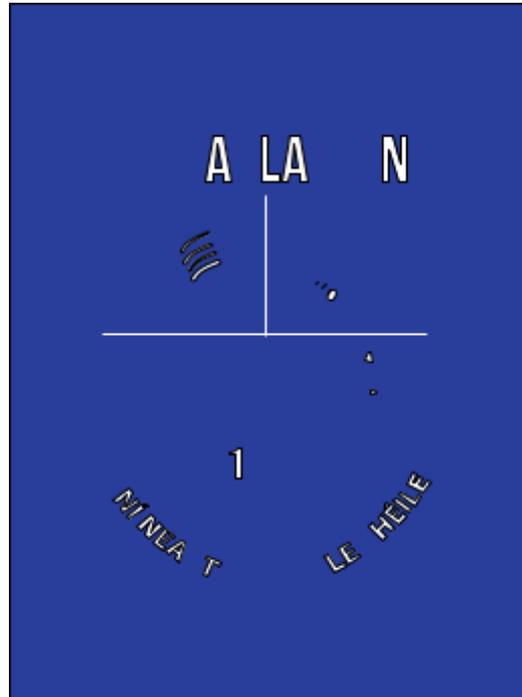


# Curraglass National School



## Relationships and Sexuality Education (RSE) Policy

# **Relationships and Sexuality Education (RSE) Policy**

## **Introductory Statement & Rationale**

This policy statement is an approved approach to the teaching of RSE in Curraglass National School. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE.

The first RSE policy was drawn up in 2012 with by the teachers, parents and Board of Management. It was reviewed in January 2020 by the principal and staff after Ms McCarthy and Ms Frisby attended an RSE PDST Professional Development seminar.

## **School Philosophy.**

In Curraglass National School 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**

Throughout the year Social, Personal and Health Education (SPHE) is taught as a subject from Junior Infants to 6<sup>th</sup> class. It 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.

- 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 education 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 education 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 to be involved 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.

Curraglass National 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.

#### **Resources:**

- Grow In Love
- 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](http://www.pdst.ie)

### **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 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.

### **Policies and Curricular Plans which support our RSE**

- Child Protection Policy
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy
- Healthy Eating Policy
- Internet Safety

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

#### **Management**

- The strands Growing and Changing, and Taking Care of my Body are covered in Year Two of the Two Year SPHE Plan. See **Appendix 1** Two Year SPHE School Plan
- The sensitive lessons are covered as part of these broad topics (as outlined below)
- Special arrangements exist for the delivery of the sensitive elements from 4th class up. For the vocabulary to be taught in the sensitive areas - see **Appendix 3**
- Special consideration will 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.

#### **Parental Involvement**

- 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, example of letter see **Appendix 4**.
- 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 every second year using the Senior Infant, 2<sup>nd</sup>, 4<sup>th</sup> and 6<sup>th</sup> class programme. See **Appendix 1** SPHE Two Year Plan.

RSE will be covered under the following strands and strand units of the SPHE curriculum: Myself, Growing and Changing and Taking care of my body **See Appendix 2** Overview of Content of SPHE

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**.

<p><u>Topics covered up to 2nd include:</u></p> <ul style="list-style-type: none"> <li>● Keeping safe</li> <li>● <b>Bodily changes from birth</b></li> <li>● Making age-appropriate choices</li> </ul>	<p><u>Topics from 3rd to 6th include:</u></p> <ul style="list-style-type: none"> <li>● <b>Bodily changes</b></li> <li>● Healthy eating, personal hygiene and exercise</li> <li>● Keeping safe</li> <li>● Expressing feelings</li> </ul>
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<ul style="list-style-type: none"> <li>• Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> <li>• <b>Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</b></li> <li>• <b>Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• <b>Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)</b></li> <li>• <b>Introduction to puberty and changes (3rd, 4th, 5th and 6th class)</b></li> <li>• <b>Changes that occur in boys and girls with the onset of puberty (5th and 6th Class)</b></li> <li>• <b>Reproductive system of male/female adults (5th and 6th class)</b></li> <li>• <b>Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).</b></li> </ul>
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A copy of the Busy Bodies booklet will be distributed to parents in advance to support the implementation of the sensitive objectives in class for 5<sup>th</sup> and 6<sup>th</sup> class.

