



**Ard Rí Community National School
Balreask Old,
Navan,
Co. Meath**

Roll No. 20352T

**Relationship and Sexuality
Education Policy**

January 2023

Introduction

Ard Rí Community National School (CNS) is a multi-denominational, co-educational, state primary school, under Patronage of the Louth Meath Education & Training Board. Ard Rí CNS is committed to the education and development of each pupil.

At Ard Rí CNS we aim to protect the wellbeing of our pupils and staff by providing a safe and nurturing environment. As a Community National School our ethos is underpinned by the core values of: Excellence in Education, Care, Equality, Community and Respect



Ard Rí CNS has a responsibility to devise an RSE policy as part of the wider Social, Personal and Health Education (SPHE) curricular area. It is a spiral curriculum which ensures that topics are taught developmentally throughout a child's primary school years. Our school aims to develop a policy on RSE which reflects our ethos of respect for diversity, inclusion and partnership in education and our school vision. This policy is in accordance with the 'National Curriculum and Guidelines for RSE' as prepared by the 'National Council for Curriculum and Assessment' (NCCA) and 'Relationships and Sexuality Education Policy Guide for Primary Schools' as prepared by the 'Professional Development Service for Teachers' (PDST).

Development of the Policy

This policy was first developed by a committee of teachers in December 2016, and was ratified at a Management Meeting following consultation with parents/guardians and staff. In January 2023 it was reviewed by the principal and deputy principal, presented to staff and parents for consultation and subsequently ratified by the Board of Management. This policy is an agreed approach to the teaching of Relationships and Sexuality Education (RSE) at Ard Rí CNS.

This policy was developed to inform teachers and parents as to what material is covered in the RSE programme, within SPHE both formally and informally. It is in accordance with the Interim Curriculum and Guidelines for Relationships and Sexuality Education prepared by the National Council for Curriculum and Assessment and approved by the Department of Education and Science (DE) (1996).

School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both 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 curriculum 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 wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos values respect, inclusion and diversity of all members of our school community. Our school acknowledges that parents/guardians/carers have the primary role in the social, personal and health education of their children and as such, their involvement will be encouraged. SPHE/RSE is a key component in supporting our pupils to develop into healthy young adults.

Ard Rí CNS is a multi-denominational school which welcomes pupils of all beliefs and none. Our school is committed to inclusion, equality and fairness. We believe that Ard Rí CNS should be a happy, pleasant place for the children, where there is cooperation and partnership between parents, teachers and pupils. All three parties have a duty to work together in order to establish a friendly, happy atmosphere. In drawing up this RSE policy we recognise and respect the racial and ethnic diversity among our school community and to this end we appreciate the different values and morals regarding relationship and sexuality education. This policy seeks to be cognisant and respectful of the cultural, religious and ethnic diversity of our school community.

Definition of RSE

The following definition of RSE is referenced from the Interim curriculum and guidelines for primary schools (DE 1996, p.5):

“Relationship and Sexuality Education is an important part of the education of young people, and schools provide a safe context within which young people can learn about themselves and the wider world. Relationships and Sexuality Education is an integral part of the Social, Personal and Health Education (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.”

SPHE/RSE 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 through school atmosphere and culture, integration and discrete teaching time.

RSE is an integral part of SPHE. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE. Through SPHE and RSE, pupils are 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.

SPHE/RSE is

- *a lifelong and continual process* throughout primary school and should not be confined to once off inputs or solitary lessons *a shared responsibility* and collaboration between family, school, health professionals and the community
- a subject which develops a child's *skills, attitudes, values and understanding* relevant to a range of social, personal and health issues
- *child-centered*. 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 wide variety of ways e.g. discussion, circle time, role play.
- *free of bias*. Lessons, language and resources selected by the school should 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 Included in the school curriculum is:

- SPHE lessons (provided through discrete curricular time and integration)
- Use of the RSE Manuals and Busy Bodies resources
- 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
- Goodness Me, Goodness You! (GMGY) Curriculum

Aims of our RSE Programme, taken from the *Interim curriculum and guidelines for primary schools (DE 1996, p.9)*

- 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, taken from the *Interim curriculum and guidelines for primary schools (DE 1996, p.9)*

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 which support SPHE/RSE (not an exhaustive list)

- Admissions Policy (updated annually)
- Anti-Bullying Policy (updated annually)



- Child Safeguarding Statement & Risk Assessment (updated annually)
- Code of Behaviour
- Critical Incident Policy (updated annually)
- Intimate Care Policy
- Pupil Internet Safety - Acceptable Use Policy (AUP)
- Relationships and Sexuality Education Policy
- Safety Statement
- Special Educational Needs Policy
- Swimming Policy

Curriculum Planning of SPHE/RSE

There are three strands in the SPHE curriculum. There are nine strand units within these strands for Junior Infants to Second Class and ten strand units for Third Class onwards. *Making Decisions strand unit only applies to 3rd - 6th Class.

