



SPHE & RSE Policy

Introductory Statement

This policy, in accordance with the provisions of the Child Care Act (1991), Education Act (1998), Education (Welfare) Act (2000) and the revised 'Primary School Curriculum Guidelines' (1999), details the aims and the content of the agreed programme for the provision and the delivery of '*Relationships & Sexuality Education (RSE)*' in St. Mary's N.S. We trust that by detailing these procedures, it will assist all parties in relation to the content of this important subject area.

School Ethos

St. Mary's N.S. is as an inclusive primary school, under Patronage of the Church of Ireland bishop of Cork, Cloyne & Ross is committed to the education and development of each pupil.

We welcome pupils of all denominations and from every culture and social background.

We strive to foster each child's physical, emotional, social, intellectual and spiritual development.

We recognise that every child has a right to equal opportunity in education and have special concern for children in difficult circumstances and with special needs.

We promote self-worth, love of learning, personal responsibility and the belief that we can make our world a better place.

As a staff, we relate in a Christian caring way to each other, thus providing an example to our pupils. In valuing the importance of partnership between staff, parents, management and community, we strive to be open welcoming and accepting to all. Our school plays an active part in developing a sense of community in Carrigaline.

St. Mary's N.S. prides itself on being an environment that is warm, friendly, safe, supportive, inclusive and inviting. We strive to maintain this positive climate for the entire school community. In this space the child is encouraged to reach their full potential on a holistic level.

Rationale

- To guide teachers in adopting a consistent and coherent approach to teaching SPHE in our school
- To assist them in their individual planning
- To ensure appropriate coverage of all aspects of the SPHE programme from Infants to Sixth Class.

Vision

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE 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 thus preparing them to play a meaningful role in their communities

Aims

- To promote the personal development and wellbeing of the child
- To foster in the child a sense of care and respect for themselves and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future.
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

Objectives

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to

- Be self-confident and have a positive sense of self esteem
- Develop a sense of personal responsibility and come to understand the sexuality of oneself and the process of growth, development and reproduction
- Develop and enhance the social skills of communication, co-operation and conflict resolution
- Create and maintain supportive relationships both now and in the future
- Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- Develop a sense of safety an ability to protect oneself from danger and abuse
- Make decisions, solve problems and take appropriate actions in various personal, social and health contexts.
- Become aware of, and become discerning about various influences on choices and decisions
- Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- Respect the environment and develop a sense of responsibility for its long-term care
- Develop some of the skills and abilities necessary for participating fully in groups and in society
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- Begin to understand the concepts of personal, local, national European and global identity
- Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- Promote the values of a just and caring society in an age-appropriate manner.

Parental Involvement

Parental involvement is considered an integral part to effectively implementing SPHE as we believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

Curriculum

The curriculum is subdivided into four levels: infant classes, first and second classes, third and fourth classes, and fifth and sixth classes. Each level focuses on three strands:

Myself,

Myself and others

Myself and the wider world.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

We will teach all three major strand units each year.

Contexts for SPHE

SPHE will be taught in St. Mary's NS through a combination of the following contexts:

Positive School Climate and Atmosphere

We have created a positive atmosphere by:

- **building effective communication**
 - Notice Boards
 - Children are involved in in-class decisions
 - Children report bullying to class teacher/yard duty teacher
 - Regular Newsletter (parents)
 - Home/School Communication Platform - Aladdin
 - Parent/Teacher Meetings – Scheduled & by appointment also.
 - Coffee/Tea sessions after school events.
 - Parent Association Meetings in the school.
 - Parent Association organizes talks for parents
 - Events bringing the whole school community together such as fundraising, Sports Day.
- **catering for individual needs**
- **creating a health-promoting physical environment**
- **developing democratic processes**
 - Pupils involved in drawing up class rules.
 - Code of Behaviour is widely publicised.
 - Reading buddies.
 - Job allocations in classrooms.
 - Children represent the school in a wide variety of activities
 - Weekly assembly.
 - Green Schools and Active flag Committees.
- **enhancing self-esteem**
 - Reward systems in place in classes
 - Congratulation Assembly
 - Displaying children's work.
 - Photographs on display
 - Junior Infants taken on tour of the school.
 - By organising/attending/training courses.
 - Availing of DES support.
- **fostering respect for diversity**
 - Anti-bullying policy in place for the whole school community.
 - Communicating school policies and practices to all parents and children.
- **fostering inclusive and respectful language**
 - Refer to children by Christian name.
 - Praise, encourage and affirm.

