

Cabra Central School

School Roll no. 19527v

Under the Patronage of the Church of Ireland Bishop of Meath and Kildare

Relationships and Sexuality Education Policy

Our School Ethos

Cabra Central School endeavours to enable each child to develop spiritually, intellectually, physically, emotionally and socially. Great emphasis is placed upon our Church of Ireland ethos that reflects the values of a safe, happy learning environment, self-respect, respect for others, self-discipline, caring for others and love of God. We attend to special educational needs and promote a respect for children of other denominations.

What is Relationships and Sexuality Education?

Relationships and Sexuality Education is an integral part of Social, Personal and Health Education (SPHE). It is a lifelong process of acquiring knowledge and understanding and developing attitudes beliefs and values about sexual identify, relationships and intimacy .RSE will provide structured opportunities for pupils to acquire knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, this approach gives opportunities for children to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.

RSE as part of the SPHE Curriculum

In this school setting, RSE will be taught in the wider context of Social, Personal and Health Education. It looks at issues such as relationships at home and in school, building self-esteem, learning skills of communication, decision making and expressing feelings in an appropriate way. It also gives clear information on a range of topics including healthy eating, alcohol, drugs, human growth and development, safety and social responsibility and environmental issues. RSE encourages children to examine and explore the various relationships in their lives and to learn how to develop and enjoy friendships which are based on responsibility and mutual respect. Children build the foundation for developing more intimate relationships in later life. They learn about their spiritual, social, emotional and physical growth and about the various changes that occur as they progress to adolescence and adulthood.

What the school currently provides

At present Cabra Central School is implementing the Social Personal Health Education programme. The primary resources used are:

- The Stay Safe Programme

- The Walk Tall Programme
- Prim Ed 'Health Education'
- Visitors to school – Fire Brigade, Water Safety Council
- RSE materials
- Busy Bodies

The aims of the RSE Programme

- To promote the personal development, self-esteem and well-being of the child.
- To help young people develop healthy friendships and relationships.
- To promote an understanding of sexuality.
- To promote a healthy attitude to sexuality and to relationships.
- To promote knowledge of and respect for reproduction.
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life.
- To provide children with proper accurate information.

Guidelines for the management and organisation of RSE in our school

- RSE will be provided throughout our primary school from Infants to 6th class. All content objectives will be covered by the time the children leave 6th class.
- It is the duty of the Board of Management to ensure the implementation of the RSE Programme.
- It is the responsibility of the Board of Management to provide alternative arrangements should a teacher/teachers wish to opt out of teaching a specific unit.
- It is the right of parents to withdraw their child/children from the sensitive issues lessons. It is the responsibility of the parent to inform the school in writing of this decision.
- Lessons on sensitive issues will be taught over 3/4 weeks in Term 2 every other year. Parents will be notified before this and will receive information on the content of lessons and language which will be used.
- Boys and girls will be taught together for all lessons. However in 5th or 6th boys and girls may be split up for further discussion if deemed necessary by the teacher. A guest speaker may be employed to deliver the sensitive lessons to 5th and 6th. The cost of this speaker will be covered by the Board of Management.
- 4th class will be withdrawn for the sensitive lesson on Growing Up (body changes, hormones, changes in shape, increase in body hair, pubic hair) 4th class girls only will be withdrawn for a lesson on menstruation).
- Teachers will only answer questions on the lesson. Children will be asked to talk to their parents about anything else that may come up.
- Because we teach in multi-classes and to avoid repetition, the lessons will be taught on a 2 year basis alternating with the Stay Safe Programme.

Sensitive Issues:

Content:

Junior or Senior Infants

Strand: Myself Strand Unit: Taking Care of my Body

Objective: To enable the child to name parts of the male and female body, using appropriate anatomical terms.

Strand: Myself Strand Unit: Growing and Changing

Objective: To enable the child to develop an awareness of human birth i.e. that baby grows and is nurtured in the mother's womb until ready to be born.

First or Second Class

Strand: Myself Strand Unit: Taking Care of my Body

Objective: To enable the child to name parts of the male and female body, using appropriate anatomical terms and identify some of their functions.

Strand: Myself Strand Unit: Growing and Changing

Objective: To enable the child to begin to understand that reproduction, birth, life, growth and death are all part of a life cycle.

3rd or 4th Class

Strand: Myself Strand Unit: Growing and Changing

Objective: To enable the child to discuss the changes and sequence of development of the human body from conception to birth.

4th Class

Strand: Myself

Strand Unit: Growing and Changing

Objective: To enable the child to understand the physical changes taking place in both male and female during growth to adulthood (including menstruation girls only).

5th or 6th Class

Strand: Myself Strand Unit: Taking Care of my Body

Objective: To enable the child to

- Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone .

Female- hormonal changes, changing body shape development of breasts, appearance of pubic hair, onset of menstruation (periods).

Male- hormonal changes, physical growth, enlargement of testicles and penis, appearance of pubic, underarm and facial hair, breaking of the voice, beginning of sperm production onset of nocturnal emissions (wet dreams).

- Understand the reproductive system of both male and female adults.

