Safety and protection Safety Issues JI -2 <sup>nd</sup>
May/ Jun	Myself and the wider world: Developing Citizenship	Myself and others; relating to others

The RSE programme is divided into two parts.

1. The general programme is interwoven through all strands and strand units of SPHE i.e. Friendship, Self-

Topics covered up to 2 <sup>nd</sup> class	Topics covered from 3 <sup>rd</sup> -6 <sup>th</sup> class
<ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• <b>Bodily changes from birth (birth-9years)</b></li> <li>• Making age appropriate choices</li> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• <b>Naming the parts of the male/female body using appropriate anatomical terms (junior and senior infants)</b></li> <li>• <b>Naming the parts of the male/female body using appropriate anatomical terms and identifying some of their functions (1<sup>st</sup> &amp; 2<sup>nd</sup>)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Bodily Changes</b></li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us.</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• <b>Discuss the stages and sequence of development of the human baby in the womb (3<sup>rd</sup> &amp; 4<sup>th</sup> class)</b></li> <li>• <b>Introduction to puberty and changes (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> class)</b></li> <li>• <b>Changes that occur in boys and girls with the onset of puberty (5<sup>th</sup> &amp; 6<sup>th</sup> Class)</b></li> <li>• <b>Reproductive system of male/female adults (5<sup>th</sup> &amp; 6<sup>th</sup> class)</b></li> <li>• <b>Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5<sup>th</sup> &amp; 6<sup>th</sup> class).</b></li> </ul>

identity, Family, Self-esteem and Growing up.

2. The second part of RSE includes more sensitive/specific content that is covered through the RSE strands and units. The sensitive elements are taught as formal lessons and they are highlighted in in **bold**. The sensitive lessons are also related to strand units in Stay Safe. See Appendix 2 for cross reference between RSE and the Stay Safe Programme.

### Guidelines for the Implementation of RSE

The SPHE curriculum underpins all teaching and learning of RSE in Corpus Christi NS. The SPHE curriculum 1999 is allocated 30 minutes of discrete teaching time by the Department of Education. Teachers can use their professional discernment if extra time is required, and this can be taken as discretionary time. 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 will take into consideration the sample criteria for choosing resources, as outlined in the SPHE Teacher Guidelines p.103.

- The strand units ‘Growing and changing’ and ‘Taking care of my body’ are covered on one year of a 2 year plan. Lessons containing sensitive material are taught by the class teachers as part of these strands. The only exception to this is 4<sup>th</sup> class, where the lesson on ‘Growing and Changing’ e.g. menstruation will also be taught on the off year.
- Teachers will adhere to the Department of Education & Skills guidelines on sensitive issues.
- Parents are given prior notification about the commencement of formal RSE lessons.
- Class teachers send Home-school links home before the lessons begin to allow parents to view the materials and discuss them with their child.
- ACCORD provides a half-day programme on the sensitive elements to the 6th classes every year. The teacher remains in the classroom during the guest speaker’s presentation. The outside speaker will be made aware of the school’s RSE policy and Child Safeguarding Statement. Parents will be given prior notification about the programme content and consent for their child to participate will be sought. All RSE content is presented in a sensitive manner with due regard for the age and maturity of the pupils.
- Correct anatomical terms are agreed by staff and are used in a consistent way across all levels. (See Appendix 1)
- The Walk Tall programme is taught every year and other programmes for wellbeing are used as additional resources.
- Any questions that arise from lesson content will be answered in an age appropriate way and within the parameters of the particular curriculum objectives for a class. Pupils will be told if a question/issue is not on the programme and they will be advised to talk to their parents.
- If any disclosures of abuse are made as part of engagement with the SPHE programme, the normal child protection procedures will apply. The Designated Liaison Person (DLP) is Niamh Greene, Principal and Deputy Designated Liaison Person (DDLDP) is Kathleen Walley, Deputy Principal.

### **Pupil Voice**

In Corpus Christi the voice of our pupils is acknowledged, valued and respected. Children are given opportunities to reflect and feedback on RSE provision via focus groups and questionnaires. This information will be used to inform improvement in relation to future RSE provision.