The DE advises to follow a two year plan when planning for SPHE. Sharing the strand units over a two-year period ensures pupils will have covered the entire content relevant to their class grouping with a balanced offering from the three strands. It also ensures adequate time is allocated to each strand unit.

Our school follows a two year plan for SPHE as outlined below:

	Year 1	Year 2
September / October	Self- Identity (Myself) Road safety Fire Safety	Myself and my family (Myself and others) Road safety Fire Safety
November / December	My Friends and other people (Myself and others)	Relating to others (Myself and others)
January / February	Safety and Protection (Myself) Stay Safe	Growing and changing (Myself) RSE
March / April	Making decisions* (Myself) Stay Safe	Taking care of my body (Myself) RSE
Note	Stay safe ALL lessons in the programme to be completed	RSE Lessons are taken from both year groups covering total content, not all lessons are needed to be covered from programme of both year groups
May / June	Media Education (Myself and the wider world) Water safety	Developing citizenship (Myself and the wider world) Water safety



Notes	*Making decisions is a strand unit only for 3 rd -6 th Class. Junior – 2 nd should complete the safety issues section of Safety and Protection at this time	
	6 th Class to complete the busy bodies programme	6 th Class to complete the busy bodies programme
Busy Bodies booklet is available here: https://www.sexualwellbeing.ie/for-parents/busy-bodies-english-language.pdf and online videos: https://vimeo.com/user/96707063/folder/729017		

Guidelines for the Implementation of RSE in Ard Rí CNS

The SPHE curriculum will underpin all teaching and learning of RSE. The SPHE curriculum (1999) is allocated 30 minutes of discrete teaching time by the Department of Education. RSE will be included in the content taught during this time. The approach to the teaching of RSE will be kept as normal as possible and will be delivered within the child's class by the class teacher. Teachers can use their professional discernment if extra time is required, this can be taken discretionary time. Teachers are encouraged to use an integrated approach for the delivery of SPHE.

RSE forms part of the SPHE curriculum and the Department of Education RSE programme will be followed as published and will be taught every second year from Junior Infants to 6th Class. RSE relates to the following areas of the SPHE curriculum: Friendship; Self-identity; Family; Self-esteem; Growing and Changing and Taking Care of My Body.

- RSE will be taught throughout the school every second year in the second term.
- The strands units 'Growing and changing' and 'Taking care of my body' are covered in Year 2 of a 2 year plan as outlined above.
- Teachers will take lessons from both year groups covering total content, not all lessons are needed to be covered from programme of both year groups
- The sensitive lessons and topics are covered as part of this two year plan (see underlined elements in table below and sensitive language used in Appendix 1)
- Special arrangements may be made for the delivery of the sensitive elements of the programme in the case of multigrade classrooms
- When implementing the programme, Ard Rí CNS will endeavour to display respect for and sensitivity towards the different cultural family backgrounds experienced by the children.
- Special consideration will be taken to ensure that the needs of children with additional or different needs are met. Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible.

Topics covered up from Junior Infants to 2nd include:	Topics from 3rd to 6th include
<ul style="list-style-type: none"> • Keeping safe • <u>Bodily changes from birth to nine years</u> • Making age-appropriate choices • Appreciating the variety of family types and the variety of family life that exists in our school and community 	<ul style="list-style-type: none"> • <u>Bodily changes</u> • Healthy eating, personal hygiene and exercise • Keeping safe • Expressing feelings



