**Relationships and Sexuality Education Policy for Cloghroe N.S.**

# School Details

Cloghroe National School is a mixed sex school in Ireland. The school has a Catholic ethos. There are 19 classrooms at the moment including three junior infants, two senior infants, two first classes, two second classes, three third classes, two fourth classes, three fifth classes and two sixth classes.

# Introductory Statement

All schools are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE both formally and informally. The first RSE policy nationally was developed in 2001 with a committee, revised in 2003, 2005, 2007, 2009, 2011, 2013 and again in 2015.

# School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, 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 curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

# Definition of RSE

Relationships 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 of 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

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. RSE is an integral part of SPHE.

SPHE:

* Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons
* Is a shared responsibility between family, school, health professionals and the community. RSE should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
* Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child’s skills, attitudes, values and understanding relevant to a range of social, personal and health issues
* Is based on the needs of the child, therefore RSE should prioritise the needs of the child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situations
* Is spiral in nature. RSE is revisited at different stages throughout the child’s time in school, this will provide opportunities to consolidate and build on previous learning. This allows for issues and topics to be explored and treated in a manner appropriate to the children’s needs, abilities and levels of maturity
* Engages children in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one’s own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance 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.

In an ever changing world, RSE encourages children through consistent messages that are taught in line with SPHE. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher guidelines, p25). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

# Current Provision Included in the School Curriculum is:

What is the current provision for RSE both in discrete teaching, integration and any whole school approaches?

* + SPHE lessons (provided through discrete curricular time and integration)
	+ Use of the RSE Manuals and
	+ Use of Busy Bodies resources (given to parents of Fourth Class children)
	+ Stay Safe Programme
	+ Walk Tall Programme
	+ Webwise resources
	+ All Together Now – Homophobic and Transphobic bullying lessons
	+ RESPECT Guidelines (suggested approaches to teaching about different families)
	+ Adapted resources for SEN from [www.pdst.ie](http://www.pdst.ie/)
	+ Religious Education.

# Aims of our RSE Programme

* 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 heathy 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**

When due account is taken of abilities and varying circumstances, the RSE 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 which support SPHE/RSE

* + - * Child Protection Policy
			* Code of Behaviour
			* Anti-Bullying Policy
			* Enrolment Policy
			* Internet Acceptable Use Policy
			* Mobile Phone use Policy
			* Healthy Eating Policy

# Guidelines for the Management and Organisation of RSE in our School

Curriculum Content –The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

# 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 may be made for the delivery of the sensitive elements in 6th class where we have an outside speaker brought in to speak to the boys and girls separately and later in the afternoon to the parents.
* Special arrangements are made in 4th class, where the girls are spoken to separately about the practicalities of menstruation.
* Special consideration may be taken to ensure that the needs of children with SEN are met. Taking into account the pupil’s social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues.
* In our school RSE will be taught in junior infants, second class, fourth class and sixth class. Stay Safe will be taught in the alternate years.
* We will do RSE and Stay Safe in Term 2 of the school year.
* We will inform the parents by email before we begin these lessons. This will give the parents the chance to speak about these issues to their children themselves before they are taught in school if they so wish.
* We can supply any parent who wishes with a copy of these sensitive lessons.
* We will try to do these sensitive lessons with the children last thing in the day to enable any parent who wishes to remove their children the opportunity to take them home early. No other arrangements can be made for them in school. They will have to be taken home by their parent if their parent wants them withdrawn.

**Parental Involvement**ard Together (Parents Booklet) states that – “*As a parent, you are the*

* Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment.
* Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child’s class level.
* The letter will be issued in advance**, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children,** it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.
* Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.
* 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. A teacher should consult with the principal if they have any areas of worry or concern. RSE will be covered under the following strands and strand units of the SPHE curriculum:

**Myself**

Growing and changing Taking care of my body

The RSE programme is divided into two main parts:

1. The general programme which contains content covered through SPHE strands and strand units and compliment 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**.