- Zero tolerance of racist/offensive language.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations.
- **developing appropriate communication**
- **developing a school approach to assessment**

Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable. However, teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit.

Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

Approaches and Methodologies

St. Mary's NS believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavor to teach SPHE using a variety of strategies which include:

- drama activities
- co-operative games
- use of pictures photographs and visual images
- written activities; questionnaires, lists, surveys, checklists, projects
- discussion in pairs, small groups, whole class
- media studies

Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

We use the following recommended informal tools for assessment in SPHE:

- Teacher observation and questions to assess the children's engagement and interest
- Teacher-designed tasks and tests such as quizzes, games, worksheets
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group

Differentiation

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The Special Education teachers will supplement the work of the class teachers where necessary. We will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

Equality of Participation and Access

St. Mary's NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a *mixed-sex* school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc.

Organisation

The following Policies have been drawn up by the staff and parents and ratified by the Board of Management that support our SPHE Plan

<i>Policies and statements</i>
<ul style="list-style-type: none">• Child Protection• Anti-Bullying• Code of Behaviour• Enrolment• Health and Safety• Acceptable Use of mobile phones & electronic devices• Health & Safety Statement• Critical Incident

The following Programmes have been embraced by our school community and support our SPHE Plan:

<i>Programmes</i>
<ul style="list-style-type: none">• Active School Flag• Food Dudes• Green Flag

Resources

- Stay Safe Programme
- Walk Tall Programme
- Relationships and Sexual Education Manuals
- Webwise Primary Teachers handbook
- All Aboard for Digitown from Webwise
- Making the Links
- SPHE Curriculum and Teacher Guidelines
- Be Safe! from The National Safety Council
- Understanding substances and substance use

Community Links

St. Mary's NS believes that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as:

- Health Nurse
 - Fireman
 - Guards
 - Dentist
 - Involved in Church services.
 - Involved in Tidy Towns
 - Charity fundraisers organized by the pupils
 - Visits from local Experts e.g. Local Historians,
 - Health Board – Provide Health checks
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2 Year Plan for SPHE taken from *The Making the Links* resource

YEAR 1 2023-2024 2025-2026 2027-2028

Months	Strand	Strand Unit
September/October	Myself	Self-identity
November/December	Myself and Others	Myself and My Family
January/February	Myself	Taking Care of My Body
March/April	Myself	Growing and Changing
May/June	Myself and the Wider World	Developing Citizenship

YEAR 2 2024-2025 2026-2027 2028-2029

Months	Strand	Strand Unit
September/October	Myself and Others	Relating to others
November/December	Myself and Othe Wider World	Media Education
January/February	Myself	Safety and Protection – Stay Safe
March/April	Myself	Making Decisions *This strand unit is for 3 rd to 6 th only. J1 to 2 nd complete the Safety Issues section of Safety and Protection.
May/June	Myself and Others	My friends and other people

Relationships and Sexuality Education

Relationship of RSE to SPHE

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.

Definition of RSE

RSE aims to help children learn, at home and in school, about their own development and about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with appropriate information. RSE also aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

Current Provision

- SPHE curriculum followed as per DES recommendations.
- Use of RSE Manuals, Busy Bodies DVD and Busy Bodies booklets
- Religious Education taught through the Follow Me series
- Adapted resources for SEN from www.pdst.ie
- Walk Tall Programme
- Stay Safe programme
- RESPECT guidelines (suggested approaches to teaching about different families)

Aims of our RSE programme

- To help young people develop healthy friendships and relationships
- To enhance the personal development, self-esteem and wellbeing of the child
- To foster an understanding of and healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- To promote knowledge of and respect for human love, sexual intercourse and reproduction
- To understand the physical changes taking place with the onset of puberty
- To promote a sense of wonder and awe at the process of birth and new life
- To enable the child to feel comfortable with the sexuality of oneself and that of others while growing and changing

Objectives

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

- 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.

