



# Relationships and Sexuality Education (RSE) Policy

**St. Caimin's Community School**



## Table of Contents

---

	<b>Page Number</b>
<b>Introduction</b>	<b>2</b>
<b>Scope</b>	<b>2</b>
<b>Definition of Relationships and Sexuality Education (RSE)</b>	<b>2</b>
<b>Aims of RSE programme</b>	<b>3</b>
<b>Objectives of RSE programme</b>	<b>3</b>
<b>Relationship between RSE to SPHE</b>	<b>4</b>
<b>Current Provision of RSE</b>	<b>4</b>
<b>Guidelines for Management and Organisation of RES at St. Caimin’s Community School</b>	<b>5</b>
- Confidentiality	<b>5</b>
- Informing and involving parents	<b>5</b>
- Student participation (withdrawal of students)	<b>6</b>
- Students with Special Educational Needs (SEN)	<b>6</b>
- Offering Advice	<b>6</b>
- Sensitive Issues	<b>6</b>
- Explicit Questions	
- Topics of Sexual Orientation/Contraception/Sexual Activity/Sexually Transmitted Infections:	<b>7</b>
- Cross curricular opportunities	<b>7</b>
- Support from visitors and external facilitators	
<b>Provision of training and staff development</b>	<b>7</b>
- Training	<b>7</b>
- Planning	<b>7</b>
- Parents	<b>8</b>
- Resources	<b>8</b>
<b>Related Policies and Documents</b>	<b>8</b>
<b>Monitoring and Review</b>	<b>8</b>
<b>Ratification</b>	<b>8</b>
<b>Appendix 1: Themes of RSE (Junior Cycle)</b>	<b>9</b>
<b>Appendix 2: Themes of RSE (Senior Cycle)</b>	<b>10</b>
<b>Appendix 3: Sample letter/email to parents</b>	<b>11</b>
<b>Appendix 4: Procedures for the withdrawal of students from RSE</b>	<b>12</b>
<b>Appendix 5: Procedures for visitors and external facilitators</b>	<b>13</b>
<b>Appendix 6: Resources</b>	<b>14</b>
<b>Appendix 7: RSE information included in enrolment pack</b>	<b>15</b>

---

## **Introduction**

St. Caimin's Community School is a multi-denominational, community-based school whose characteristic spirit is based on Christian principles and on the values of openness, sharing, inclusion, respect and compassion. St. Caimin's is committed to working towards excellence in teaching and learning. St. Caimin's seeks to realise the potential of the whole person and encourage a lifelong interest in learning. St. Caimin's works in partnership with parents and community and provides vision and leadership looking outwards to the wider world with its justice, equality and ecological challenges. The mission statement of St. Caimin's Community school states that:

- *Every person is valued equally in accordance with our Christian Tradition.*
- *Each person within the school community can enjoy developing to the fullest, while feeling cared for and safe.*
- *Our educational structures are ordered, based on tolerance, fairness and respect, while sensitive to our changing world.*

This policy derives from the mission statement. It gives formal structure to the ideals within the statement, particularly as they relate to equality and personal development, and to the integral value of the person. It further promotes, enables and gives credence to St Caimin's School as a place of caring and safety, of tolerance and respect.

## **Scope**

The RSE policy applies to all aspects of teaching and learning about relationships and sexuality. RSE is a structured module within the SPHE programme at Junior Cycle. A specific RSE module is delivered at Senior Cycle. This policy applies to the entire community of St Caimin's Community School. It is to be noted that discussion about relationships and sexuality may take place outside of RSE and SPHE classes. This policy applies to all such discussions, including those involving visiting speakers and external facilitators. It is therefore important that all teachers are familiar with the RSE policy. This policy applies to all staff, students, Board of Management, parents and visiting speakers.

## **Definition of Relationships and Sexuality Education (RSE)**

Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. RSE is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships. RSE will provide structured opportunities for students to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. This approach gives opportunities to young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and a responsible manner.