<ul style="list-style-type: none"> • Recognising and expressing feelings • Self-care, hygiene, diet, exercise and sleep • Expressing opinions and listening to others • <u>Naming the parts of the male/ female body using appropriate anatomical terms (Junior and Senior Infants)</u> • <u>Naming the parts of the male/female body using appropriate anatomical terms and identify some of their functions (1st and 2nd Class).</u> 	<ul style="list-style-type: none"> • 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 and 4th Class) • <u>Introduction to puberty and changes (3rd, 4th, 5th and 6th Class)</u> • <u>Changes that occur in boys and girls with the onset of puberty (5th and 6th Class)</u> • <u>Reproductive system of male/female adults (5th and 6th Class)</u> • <u>Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th and 6th Class)*</u> <p>* When teaching about sexual intercourse, it is advisable for teachers to give young people information on the age of consent which, following the passage of the Criminal Law (Sexual Offences) Act, 2006 is 17 years of age for both males and females.</p> <p>Topics such as sexually transmitted diseases, contraception, masturbation and abortion are not covered in the Primary School RSE programme</p>
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Approaches & Methodologies

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 Ard Rí CNS, we will use the following approaches and methodologies to teach RSE: stories and poems; classroom discussion; ICT Activities; group work; games; art activities; reflection and circle time.

The teaching approach in Ard Rí CNS is child-centred and will always take the age and stage of development of the children into account. Appropriate vocabulary relating to sexuality, growing up, physical changes, parts of the body and feeling will be used. The use of slang will be discouraged. The RSE programme includes several possibly sensitive issues, listed in Appendix 1. It is school policy to deal with these issues through structured lessons, as naturally as possible and without undue emphasis. A contract is drawn up at the start of the year in each classroom to ensure respect and sensitivity to others at all times. The importance of this contract should be emphasised before each sensitive lesson.

Inter-active learning is the principal learning and teaching approach recommended for SPHE and RSE. It requires children to actively participate in their learning in a wide variety of ways, thereby increasing the possibility of

internalising what they have explored and of being able to use this learning in their everyday lives. Inter-active learning contributes significantly to fostering their self-confidence, self-discipline and self-control in the learner.

Any or all of the following techniques will allow the child to play an active part in the learning process: Discussion; Use of Circles/Circle Time; Role play; Interviewing friends, or other school pupils, family members; Surveys of attitudes; Analysing and evaluating media; Engagement with Restorative Practices; Describing photographs; Viewing and discussing videos etc.

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. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. 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.

Teacher's will teach sensitive language in an age-appropriate and spiral manner as per the table in Appendix 1. This ensures the teaching of teach correct anatomical terms and the use of slang will be discouraged. The use of unacceptable language and/or gestures out of context will not be tolerated. Incidents will be dealt with under the Anti-Bullying Policy and / or the Code of Behaviour.

Equality of Participation & Access

Staff at Ard Rí CNS recognise and value diversity and equality. We believe that all children are entitled to access the services, and facilities that are available in the school environment. Ard Rí CNS is a co-educational, multi-belief school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to all. The class teacher will try to ensure that the whole class is present during discrete RSE lessons.

The Equal Status Acts 2000 and 2004 protect against discrimination on nine grounds, one of which is sexual orientation. The Acts oblige those who manage schools to protect students and staff from discrimination or sexual harassment. Situations may arise where children have questions about sexual orientation or who are taunting others about being 'gay'. If this arises:

- A teacher may ask a child or a class group what they mean by the word 'gay'
- It will be explained that the word gay has two meanings. It can mean happy. Or it can be used to describe when a man loves/is attracted to another man or a woman loves/is attracted to another woman. In senior classes the vocabulary 'gay', 'lesbian', 'heterosexual' and 'homosexual' may also be used.
- Homophobic insults will be treated in exactly the same way as racist or other insults. The teacher will explain that such insults are hurtful to the other person and are not acceptable. Incidents will be dealt with under the Anti-Bullying Policy and / or the Code of Behaviour.

Differentiation

The age and stage of development in a class can vary widely and strategies for differentiation can support gradual and appropriate learning. Teachers must also be mindful of children who have been exposed to bereavement or

sexual abuse and offer appropriate support. In Ard Rí CNS, teachers use assessment and professional judgment 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 may be made for children with special and additional educational needs. Both consultation with parents/guardians/carers 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.

Teacher's will use their professional judgement and consider:

- that objectives are realistic for the students
- that the learning task builds upon prior learning
- providing opportunities for interacting and working with other students in small groups or 1:1
- organising the learning task into small stages: outlining the steps to be learned/completed in any given task, posing key questions to guide pupils through the different stages/processes, and assisting in self-direction and correction
- ensuring that the language used is pitched at the pupil's level of understanding. Some children may be pre-taught language or concepts in preparation of whole class work
- creating a learning environment through the use of concrete, and where possible everyday materials, and by displaying word lists and laminated charts with pictures
- employing active learning methodologies
- Useful Resources include: Middletown Centre for Autism; PDST RSE and Stay Safe for Children with SEN

Explicit Questions

In Ard Rí CNS teachers will use a variety of methodologies to create a safe, open space where pupils feel comfortable to ask RSE related questions. During lessons teachers may give pupils an opportunity to ask questions at various times throughout the RSE lesson. Staff will not invalidate questions but rather set boundaries and manage expectations around questions. Questions which may arise with regard to the sensitive content of the programme will be answered by the class teacher in an age-appropriate manner depending on the nature of the question and provided that they relate to topics covered in the RSE programme, in line with our school ethos and this policy.