### **Approaches and Methodologies**

Active learning methodologies are an integral part of teaching and learning in RSE. The curriculum will be taught in a developmentally appropriate manner at all times. The teaching materials and methodologies used will reflect the needs of the children. In Corpus Christi NS, we will use the following approaches and methodologies to encourage active participation in RSE;

- Stories and poems
- Classroom discussion
- Group work
- Role play
- Interviews
- Project work
- Hosting visitors
- Writing captions
- Games
- Art activities
- Reflection
- Circle time
- External facilitator (circular 0042/2018)
- Describing photographs
- Modelling
- Viewing and discussing videos

### **Differentiation**

The age and stage of development in a class can vary widely, and strategies for differentiation can support gradual and appropriate learning. In Corpus Christi NS, teachers use assessment and professional judgement to differentiate the curricular objectives and content to best suit the needs of all pupils. Adaptations to the way in which the content is delivered will be made for children with SEN. Both consultation with parents/guardians in advance of lessons and the anticipation of the pupil's needs will be central to ensuring learning is meaningful. This may be reflected in the student's support file.

When differentiating lessons, our staff will consider

- that objectives are realistic for the pupil
- that the learning task builds upon prior learning
- providing opportunities to interact and working with other pupils in small groups
- breaking the task into small steps
- ensuring the language is pitched at the pupil's level of understanding. Pre-teach language/ concepts
- using concrete materials, words, pictures, charts
- employing active learning methodologies.

Useful resources:

- Middleton Centre for Autism
- PDST RSE
- Stay Safe for Children with SEN
- Healthy Bodies for Girls on Puberty by Van Der Bilt (SEN)
- Healthy Bodies for Boys on Puberty by Van Der Bilt (SEN)
- Taking Care of Myself M. Wrobel (ASD)
- Making the Big Talk Many Small Talk for parents (4-7)
- Making the Big Talk Many Small Talk for parents (8-12)
- Socially Speaking

### **Resources**

RSE reference material is available to teachers in the staff library. Any resources selected must cover the objectives in the SPHE Curriculum. Teachers may consult the following resources when teaching RSE in

addition to the DE Relationships and Sexuality Education Programme.

- NCCA Online SPHE/RSE toolkit
- Webwise resources
- Weaving wellbeing resources
- Religious Education Programme (Grow in Love)
- Outside agency as appropriate e.g. ACCORD
- Anatomical Dolls
- Flourish- Primary RSE Resource
- PDST Health and Wellbeing RSE
- NCSE RSE Resources for Students with SEN
- Healthy Bodies by Van Der Bilt for pupils with SEN
- Busy Bodies Video (only up to 12yrs)
- Taking Care of Myself M. Wrobel
- Making the Big Talk Many Small Talk for parents (4-7)
- Making the Big Talk Many Small Talk for parents (8-12)
- PDST –SEN Resources
- PDST Children’s Books For Wellbeing
- Middleton Centre for Autism

### **Parental Involvement**

In Corpus Christi NS parents/guardians will be informed at enrolment that the school fully implements the RSE strands of the SPHE curriculum. Parents/guardians will be informed in advance of the teaching of the formal RSE lessons. If parents/guardians wish to withdraw their child from specific formal RSE lessons, they should provide the reason in writing and this will be kept on file by the Principal. It is understood that the parent is taking full responsibility for this aspect of their child’s education. The school cannot accept responsibility for indirect RSE related information delivered to the child outside of formal RSE lessons i.e. yard.

Before the formal RSE lessons begin, the class teacher sends Home School Links pages to parents/guardians so they can view the topics covered in school. The school strongly advises parents to speak to their children about the sensitive aspects of the programme before formal lessons begin. If any parent/guardian wishes to clarify any issues, they are advised to talk to the class teacher.

Making the Big Talk Many Small talks (4-7) and (8-12) are developmentally-appropriate resources to support parents/guardians in speaking with their child about relationships, sexuality and growing up. Links to the SPHE curriculum are also provided on the school website. The RSE policy is published on the school website. A hard copy of the policy is available to view in the school office also. The Parents’ Association arranges information meetings for parents from time to time.

### **Language**

Language is a powerful tool and should be used with respect and integrity for the dignity of each person. 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 it can hurt, diminish and demean. The language that is promoted in Corpus Christi NS will nurture both children and adults as unique and valuable human beings. It will respect cultural and other differences and be used in a way that encourages inclusiveness. As per the Anti-Bullying Procedures 2013, our school has specific strategies in place to prevent identity-based bullying such as homophobic and transgender, which are defined in age-appropriate terms in the Stay Safe programme. Staff will be familiar with the PDST Identity Based Bullying resource.