## **Aims of the RSE Programme:**

The aims of RSE are:

- To explore personal thoughts, values and attitudes and how they influence relationships
- To help young people understand and develop friendships and relationships
- To develop an understanding of what is important in relationships and how one can act in support of different relationships
- To promote an understanding of the facts and considerations in relation to sexual reproduction, sexuality and sexual orientation
- To encourage the development of personal and social skills which support beginning, maintaining and ending relationships
- To support students' active involvement in their own learning.
- To help students understand and develop healthy friendships and to promote a positive sense of self-awareness.
- To promote an understanding of sexuality.
- To promote a positive attitude to one's own sexuality, and in one's relationships with others.
- To promote knowledge of and respect for reproduction.
- To enable students to develop attitudes and values towards their sexuality in a moral, spiritual and social framework.

St. Caimin's Community School supports the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for oneself as well as others. We recognise that both students and staff have rights and responsibilities in school and aim to foster a sense of responsibility while paying attention to the wellbeing of all members of the school community. This Policy was developed in conjunction with:

- The SPHE teaching team
- The whole staff
- The Principal
- The Board of Management
- The Student Support Team
- The Parents Association
- The Student Council

## **Objectives**

Relationships and Sexuality Education should enable students to:

- Acquire the understanding and skills necessary to form healthy friendships and relationships
- Develop a positive sense of self-awareness, and the skills necessary for building and maintaining self esteem
- Become aware of the variety of ways in which individuals grow and change especially during adolescence
- Develop respect for differences between individuals
- Understand human physiology with reference to the reproductive cycle, human fertility and sexually transmitted diseases
- Understand sexual development and identity

- Explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality
- Value family life and appreciate the responsibilities of parenthood
- Develop strategies for decisions and actions consistent with personal moral integrity and respectful of the rights and dignity of others
- Develop skills for coping with peer pressure, conflict and threats to personal safety

### **Relationships and Sexuality Education (RSE) within SPHE**

SPHE is spiral, developmental in nature and age-appropriate in content and methodology (NCCA). The SPHE programme covers areas such as self-esteem, self-identity, assertiveness, decision making, communication, healthy eating, hygiene and safety. SPHE aims to:

- Promote self esteem and self-confidence.
- Enable students to develop a framework for responsible decision making.
- Enable students to develop personal and social skills.
- Provide opportunities for reflection and discussion.
- Promote physical, mental and emotional health and well being.

Apart from the specific lessons of RSE, SPHE covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one's relationship with others. SPHE deals with many issues such as self-esteem, assertiveness, communication and decision-making skills - all of which can contribute to the effectiveness of the RSE programme. The RSE programme is a module within the SPHE programme. RSE is an integral part of Social, Personal and Health Education (SPHE) and is taught in that context. SPHE is a part of the educational experience of all students, from the beginning of primary education through to the completion of senior cycle education.

The RSE programme in St Caimin's reflects the school's Mission Statement and contributes in a significant way to giving real expression to it. Wherever spiritual, moral and ethical issues arise in the delivery of the RSE programme, they are dealt with in accordance with the principles outlined in the statement.

### **Current Provision of RSE**

The Department of Education and Science have issued Circulars M4/95, M20/96, M22/00, M11/03, M27/2008, 0037/2010, 0043/2018 to post-primary schools, requiring schools to develop a Relationships and Sexuality Education (RSE) policy and programme as well as offering advice on external facilitators. Schools must implement both RSE policy and programme for all students from First to Sixth Year, as an element of SPHE in Junior Cycle, and as an RSE programme in Senior Cycle.

The RSE programme is delivered in St. Caimin's using specially trained teachers, but with the benefits of a whole school approach. The SPHE Head of Department may call upon the Counsellor, Chaplain, Guest Speakers, Student support Team, Tutors or Year Heads as appropriate, to deal with core issues relating to SPHE and RSE. Parents of first-year students are given information about the RSE programme on open nights. Also, teachers inform parents before they begin the RSE Programme.

RSE in St. Caimin's Community School is currently provided through SPHE classes at Junior Cycle, Social Education classes in LCA, Religion classes in TY and specific RSE modules in classes at Senior Cycle. The school has 6 teachers who are fully trained to deliver an RSE programme to all years. Management will provide a commitment to the programme by facilitating its implementation through teacher recruitment

and training, ongoing in-service, timetabling and consultation. Teaching methods in SPHE/RE/RSE are concerned with the acquisition of knowledge, attitudes and skills. An open, facilitative teaching style and participative and experiential methodologies are essential. A respectful and safe classroom environment will be prioritised and the teaching of topics within RSE will involve giving students clear information, building up their self-esteem and helping them to learn to communicate, to make decisions and to express feelings in an appropriate way. Teachers with specialist knowledge areas can support the work of RSE at various stages in the programme.