The following sample responses may be used when addressing questions:

- I will do my best to answer your questions, but I may not be able to answer all of them
- That is something you will learn about as you get older
- Is that something you could talk to your parents/guardians/family
- We agreed in our contract that we would not ask anyone personal questions.
- Questions will be answered in an age and developmentally appropriate way. Children will be made aware that the class teacher may not be able to answer their question and they will be signposted to ask an adult they trust at home.

When deciding whether it is appropriate to answer a question or not the teacher should consider the age of the students, the RSE programme content, the ethos of the school and this policy. Teachers will determine:

- If the question is a moral one, while being sensitive to the different religious and non-religious backgrounds, the child will be referred to speak to their parents or guardians
- If a question is a factual one and within the current class curriculum, the teacher will answer it sensitively
- If topics arise which do not feature in the curriculum, children will be requested to address these questions to their parents and wherever needed, involvement and cooperation of parents may be sought. Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate.
- It will be our policy not to answer personal questions about ourselves
- A question is an opportunity to clarify, to teach and to reassure
- For older pupils a 'question box' is one methodology that may be used as part of the formal RSE lessons. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues/RSE policy to formulate an appropriate response.

Resources

All resources used will be age appropriate and in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. All resources will consider the sample criteria outlined in the SPHE Teacher Guidelines p.103 to ensure the resource is: in line with the principles of the SPHE curriculum; free of bias; demonstrates equality; up to date and devoid of racial or sexual stereotyping.

In Ard Rí CNS our staff may consult any of the following teaching resources when teaching RSE in addition to the DE Relationships and Sexuality Education Programme:

- PDST Health and Wellbeing RSE website and resources
- NCCA SPHE/RSE Toolkit
- DE Walk Tall Manuals
- Making the Links and Beyond
- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls
- HSE publications (www.healthpromotion.ie)
- Busy Bodies Booklet / Videos / Workbook (PDST)
- Inclusive picture and story books
- GMGY resources
- INTO Different Families, Same Love resources
- RESPECT guidelines
- Gender Equality Matters (GEM)
- All Together Now
- We All Belong

Assessment

Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group. The teacher may use; observation and questions to assess the children's engagement and interest; teacher-designed tasks such as worksheets, quizzes or games and reflection or learning log.

Pupil Voice

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

The Wellbeing Policy Statement and Framework for Practice (DE 2019) encourages schools to enhance the voice of children in their school community (DE 2019, p.30). This is reflective of the key principles of the SPHE curriculum.

Parent Involvement

Ard Rí CNS recognises that parents are the primary educators of their children and that the home is the natural environment in which RSE should take place. The role of the school therefore is seen as one of support. Parents have a responsibility to become involved in educating their child in relation to the RSE curriculum. Parents should inform themselves of the programme content and prepare children for the information they will acquire around the sensitive areas. A copy of this policy will be made available on the 'About' section our school website www.aridricsns.ie and to any parent on request from the school office.

Parents/guardians/carers will be informed in advance of the teaching of the formal RSE lessons. Class teachers may provide copies of specific 'Home-school Links' letters to parents/guardians in advance of the teaching of the sensitive lessons or after teaching has taken place. Should parents want further information some resources are available including: [talking to your young child about relationships, sexuality and growing up](#) and Making the 'Big Talk' many small talks [Ages 4-7](#) and [Ages 8-12](#).

In the class situation, children will be encouraged to recognise that certain information is for them only and it would be inappropriate to discuss this with younger siblings/children. Concerning matters of a confidential or sensitive nature, the school cannot take any responsibility for what a child may say in the yard or classroom.