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 of the members of the school community.

Policies and Statements which support SPHE/RSE

- Child Safeguarding Statement
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use of Mobile Phone and Electronic Devices Policy
- Health and Safety Statement.
- Critical Incident Policy

Guidelines for the Management and Organisation of RSE in our School

The RSE programme is divided into two main parts:

- 1) The general programme which contains content covered through SPHE strands and strand units and complement the aims and objectives of RSE
 - Friendship
 - Self-identity
 - Family
 - Self-esteem
 - Growing up.

- 2) The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in bold.

<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 types and the variety of family life that exists in our school and community• 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 (Junior/ Senior Infants)• Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).	<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• 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 (3rd, 4th class)• Introduction to puberty and changes (3rd , 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 relationship (5th, 6th class).
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Sensitive content is taught as per the 2-year plan laid out in the SPHE policy.

Management of RSE

- The strands Growing and Changing, and Taking Care of my Body are covered in Year One of a 2-year SPHE plan
- The sensitive lessons are covered as part of these broad topics
(As outlined below and see appendix 1)
- Special arrangements exist for the delivery of the sensitive elements from 5th class up

Parental Involvement

- Parents will be informed in advance of lessons on the sensitive areas of the RSE programme.
- Parents have the responsibility to become involved, to inform themselves of the programme content, to prepare children for the information they will acquire around the sensitive areas and to discuss areas covered in school in RSE/ SPHE with their children.
- Parents will be offered a chance to view any DVDs being used in the teaching of RSE eg. Busy Bodies
- If a parent has a particular concern/ issue in relation to the teachings of the RSE programme, they are encouraged to discuss same with the teacher or the principal.
- Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating 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. Eg. What they may hear on 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 and changing Taking care of my body

- **The Curriculum** by NCCA will be followed as published and will be taught in Infants to 6th class. All resources used will be in keeping with the ethos of the school and the policy. Each class teacher will teach the content for their class level.
- **The Stay Safe Programme** will be taught in all classes.
- **Walk Tall Programme** will be used by teachers as an extra resource.
- Children will be encouraged to discuss material being covered in class with their parents or guardians. Where possible handouts, worksheets etc. will be provided to facilitate this; eg. Home-School Links pages of the RSE manuals.
- In a class situation, children will be encouraged to recognise that certain information is for them only i.e. that it is inappropriate for them to discuss information received about puberty, intercourse and birth with younger siblings, friends from outside school et. It will be explained that other children will be given this information by their own parents and teachers when it is developmentally appropriate for them to receive it. However, the school cannot take any responsibility for what is discussed outside of the school or on the yard.

A respect for personal privacy and information will be emphasised. Teachers will neither give nor request personal information. Children will also be taught to recognise that certain personal disclosures are inappropriate within a group setting

Approaches & Methodologies

When implementing the programme, staff at PDST 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 taught in an age-appropriate manner at all times. 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: stories and poems, classroom discussion, group work, games, art activities, reflection, circle time, guest speaker (The class teacher will stay in the room at all times in accordance with Circular 42/2018).

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 is compatible with prior learning
- Providing opportunities for interacting and working with other students in small groups and spending more time on tasks
- 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 every day materials, and by displaying word lists and laminated charts with pictures.
- 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

Adaptions 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. Careful consideration will be given to the NCCA Guidelines for Moderate and Severe and Profound General Learning Disabilities for RSE provision.

- 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 IEP or IPLP in consultation with parents/guardians.
- Consultation with and/or involvement in the Individual Education Planning process, as well as teacher observation, will assist the teacher in organising an appropriate learning programme

for students with learning difficulties. Such an approach will assist the teacher in selecting suitably differentiated methods for the class.

- There will be ongoing assessment of the programme through observation by and feedback from parents, teachers and pupils.

Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their 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 relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person.

There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

Dealing with Questions

We use some simple principles when fostering discussion and questioning

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

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...