## **Guidelines for Management and Organisation of RSE at St. Caimin's Community School**

### Confidentiality:

Students are not encouraged to disclose personal/private information in RSE classes, however there may be times when students talk about their own lives and experiences. Confidentiality will be respected unless a teacher becomes aware that a child could be at risk; at which point the Child Protection Policy will be followed and appropriate action taken, i.e. refer to the DLP (**Principal - Mr. Alan Cunningham**). The following apply:

- a) Teachers must not promise confidentiality.
- b) Students must be made aware that any incident may be conveyed to the DLP and possibly to parents if the DLP decides that it is in the best interests of the student to notify parents.
- c) Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential - the student can then decide whether to proceed or not.

### Informing and involving parents:

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by St. Caimin's Community School as very important. Parents will be informed that the school implements the RSE strands of SPHE. They will also be informed in advance of RSE lessons via a letter or email (for sample letters/emails see Appendix 3). Relevant sections of this RSE policy will be included in the school's Information for Parents sheet, on the school website and a copy of the policy will be made available to any parent on request. This policy has been designed in consultation with Student Council, Board of Management and Parents' Association and the views expressed by parents will be considered when reviewing the policy.

### Student participation (withdrawal of students):

Parents have the right to withdraw their child from some or all RSE classes, but if they do so they are encouraged to provide alternative RSE at home. The school respects this choice (as per the Education Act 1998 Section 30, Subsection 2E) but will engage with parents with a view to resolving any misunderstandings or perceived difficulties. It is necessary for parents of any student opting out of RSE to make suitable arrangements with the school Principal for the welfare of their child at these times. Parents/Guardians wishing to withdraw their son/daughter from RSE must inform the Principal in writing of their decision in September of each year. In the event a student is withdrawn, arrangements will be made where possible between parents and management for their care and supervision while the programme is in progress. Once a parent's request to withdraw is made, that request must be complied with until revoked by the parent. Appendix 4 outlines the procedures for the withdrawal of students from RSE.

### Students with Special Educational Needs (SEN):

Students with additional educational needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. For learning activities to be made meaningful, relevant and achievable for all students, it is important that the teacher finds ways to respond to students' diversity by using differentiated approaches and methodologies. In consultation with the SEN co-ordinator the following strategies will be adopted:

- Interacting and working with other students in small groups
- Spending more time on tasks and organising the learning task into small stages
- Language used is pitched at the students' level of understanding
- Outlining the steps to be learned/completed in any given task
- Posing key questions to guide students through the different stages/processes
- Modelling task analysis by talking through the steps of a task as it is being done
- Having short and varied tasks
- Displaying word lists and laminated charts with pictures

### Offering Advice:

The school's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

### Sensitive Issues:

Occasionally, some topics within the RSE Programme may prove particularly sensitive for certain students. Every possible effort will be made by staff to become aware of the profile of the group in advance of delivery of the programme, and our Guidance and chaplaincy services will be available.

### Explicit Questions:

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the SPHE Head of Department or the Principal. When deciding whether to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

### Topics of Sexual Orientation/Contraception/Sexual Activity/Sexually Transmitted Infections:

The pace of social change in Ireland over the last number of years has been rapid. Parents, students and teachers can experience a sense of confusion in relation to sexual mores. The school's function is to provide a general education about sexual matters and issues. It is **not** to offer individual advice, information or counselling on aspects of sexual behaviour, contraception and sexually transmitted infections - however sources of professional information and advice will be identified when appropriate. Teachers may provide students with education and information about where and from whom they can

receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

- RSE classes will inform students of 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.
- Contraception will be dealt with in an age appropriate, open manner, looking at all sides of the issues in a non-directive way.
- Rates of STI transmission are increasing and it is therefore important that the subject is addressed in schools. STIs will be discussed in an age appropriate manner.
- Teachers do not promote any one sexual orientation as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality will be appropriate to the age of the students.

#### Cross curricular opportunities:

Good co-ordination can enhance cross curricular opportunities and ensure comprehensive delivery of RSE to all students. Contributions and links can be formed with Science, Biology, Home Economics, RE and PE.