Our RSE programme is inclusive and so we actively discourage withdrawal. Parents who opt to withdraw their children from these sensitive areas of RSE lessons should also be aware that material taught during the RSE programme may be discussed by the children outside class time, and the staff cannot prevent the child hearing the language being used or discussed by other children outside of these lessons. Furthermore, television, videos, advertising, magazines, computers and friends may be informal sources of information which may influence children's attitudes to relationships and sexuality. Parents may not even be aware of, or indeed may not like, the messages their children are getting from these informal sources.

Ard Rí CNS believes that it is preferable that this information is presented accurately and sensitively by a professional educator. If a parent wishes to withdraw their child for the sensitive lessons, they must organise a

meeting with the principal to discuss their concerns. After this meeting, if they still wish to withdraw their child from specific formal RSE lessons, this should be provided in writing to the school principal and kept on file. A letter will need to be provided to the principal each year that the child is withdrawn.

A parents' right to withdraw their child from themes pertaining to sensitive issues, as outlined above will be honoured on the understanding that the parent is taking full responsibility for this aspect of education themselves. In cooperation with parents who do not want their children to attend an RSE lesson. Alternative supervision will be organised for the child (e.g. they can help out in a younger class etc.)

Confidentiality

The school follows Children First: National Guidance for the Protection and Welfare of Children 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017. During RSE lessons often children may wish to connect and disclose personal or related stories and information. It is important to protect children and families and their privacy. While students should not be encouraged to disclose personal or private information in class, there may be times when they do talk about their own lives. This will be done by ensuring there are ground rules for the sharing of information in relation to the topics covered in RSE for example by encouraging children to tell the teacher anything private after lessons.

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 to engaging in specific topics on family/relationships etc.

It is important that pupils are made aware of the limits of confidentiality. Confidentiality will be respected unless there is a disclosure made, or a teacher has any concerns about a child, they will report these concerns to the Designated Liaison Person or the Deputy Designated Liaison Person. The school will refer to the Child Protection Procedures for Primary and Post-Primary Schools 2017.

Monitoring / Evaluation / Review

This policy has been made available to school personnel, published on the school website, is available from the school office and provided to the Parents' Association. A copy of this policy will be made available to the Department and the patron if requested.

Ard Rí CNS will review this policy periodically. The policy may also be reviewed at an earlier time should a need arise. Parents and staff will be informed of any amendments made. Written notification that the review has been completed will be made available to school personnel, published on the school website and provided to the Parents' Association. A record of the review and its outcome will be made available, if requested, to the patron and the Department.



Board of Management Policy Consultation Log

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	<i>Ard Rí Community NS</i>
Policy:	<i>Relationship and Sexuality Education Policy</i>

Staff Consultation:

Date of Final Consultation:	20.01.2023
Proposed By:	Karen Dunne
Seconded By:	Edel Barry

Parents Consultation:

Date of Final Consultation:	20.01.2023
Proposed By:	Ciara Mc Manus
Seconded By:	Shelley Mercer



BOM & LMETB Ratification/Resolution Process for This Policy

BOM Ratification

Date Ratified by the Board of Management:	26.01.2023
Proposed By:	Avril Byrne
Seconded By:	Paul Radford
Signed	<i>Darragh Roe</i> - Principal Darren McManus- Chairperson (Acting)

LMETB Ratification/Resolution of the ETB Board

Date of Resolution of ETB Board	
Signed	<i>(Chairperson)</i>

Appendix 1

Sensitive Language Grid

Appendix 1 - Sensitive Language Grid

Class	Strand / Strand Unit	Content Objectives <i>Consult curriculum for complete objectives in <u>Growing and changing</u> and <u>Taking care of my body</u></i>	Language	Pages in RSE Resource Materials Book	Pages in Walk Tall	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Taking care of my body <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	womb breastfeeding penis vulva	New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p153	Our Amazing Bodies p94 (Senior Infants book)	Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	penis vulva vagina womb breastfeeding urethra	The Wonder of new life p59 /151 How my body works p67/161 Growing means changing p77/171 A Visit to the Doctor p164	Our Amazing Bodies p37 (2 nd Class book)	Picture books of going to the doctors Tom's Power Flower Books / activities on Life cycles Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Recognise 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 menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 rd Class book) Changing and Growing p140 (4 th Class book) The Wonder of New Life p.150	Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body <ul style="list-style-type: none"> 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 <u>Busy Bodies language</u> semen sexual intercourse	My body grows and changes p81 The wonder of new life p92 Caring for new life p103 Different kinds of love p141	My Amazing body p345 (5 th Class book) Creation p121 (6 th Class book)	Busy Bodies Power points recap Question Box Puberty Quiz