Topics covered up to 2nd include:

* 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 Infants)

* **Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (2nd class**).

Topics from 3rd to 6th include:

# 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( 4th class)

* **Introduction to puberty and changes (4th and 6th class)**
* **Changes that occur in boys and girls with the onset of puberty ( 6th Class)**
* **Reproductive system of male/female adults ( 6th class)**
* **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (6th class).**

**Sensitive content 4th – 6th**

***Sensitive content is taught as per 2 year SPHE plan – here is a standard 2-year plan for SPHE taken from The Making the Links resource***

|  |  |  |
| --- | --- | --- |
| **Month** | **Junior Infants, 2nd class, 4th class and 6th class** | **Senior Infants, 1st class, 3rd class and 5th class** |
| September / October | Self-Identity (Myself) | Relating to others (Myself andOthers) |
| November / December | Myself and my family(Myself and Others) | Media Education (Myself and the wider world) |
| January / February | Taking care of my body (Myself) | Safety and Protection (Myself) |
| March /April | Growing and Changing (Myself) | Making Decisions (Myself) This strand unit is for 3rd and 5th only. Senior Infants and 1st class will complete the safety issues section of Safety and Protection. |
| May / June | Developing citizenship (Myself and the wider world) | My friends and other people(Myself and others) |

**Approaches & Methodologies**

When implementing the programme, staff at Cloghroe 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 may be taught through a variety of the following methodologies:

* stories and poems
* classroom discussion
* group work
* games
* art activities
* reflection
* circle time
* guest speaker in 6th class(The class teacher will stay in the room at all times in accordance with Circular 22/2010).

**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

Adaptations to the way in which the content is delivered may 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.

* + 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 School Support (Plus) plans in consultation with parents/guardians.

**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 relationships and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. Use of terms such as “gay” and “lesbian” designed to hurt people is to be discouraged. Even though there are no formal lessons on being gay in the RSE programme our school must address issues like this (identity based bullying such as homophobic bullying) in order to be fully in line with the Anti-Bullying Procedure 2013. If questions arise as to the definition of gay and lesbian, and attitudes or opinions about gay people are expressed, age appropriate definitions will be given (from the Stay Safe programme) and children will be informed that being gay is okay, and all people in various types of relationships and families deserve respect. Any moral questions around same sex relationships will be directed to home. Language is applied in RSE lessons in the following areas:

* The formal use and teaching of language generally throughout the school
* The use of language in discussion through 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.

# Questions

Staff should not invalidate questions but must use limits. Children should feel comfortable to ask important questions but should know the teacher may not always be able to answer all of these questions and will then be directed to their parents. The relationships fostered in these sessions should be open, controlled and safe for all pupils.

**These are some simple principles used when foster discussion and questioning**

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

# 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.

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.

# Question Box

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 week 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
* Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
* No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with teacher after the lessons.

*If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school*.

# Assessmentssment is essential to RSE as it is to any other subject. In the development of an RSE policy there should be agreement on the role of assessment in RSE, the tools to be used in Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group

The teacher may use a variety of the following assessment tools:

* 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 or learning log.

# Confidentiality

# During RSE lessons children may wish to disclose personal information. It is important to protect children and their families and their privacy. This can be done by ensuring there are ground rules for the sharing of information in relation to the topics covered in RSE. Children will be encouraged to tell the teacher anything private after the lesson. Disclosures must be dealt with in line with the Child Protection Procedures.

* The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary and Post Primary Schools 2011
* If a child is withdrawn from the teaching of sensitive issues, we cannot

guarantee that the other children will not tell or inform him/her about what happened.

There will be ground rules for the sharing of information in relation to the topics covered in RSE.

Encourage the children to tell the teacher anything private after the lessons in private

# 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 DVD and Booklet which is given to parents of Fourth Class children. This DVD and booklet were developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE.
* Picture books across the 9 grounds of equality
* INTO Different Families, Same Love Poster
* RESPECT guidelines.