### **Approaches & Methodologies**

When implementing the programme, staff at Curraglass 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)

### **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.

- 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.
- [www.pdst.ie](http://www.pdst.ie) have a resource list for pupils with Special Educational Needs

### **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. See **Appendix 3 Sensitive Language**

### **Questions**

#### **We use some simple principles when fostering 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....

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.

## Assessment

**Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective 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 or learning log.

## Confidentiality:

- The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017
- 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.

## 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 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

Implementation

This revised policy will be implemented from 2020 and will be reviewed again in 2022.

The policy may also be reviewed at an earlier time should a need arise. Parents and staff will be informed of any amendments made

**Ratification**

This policy was ratified by the Board of Management on 21st Jan. 2020

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 1**

Social Personal and Health Education Curraglass National School Two Year Plan

<b>Strands</b>	<b>Strand Units (Year 1)</b> <i>2020-21 2022-23</i>	<b>Strand Units (Year 2)</b> <i>2019-20 2021-22</i>
<b>Myself</b>	<i>Self-identity (Sept.–Oct.)</i>	<i>Taking care of my body (Jan-Feb)</i>
	<i>Safety and Protection (Jan.-Feb.)</i> <b>Stay Safe Programme</b>	<i>Growing and changing (March-April)</i> <b>R.S.E. Programme</b>
		<i>Making decisions ( Nov- Dec)</i> <i>3<sup>rd</sup> to 6<sup>th</sup> class only</i>
<b>Myself and others</b>	<i>Myself and My Family (Nov.-Dec.)</i>	<i>Relating to others (Sept-Oct)</i>
	<i>My Friends and other people ( March -April)</i>	
<b>Myself and the wider world</b>	<i>Media education ( May - June)</i>	<i>Developing citizenship ( May-June)</i>

## Appendix 2

### Overview of content

	Infant Classes	1st and 2nd Classes
<b>Strand</b>	<b>Strand Units</b>	
	I am unique	I am unique
	My Body	My Body
	As I grow I change	As I grow I change
<b>Myself</b>	New Life	New Life
	Feeling Safe	Feeling Safe
	Feelings and emotions	Feelings and emotions
	Making decisions	Making decisions
	Myself and my family	Myself and my family
<b>Myself and others</b>	Myself and my friends	Myself and my friends
	Special people in my life	Other people
	Relating to others	Relating to others
<b>Strand</b>	<b>3rd and 4th Classes</b>	<b>5th and 6th Classes</b>
	<b>Strand Units</b>	
	Accepting myself	Accepting myself
	Physical development	Physical development
	Growing and changing	Becoming an adult
<b>Myself</b>	Birth and new life	Parenthood
	Feelings and emotions	Feelings and emotions
	Personal Hygiene	Personal Hygiene
	Personal Safety	Personal Safety
	Making decisions	Making decisions
	Roles and responsibilities in families	Changing relationships in families and friendships
<b>Myself and others</b>	Portrayal of sexuality and relationships	Group affiliation and loyalty
	Roles of males and females in society	Portrayal of sexuality and relationships
	Relating to others	Sexual stereotypes
		Relating to others

## Appendix 3

### **Sensitive Language Taught**

#### **Juniors & Senior Infants**

“womb”

“penis”, “vulva” and “urethra”-taught as obvious physical differences between boy/girl

“breast-feeding” may be used in conversations as a means of feeding a baby.

“penis” and “urethra” taught in terms of passing urine

#### **First/Second Class**

(See DES Resource Materials p 70-71)

“vagina”

#### **Third & Fourth Class**

Revision of terms listed above.