We have a common language or correct anatomical terms that are used in a consistent way across all levels. If a pupil uses slang or incorrect terms for parts of the body e.g. ‘mummy has a baby in her tummy’ teachers should use that opportunity to use the correct anatomical terms appropriate to the child’s age i.e. ‘Yes, mummy has a baby in her womb’.

### **Questions**

In Corpus Christi NS, teachers use two methods to create a safe open space where pupils feel comfortable to ask a RSE related question

1. Question Box where older pupils are encouraged to place a written question in a box that will be answered by the teacher at a later date.
2. Open Forum Questions where pupils are given an opportunity throughout the lesson to ask a question

The teacher will set boundaries around answering questions.

- Only factual questions that relate to programme for that age group will be answered in an age-appropriate manner.
- The teacher cannot answer questions which do not relate the particular curriculum objectives for a class.
- Pupils will be told if a question is not on the curriculum and they will be advised to talk to their parent/guardian.
- Teachers may exercise discretion and 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.

### **Assessment in RSE**

The purpose of assessment in RSE is to inform parents of their child's progress, abilities strengths and challenges in the area of RSE. Furthermore it is to promote self-awareness and self-assessment in the pupils and to help them to set targets for themselves and take responsibility for their part in relationships. The principal methods of assessment used include;

- Observation and questions to assess the pupil's engagement and interest in RSE
- Teacher-designed tasks such as worksheets, quizzes or games.
- Reflection or learning logs
- SHPE copy/folder

### **Confidentiality**

Corpus Christi NS follows the Child Protection Procedures Primary and Post Primary Schools 2023. If a child is withdrawn from specific RSE lessons, the school cannot guarantee that the withdrawn child will not hear the information from another source. Parents are invited to share any changes in circumstances with the school as necessary e.g. changes in family structures etc. For the welfare of some children, this information may be important for a teacher to know prior in engaging in specific topics on family/relationships etc.

### **Provision of Ongoing Support**

Corpus Christi NS ensures the provision of ongoing support by the following:

- encouraging teachers to attend RSE CPD
- utilising staff meetings as a platform for discussion and development
- budgeting for the updating and development of RSE materials
- reviewing the RSE policy on a regular basis
- signposting staff to resources available from OIDE/PDST and other sources
- create a mentor system amongst staff to support the teaching of RSE
- ensure special education teachers have adequate training opportunities
- staff will reflect on information gathered from pupil questionnaires and focus groups. This will be used to inform future developments regarding RSE.
- seeking the support from a PDST Advisor as appropriate.

### **Review**

Corpus Christi NS will review this policy in 2026 or at an earlier time should a need arise. Parents and staff will be informed of any amendments made.

The policy was ratified by the Board of Management meeting of the 13<sup>th</sup> May 2024.