# Provision of Ongoing Support

* Opportunities provided by our Education Centre will be brought to the attention of staff members.
* Teachers will be encouraged to attend CPD in RSE
* Staff meetings utilised as a platform for discussion and development of RSE materials
* Support from a PDST Advisor
* Promotion and communication of resources available from [www.pdst.ie.](http://www.pdst.ie/)

# Review

* The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise
* Parents and staff will be informed of any amendments made
* This plan was ratified by the Board of Management at a meeting.



# Appendix 1

Topics covered in Junior Infants and 2nd Class include:

* 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 Infants)

* **Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (2nd class**)

Topics covered in 4th and 6th Classinclude:

# Bodily changes

* Healthy eating, personal hygiene, 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( 4th class)

* **Introduction to puberty and changes ( 4th and 6th class)**
* **Changes that occur in boys and girls with the onset of puberty ( 6th Class)**
* **Reproductive system of male/female adults ( 6th class)**
* **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship ( 6th class )**

**Appendix 2**

Dear Parent

Relationships and Sexuality Education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, ‘Growing and Changing’ and ‘Taking Care of my Body’. We will be completing these Strand Units with all class levels in the forthcoming weeks.

**Topics covered in Junior Infants and 2nd include:**

* + 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 Infants)** *The Language taught at this level will be**Penis, Vagina, Womb, Breast-feeding*

**Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (2nd class**) **)** *The Language taught at this level will be* Penis, Vagina, Womb, Breast-feeding, Urethra

**Topics covered in 4th and 6th Class include:**

* **Bodily changes**
* Healthy eating, personal hygiene, 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 (4th class)**
* **Introduction to puberty and changes (4th and 6th class)**

**Changes that occur in boys and girls with the onset of puberty ( 4th Class) )** *The Language taught at Fourth Class level will be* Penis, Vagina, Womb, Breast-feeding, Urethra, Umbilical Cord,

Breast, Navel, Menstruation/Periods

Fertilized Egg, Sac

* **Reproductive system of male/female adults (6th class) )**
* **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (6th class )** *The Language taught at this level will be* Penis, Vagina, Womb, Breast-feeding, Urethra, Umbilical Cord,

Breast, Navel, Menstruation/Periods

Fertilized Egg, Sac, Busy bodies language

The class teacher will send home appropriate home school links pages from the Relationships and Sexuality manual which outline the material that will be covered in class and encourage further discussion on the topics at home.

If you have any concerns please make an appointment to see the class teacher.

Yours sincerely

**All Families**

|  |  |
| --- | --- |
| **Strand** | **Myself and my family** |
| Junior and Senior InfantsFirst and Second classThird and Fourth class Fifth and Sixth class | * Identify and name the people who constitute a family and appreciate that all family units are not the same
* Identify and talk about those who live at home and recognise that homes and families can vary
* Explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time
* Explore and discuss families and homes and how they can vary in many ways single-parent, two-parent, step-parents, adoptive parents, foster-parents, group

homes, hostels |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| * These picture books present a variety of family types in a sensitive and inclusive way
* You can use the picture books as a ‘way in’ and starting point, to discussions and critical thinking around different family types or the books can be used to make all families visible so they are appreciated and accepted in an informal way
* These picture books can be used to expose children to a variety of families which will help affirm and create respect for difference
* Use of Socratic questioning will help when using these books
* Having some short factual responses prepared will also be useful too.
 |
| **Sample Responses**A child can’t have two mums or two dads! A child can’t just have a mum or just a dad!“***Some families have a Mom and a Dad, or just a Mum or just a Dad and some have two moms and two dads, but what is most important is that a family is a place where there is love”***That’s weird!“***Sometimes we think things are weird when they are different, or haven’t seen them before, but it’s not nice to call families weird”***That’s not a real family!***Families come in all shapes and sizes, and what’s most important about a family is that children have adults and parents who care and look after them, and that’s what makes a family”*** |
| ***Talking about home**** *When asking the children about their homes ensure that all children can discuss their family types*
* *Represent all family types when doing family trees or examples of families*
 | ***Asking questions**** *If children, ask questions about all families always talk about what makes families special regardless of who are the parents*
* *Age appropriate definitions for the terms gay or lesbian can be given from Stay Safe lessons*
 |
| ***Improper Language***- *Don’t let children use words inappropriately either intentionally or innocently especially referring to people or things as gay* | ***Special occasions***- *Encourage all children to discuss their special day and be sensitive on days when mother’s day or father’s day might mean something different* |