Question box

- For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.
- Staff should not invalidate questions but use limits.
- The main aim of talk and discussion is to create an atmosphere where children feel comfortable to ask important questions and that the relationship fostered in these sessions is open, controlled and safe for all pupils.
- While you may not be able to answer all questions, your hope is that children will not be put off seeking answers in the school setting but will talk to their parents and ask the questions

again at different stages of schooling or education, and are not put off because they perceived the topics or questions be embarrassing.

During the delivery of each section of the sensitive lessons– children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following lesson taking into account the following;

- Questions arising from lesson content will be answered in an age-appropriate manner
- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school.

Assessment

Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their 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

Resources

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls and Story books
- Busy Bodies Booklet. This booklet was developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE
- RESPECT guidelines

Review and Ratification

This school plan was formulated by the principal and staff and approved by the Board of Management on 11th December 2023

This policy will be reviewed should a need arise.

Parents and staff will be informed of any amendments made.

Appendix 1

Lesson Content – Sensitive Issues

Class	Lesson	Strand Unit	Language	Home/School
J.I. S.I.	Theme 6 Caring for new life p.137	Growing and changing	Penis/Vagina or Vulva Naming parts of male and female body using appropriate anatomical terms	S.I. RSE Manual p. 145
	Theme 7 My Body p.147	Taking care of my body		S.I. RSE Manual p. 156
1 st 2 nd	Theme 6 The wonder of new life p.59/p.151 Theme 7 How my body works p67 When my body needs special care p.161 Theme 8 Growing means changing p. 77/p.171	Growing and changing Taking care of my body	As above: introduce womb, breast, breast feeding, urethra. Naming as above and identify some of the functions.	RSE Manual p. 65, 160, 169
3 rd 4 th	Theme 6 Preparing for new life p.69 Theme 6 from 4th class The wonder of new life p.169 Theme 8 As I grow I change p.93 Theme 8 (girls only in 4th class) Growing and changing p.195	Growing and changing	Discuss the stages and sequence of development of human baby in the womb. Umbilical cord. Any questions as to how the baby got there cannot be answered by the teacher.	RSE Manual p. 181
5 th 6 th	Theme 6 My body grows and changes p.81 Theme 7 The wonder of new life p.93 Theme 8 Caring for new life p.103 Theme 2 Different kinds of love p.141	Growing and changing Taking care of my body	Changes that occur in boys and girls at the onset of puberty. Reproductive system of male/female adults. Understand sexual intercourse, conception and birth within context of a loving, committed relationship.	RSE Manual p. 92,101,112,149 Busy Body Booklets and DVDS

Appendix 2

Dear Parent/ Guardian,

Date: _____

Relationships and Sexuality education is an integral part of the Social, Personal, and Health Education (S.P.H.E) curriculum as per Department of Education & Skills guidelines. The sensitive elements of the Relationships & Sexuality education programme that will be covered with your child in the forthcoming weeks are summarised in the box below. It is important that you talk to your son/daughter about these topics so your child will feel prepared for the content of the programme. During all lessons the anatomically correct names for body parts will be used.

JUNIOR INFANTS TO SECOND CLASS

MYSELF:

Taking Care of My Body: Caring for one's body, respect for one's body and that of others, diet, hygiene, being able to name parts of male and female body using appropriate anatomical terms. (penis/ vagina)

Growing and Changing: Understanding growth and change, exploring feelings, becoming aware of new life and birth, understanding a baby's needs.

THIRD CLASS TO SIXTH CLASS

Taking Care of My Body: Understanding health, dangers of substance misuse, personal hygiene, nutrition. For 4th Class: understanding physical changes for boys and girls (puberty). For 5th/6th class children: understanding physical and other changes at puberty, understanding the male and female reproductive system.

Growing and Changing: Identifying and discussing feelings, having a positive sense of self. For 3rd/4th class children: recognising how feelings are influenced by puberty, being able to discuss the development of the human baby during pregnancy. For 6th Class children: understanding sexual intercourse, conception and birth in the context of a committed, loving relationship.

If you have any questions/ queries please schedule an appointment with the class teacher who will be happy to meet with you.