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Felix McKenna  
Chairperson

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Niamh Greene  
Principal

Date: 13/5/2024



### Appendix 1

Agreed language to be used consistently across all year groups

Class	Strand /Strand Unit	Sensitive Content Objectives <i>consult curriculum – for complete objectives in Growing/ Changing and Taking Care of my Body</i>	Language	Pages in RSE Manuals <i>for sensitive objectives</i>	Pages in Walk Tall for <i>sensitive objectives</i>	Supplementary resources
Junior /Senior Infants	Myself Growing and changing Taking care of my body	Growing and changing - Become aware of new life and birth in the world - Develop an awareness of human birth Taking care of my body - Name parts of the male and female body using anatomical terms	Womb, Breasts Breast- feeding Penis Vulva	New Life p68 My Body p147 Caring for New Life p137	Senior Infants Our Amazing Bodies p94	<ul style="list-style-type: none"> <li>• Anatomically correct dolls</li> <li>• Picture books of new baby</li> <li>• Visit of baby to class</li> </ul>
First/ Second Class	Myself Growing and changing Taking care of my body	Growing and changing - Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body - Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions	Penis, Vagina, vulva, womb, breast - feeding, Urethra	The Wonder of new Life p59 /151 How my Body Works p67/ 161 Growing Means Changing p77/171	Second Class Our Amazing Bodies p37	<ul style="list-style-type: none"> <li>• Picture books of going to the doctors</li> <li>• Books / activities on Life cycles</li> <li>• Birth and new life in nature</li> </ul>
Third/ Fourth Class	Myself Growing and changing Taking care of my body	Growing and changing - 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 Taking care of my body - Recognize 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	Revise above. Umbilical cord  Changes in Puberty (4th class) Menstruation periods Hormone Pubic hair egg	Preparing for New Life p69 The wonder of new life p169 As I Grow and Change p93 Growing and Changing p195	Third Class as I Grow I Change p175 Fourth Class Seven Changing and Growing p140	<ul style="list-style-type: none"> <li>• Body Systems</li> <li>• Picture books on Growing and Changing</li> <li>• Body Systems</li> <li>• Picture books on Growing and Changing</li> </ul>
Fifth/ Sixth Class	Myself Growing and changing Taking care of my body	Growing and changing - Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body - 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	Revise above Wet dreams Semen Sexual intercourse Periods Ovaries Fallopian tube Womb Cervix Testicles scrotum Erection Ova/ovum fertilised	My Body Grows and Changes p81 The Wonder of New Life p92 Caring for New Life p103 Different Kinds of Love p141	Fifth Class My Amazing Body p345 Sixth Class Creation p121	<ul style="list-style-type: none"> <li>• Busy Bodies</li> <li>• PowerPoint recap</li> <li>• Question Box</li> <li>• Puberty Quizzes</li> <li>• Busy Bodies DVDs</li> <li>• Power points recap</li> <li>• Question Box</li> <li>• Puberty Quizzes</li> </ul>

## Appendix 2

The table below shows how content objectives that cover the sensitive areas of RSE are cross-referenced with the Stay Safe Programme.

Classes	RSE	Stay Safe
Junior & Senior Infants	<p><b>Strand Unit: Taking care of my body</b> Knowing about my body</p> <ul style="list-style-type: none"> <li>Name parts of the male and female body, using appropriate anatomical terms</li> </ul>	<p><b>Strand Unit: Safety and Protection</b> Personal Safety</p> <ul style="list-style-type: none"> <li>Identify situations and places that are safe and those where personal safety might be at risk</li> </ul>
1st & 2nd	<p><b>Strand Unit: Taking care of my body</b></p> <ul style="list-style-type: none"> <li>Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions</li> </ul>	<p><b>Strand Unit: Safety and Protection</b> Personal Safety</p> <ul style="list-style-type: none"> <li>Recognise and explore situations where children feel safe and those where safety might be at risk</li> </ul>
3rd & 4th	<p><b>Strand Unit: Taking care of my body</b> Knowing about my body</p> <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>Understand the physical changes taking place in the male and female body</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> </ul> <p><b>Strand Unit: Growing and Changing</b> As I grow I change</p> <ul style="list-style-type: none"> <li>Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty.</li> <li>Birth and new life</li> <li>Discuss the stages and sequence of development of the human baby, from conception to birth</li> </ul>	<p><b>Strand Unit: Safety and Protection</b> Personal Safety</p> <ul style="list-style-type: none"> <li>Identify people, places and situations that may threaten personal safety</li> </ul>
5th & 6th	<p><b>Strand Unit: Taking care of my body</b> Knowing about my body</p> <ul style="list-style-type: none"> <li>Recognise importance of treating his/her own body, and others with dignity and respect</li> <li>Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these changes take place at different rates with everyone.</li> <li>Understand the reproductive system of both male and female adults.</li> <li>Become aware of some communicable diseases and explore how diseases and infections spread.</li> </ul> <p><b>Strand Unit: Growing and Changing</b> As I grow I change</p> <ul style="list-style-type: none"> <li>Explore patterns of development and growth, comparing present development with that of earlier stages: physical, emotional, intellectual and spiritual.</li> <li>Birth and new life.</li> <li>Understand sexual intercourse, conception and birth within a context of a committed, loving relationship.</li> <li>Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent.</li> </ul>	<p><b>Strand Unit: Safety and Protection</b> Personal Safety</p> <ul style="list-style-type: none"> <li>Identify situations and places that may threaten personal safety</li> </ul>