# Bibliography

* + RSE Training Support Service for schools (1995), Relationships and Sexuality Resource Materials, Department of Education , Dublin
	+ Child Abuse Protection Programme (2016), Stay Safe Programme, PDST publications
	+ The Walk Tall Support Service (2010), Walk Tall, PDST publications, Laois
	+ NCCA (1996), RSE Interim Guidelines, [[accessed on www.pdst.ie/primary/RSE]](http://www.pdst.ie/primary/RSE)
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	+ P.Mayock, K. Kitching and M Morgan (2007), Relationships and Sexuality Education in the context of SPHE, Department of Education, Dublin
	+ NCCA (1998), SPHE Teacher Guidelines, Department of Education, Dublin
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	+ Education Act 1998, section 30, subsection 2 (e)
	+ National Council for Curriculum and Assessment (2007), Guidelines for Teachers of Students with General Learning Difficulties, Department of Education, Dublin

**Information Letter to Parents of Junior Infants, Second Class, Fourth Class and Sixth Class regarding Relationships and Sexuality Education**

Dear Parents/Guardians

Relationships and Sexuality is an integral part of the S.P.H.E Programme. The sensitive elements of the programme are covered under the Strand Units “Growing and Changing” and “Taking Care of my Body”. We will be working on these strand units with the relevant class levels in the forthcoming weeks.

In Cloghroe N.S. we teach RSE in the following class levels each year: Junior Infants, Second Class, Fourth Class and Sixth Class. As the programme can be taught in a two year cycle Junior Infants will cover a selection of lessons from the Junior and Senior infant programme, Second Class will cover a selection of lessons from the First and Second class programme, Fourth Class will cover a selection of lessons from the Third and Fourth Class Programme and Sixth Class will cover a selection of lessons from the Fifth and Sixth Class Programme.

We teach the Stay Safe Programme which is a personal safety education programme in the following class levels each year: Senior Infants, First Class, Third Class and Fifth Class. Both of these programmes are now taught in Term 2 of the school year.

If you would like more information on what aspects of RSE are taught in the various class levels the manuals for all the class levels are available on line [pdst.ie/node/811](RSE%20letter%20to%20parents%202020.docx)

Please contact the school if you wish to discuss the programme further.

Thank you for your co-operation.

Emma Dineen
Principal

**Information Letter to Parents of
Senior Infants, First Class, Third Class and Fifth Class regarding Stay Safe Programme**

Dear Parents/Guardians

We are planning to teach a personal safety education programme called Stay Safe over the next few weeks. In Cloghroe N.S. Stay Safe is being taught in the following class levels: Senior Infants, First Class, Third Class and Fifth Class. The aim of the Stay Safe Programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g., getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and emphasises the importance of telling a trusted adult about any problems they have.

The Stay Safe Programme is part of the Social, Personal and Health Education curriculum (SPHE) which all primary schools are required to implement. Co-operation between parents and teachers is essential to the success of this programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child may bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home.

You can familiarise yourself with the content of the Stay Safe lessons at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm). Please contact the school if you wish to discuss the programme further.

Thank you for your co-operation,

Emma Dineen
Principal