“developing foetus”

“umbilical cord”

“navel”

#### **Fourth Class**

“growth spurt”

“menstruation”

“development of breasts”

#### **Fifth & Sixth Class**

“ovaries”

“fallopian tubes”

“sperm production”

“erection”

“wet dreams”

“sexual intercourse”

“conception”

“puberty”, “human reproduction” and “sexual intercourse” in the context of a loving family

“pregnancy”

Development of baby in womb

“contractions”

Birth of baby

(See DES RSE resource materials for 5<sup>th</sup> and 6<sup>th</sup>)

## Appendix 4 : Letter to Parents

Dear Parents/Guardians,

Social Personal and Health Education (SPHE) is a very important element of the school curriculum. SPHE covers a wide range of topics such as self-identity, making decisions, citizenship and relationships, which equip children with many of the skills and knowledge needed in today's world.

The Relationship and Sexuality element of the programme (RSE) includes the learning, understanding and the development of attitudes, beliefs and values about relationships, sexual identity and intimacy.

The main aims of the RSE programme are:

- To enhance the personal development, wellbeing and self-esteem of each child
- To enable each child to gain an understanding of and respect for human love, reproduction and sexual activity in a sensitive and measured way
- To enable the child develop healthy friendships and relationships
- To develop and promote a sense of wonder and awe at the process of birth and new life.

The content of the programme falls under the following headings:

- **Myself** - Self-identity, taking care of my body, growing and changing, safety
- **Myself and Others** - Myself and family, friends and relating to other people
- **Taking Care of My Body** - Naming parts of the male and female body using appropriate terminology (Lower and Middle classes).

Identifying physical changes. Understanding puberty and the Reproductive System (Senior Classes)

- **Growing and Changing** - The stages of development of a baby from conception to birth (Middle Classes).

Understanding sexual relations within the context of a committed loving relationship (Senior Classes).

Within this content, there are a number of sensitive issues such as conception and reproduction. Our school policy outlines that these issues will primarily be taught in 5 & 6<sup>th</sup> Class and we are now advising parents in advance that this will take place in the coming months. We encourage you to talk to your son/daughter about what he/she will learn through RSE in a mature and respectful way. Parent's of 5<sup>th</sup> and 6<sup>th</sup> class will receive the HSE booklet Busy Bodies a book about Puberty for You and Your Parents as a support and source of information for the parents and children.

The following guidelines have been put in place to ensure everyone is happy with the delivery of the RSE programme. These are taken from our RSE policy, which, along with all other school policies. Please read through the guidelines and do not hesitate to contact me should you have any queries or comments.

- The sections within the RSE programme which have been identified as sensitive issues will be taught in 5<sup>th</sup> & 6<sup>th</sup> class. This will take place in February / March.
- The Busy Bodies programme will also be used to teach sensitive areas of puberty and periods to 5<sup>th</sup> & 6<sup>th</sup> class pupils.