Strand: Myself

Strand Unit: Growing and Changing

Objectives: To enable the child to

- understand sexual intercourse, conception and birth within the context of a committed, loving relationship, as in marriage.
- discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent.

Review:

- Our RSE Policy will be reviewed every two years. All parents will be informed of any amendments necessary after such a review.
- RSE resources will be kept up to date. Relevant information will be provided for all members of the school community
- Ongoing support and training will be provided to all members of the school staff.

Signed:

(Principal)

(Chairperson, Board of Management)

Date:

Appendix A

Sensitive Issues Language:

Junior or Senior Infants

My Body: Identify parts of the male and female body – head, eyes, ears, nose, mouth, skin, etc, penis, bottom, vagina.

New Life: A baby grows and is nurtured in the mother's womb until ready to be born.

1st or 2nd Class

My Body: How my body works. Name and identify external parts of the male and female body and their associated function.

Navel – the proper name for the part of the body where a baby was joined to his/her mother before being born

Penis – the proper name for the part of the body of a boy that passes urine.

Urethra – the proper name for the part of the girl that passes urine

Vagina – opening where a baby leaves a mother's womb

New Life: Caring for a new born baby.

Third or Fourth Class:

My Body: As I grow, I change
(Ref. p.95-101 RSE 3rd class resource materials)

New Life: Caring for a new baby. Nutrition in the womb and the function of the umbilical cord. Before a baby is born it spends 9 months in the mother's womb and gets food through a tube called the umbilical cord.

Stages of growth of a baby from conception to birth Develop an appreciation of the wonder of the birth of a new baby

(Ref. p.73/74 RSE 3rd class resource materials

Ref. The Wonder of New Life p.170-181 RSE 4th class materials)

Fourth Class (withdrawn from class for one lesson):

My Body: Growing and changing – body changes, hormones, changes in shape, increase in body hair, pubic hair, menstruation {girls only}

Fifth or Sixth Class

Physical Development

Puberty

Physical changes for boys: growth spurt, testicles, scrotum, penis enlarge, pubic, facial and other body hair, voice deepens, nocturnal emissions (wet dreams) occur, perspiration, oily skin, pimples.

Physical changes for girls: breasts develop, menstruation/period begin, growth spurt, underarm and pubic hair, hips broaden, perspiration, oily skin, pimples.

Male/Female Reproductive Organs

Ovulation/Menstruation.

Psychological, Emotional and Social Changes.

New Life:

How new life begins. Ova/egg, sperm

Ovaries

Conception

Sexual Intercourse in the context of a committed loving relationship, as in marriage.

New Life:

What is taught and how?

Junior or Senior Infants (taught on a 2 year cycle):

Lesson 1 – New Babies pg71. Read poem. Talk about new babies.

Lesson 2 – I Grow – Look at pictures of a newborn up to a four year old. Discuss changes and what baby can do at different ages. Mime pg82. Children started off like a seed in their mother's womb and grew until they were ready to be born.

Lesson 3 – Story 'Conor's New Baby Sister' pg 139. Talk and new babies and what they need.

Lesson 4 – Body Parts. Bath a doll. Use correct anatomical body terms – penis, vagina.

1st or 2nd Class (taught on a 2 year cycle):

Lesson 1 – Story 'A Visit to the Doctor' pg164. Talk about how our bodies work (Use anatomical names for body parts. Also discuss their function. Penis/urethra – pass urine, womb – baby grows and develops, breasts – can be used to feed baby, umbilical cord – used to feed baby, navel – where cord was attached.

Lesson 2 – Growing and changing. Story 'Maeve does some growing up' pg79. Discuss changes from baby/toddler/4 year old/6 year old. What ways will you have changed by the time you are in 6th class??

Lesson 3 – New Life – Discuss new animals /life/signs of new life in Spring. Pg 155) Talk about when the children were born, what date? What did they weigh? What hospital were they born in? What was their favourite toy etc. Talk about where babies grew and once born how they developed. Teach babies grew in the womb for 9 months then when ready to be born left their mother through the vagina or sometimes mummies need an operation to take the baby out.

3rd or 4th Class (taught on a 2 year cycle):

Lesson 1 – As I Grow I change pg95/96 pg200 (What could you do as a baby, when you started school and now in 3rd/4th class)

Lesson 2 – Being Clean Keeping Healthy pg185 (How to take care of teeth, hands, clothes, nose, ears, whole body)

Lesson 3 – Preparing for New Life (Poem It's Me). Nutrition in the womb, function of umbilical cord

Lesson 4 – The Wonder of New Life (sequence development of baby in the womb)

5th or 6th Class (taught on a 2 year cycle):

Lesson 1 – Puberty Girls Only/ Boys Only

Lesson 2 – Physical changes that occur in male and females (Puberty worksheet)

Lesson 3 – Emotional changes (Emotional Changes worksheet) **Lesson 4** – The Wonder of New Life (sequence development of baby in the womb) (Waiting to be born worksheet)

Lesson 5 – Sexual Intercourse (worksheet Babies)

Lesson 6 - Relationships