- The programme is taught within the ethos of the school and contemporary issues/topics are dealt with by the teacher at a level appropriate to the age and stage of development of pupils within a moral and spiritual framework.
- Relationships and Sexuality Education is an on-going process throughout life. A child's first experience of love, of intimacy and of relationships takes place in the family. Parents and the family are acknowledged as the primary educators of their children. We work in a supportive role with the parents, by complementing their role with a school based programme in RSE.
- All the content objectives of the RSE Programme will be covered by the time children leave sixth class.
- The teachers' right to opt out will be honoured which will not affect the teaching of the subject.
- Parents will be informed by letter prior to the teaching of sensitive issues. This will allow time for parents to discuss topics with the child, meet the teacher if required and/or follow the appropriate procedure for opting out of the RSE programme.
- Our local Public Health Nurse will be invited in the third term to speak to the pupils in 5<sup>th</sup> and 6<sup>th</sup> class to enhance the delivery of the RSE programme, the class teacher will remain present in the class. Parents will be informed of such the visit and the content being addressed in advance of the visit. Parents are encouraged to use this opportunity to discuss these topics with their children beforehand. Parents are advised to inform child minders etc. that the sensitive topics are going to be discussed.
- A parent's right to withdraw a pupil from the sensitive issues process will be honoured on the understanding that the parent(s)/guardian(s) is taking full responsibility for this aspect of education themselves.
- Parents are obliged to inform the school in writing of their decision to withdraw the child from the sensitive issues' classes. Any parent who wishes to withdraw their child are asked to discuss with the principal how this may be facilitated.
- Teachers do not cover topics such as contraception and abortion. Children who ask questions in class on content outside the designated curriculum are encouraged to discuss the issue with their parents. Parents are informed and asked to talk to their child. Support is offered to the parent in the form of information and support agencies to assist a parent to inform their child in an accurate and suitable way.
- Curriculum books and resource materials are available online – [www.healthpromotion.ie](http://www.healthpromotion.ie) and [www.sexualwellbeing.ie](http://www.sexualwellbeing.ie)
- The school has no responsibility for any information which the pupil may receive outside the direct teaching of the RSE lessons
- Questions arising from curriculum content will be addressed by the teacher or by the visitor in a sensible, sensitive and age-appropriate manner. Questions arising outside of the curriculum will be referred back to the parent(s)/guardians.

We are very aware of the importance and sensitivity of teaching the RSE programme to our pupils and we thank you for your ongoing support in ensuring your son/daughter will have received a balanced education in Curraglass NS, which will prepare them not only for secondary school, but for life.

**Terminology for each class:**

**Junior and Senior Infants:** head, eye, ear, nose, breast (in the context of feeding), skin, hips, navel (where baby is joined to mother), bottom, penis, vagina and urethra (in context of going to the toilet), knee, leg, foot.

**1st & 2nd Classes:** Revision of infant terminology. Pupils are expected to be able to name parts of the male and female body using appropriate names and identify some of their functions. e.g. mouth-swallowing, chewing food, breathing; vagina- opening where the baby leaves a mother's womb; penis- passing urine; breasts-feeding a baby; naval where baby was joined to mother before being born.

**3<sup>rd</sup> & 4th class:** Revision of terms previously introduced. Pupils are expected to be able to discuss the stages and sequences of development of the human baby from conception to birth e.g.

Week 2-the size of a full stop

Week 6-the size of a baked bean/would normally fit a 1c piece

Week 8- the size of an adult thumbnail/would cover a 10c piece

Week 14- the length of an adults hand/size of a grapefruit

**4<sup>th</sup> & 5<sup>th</sup> & 6th Class:** Puberty & periods (in the context of personal hygiene and growth from girl to woman) Girls will receive extra information regarding personal hygiene facilities in the school.

**5<sup>th</sup> & 6th Class:** Revision of terms previously introduced. Identify and explore physical changes at the onset of puberty. Building on the programme already covered. The manner in which all issues are discussed will be with sensitivity, professionalism, and an awareness of the varying group dynamics within a class. Pupils are expected to be able to identify and discuss physical changes that occur in boys and girls during puberty and to understand reproductive systems of the male and female adults.

Female: a) Hormonal changes b) Changing body shape c) Development of breasts d) Appearance of pubic hair e) Onset of menstruation (periods) f) Beginning of ovulation

Male: a) Hormonal changes b) Physical growth c) Growth of testicles and penis d) Appearance of pubic hair, underarm and facial hair e) breaking of the voice f) Beginning of sperm production g) Onset of nocturnal emissions (wet dreams)

Understand how conception to birth takes place. Pupils are expected to be able to understand conception and birth within the context of a committed and loving relationship. Children will understand there are many different types of relationships and family units.

A copy of policy is available on our website. ([www.curraglassnationalschool.com](http://www.curraglassnationalschool.com))

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