#### Support from visitors and external facilitators:

The wider community can support the work of the school by providing visitors/external facilitators to address aspects of RSE. However, in accordance with DES circular 0043/2018, St. Caimin's Community School believes that the RSE programme is best discussed openly with teachers who are known and trusted by the student. However, at the discretion of the class teacher, visitors may enhance the quality of the provision if they are used in addition to, not instead of a planned programme of RSE. In keeping with child protection guidelines all visiting speakers and facilitators will only have supervised access to students (i.e. the class teacher will be present), will be made aware of the school's ethos and will have to agree to work within the parameters of this. The content of all such presentations will be vetted by the RSE teachers and/or management in advance. (Appendix 5 outlines the procedures for visitors and external facilitators).

#### **Provision of training and staff development:**

##### Training:

Teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly, a positive disposition towards the teaching of RSE and a readiness to refer to more expert advice if necessary. Where possible, staff will be given opportunities to attend further professional development courses. We maintain an updated record of in-service courses attended by staff, and these records are reported to management regularly. All RSE staff are encouraged to register with [sphe.ie](http://sphe.ie) for in-service. A record of up to date training can be found in the school's SPHE plan.

##### Planning:

Where possible, the RSE team are given time to meet at school development planning days. From time to time the RSE team will update staff in relation to; in-service training available, any pertinent information gleaned at in-service and the possibility of further relevant teachers obtaining training.

### Parents:

St. Caimin's Community School will continue to offer supports to parents through the student support team, the parents' association and visiting speakers/talks for parents.

### Resources:

A list of resources currently used by the department are outlined in Appendix 6 of this document. They are also available for staff to access on the Staff Teams. Staff may also avail of web-based resources for class planning; every classroom is equipped with a computer and projector to aid the use of ICT. The student support team can offer resources in the form of HSE leaflets on stress management, pregnancy and sexuality issues etc. These can be obtained from the Guidance Counsellor or School Chaplain.

### **Related Policies and Documents**

This policy document may be read in conjunction with the following:

- Admissions Policy
- Child Protection Policy
- Child Protection Procedures 2017
- Code of Behaviour for Students
- Critical Incident policy
- Dignity at Work Charter
- Guidance and Student support Plan
- Health & Safety Statement
- Internet Acceptable Usage Policy
- Special Education Needs Policy
- Mission Statement
- Policy on Countering Bullying Behaviour
- SPHE Draft Curriculum Framework (NCCA), 2005
- SPHE Plan
- Student Support Plan
- Substance Use Policy
- Suspension and Expulsion Policy
- Wellbeing Plan

### **Monitoring and Review**

We are committed to monitoring and evaluating the effectiveness of our RSE programme. This is conducted through student reflections and evaluations, feedback via the student council, staff review and parental feedback. This policy will be reviewed every two years, unless a need arises at an earlier time.

### **Ratification**

This Policy was adopted by the Board of Management on 18<sup>th</sup> November 2019.

The policy will come into effect from 18<sup>th</sup> November 2019.

SIGNED \_\_\_\_\_ (Chairperson of Board of Management)

SIGNED \_\_\_\_\_ (Principal)

Once ratified this policy will be shared on the school website and Staff Teams.

### **APPENDIX 1: Themes of RSE (Junior Cycle)**

- Human Growth and Development (Puberty/awareness of emotions/fertility conception and birth/STI's)
- Human Sexuality (Gender/sexual orientation/personal safety)
- Human Relationships (Self-esteem/friendship/skills for establishing and maintaining relationships/awareness of peer pressure)

<b>RSE Year One</b>	<ul style="list-style-type: none"><li>- Me as unique and different</li><li>- Friendship</li><li>- Changes at adolescence</li><li>- Reproductive system</li><li>- Images of male and female</li><li>- Respecting myself and others</li></ul>
<b>RSE Year Two</b>	<ul style="list-style-type: none"><li>- From conception to birth</li><li>- Recognising and expressing feelings and emotions</li><li>- Peer pressure and other influences</li><li>- Managing relationships</li><li>- Making responsible decisions</li><li>- Health and personal safety</li></ul>
<b>RSE Year Three</b>	<ul style="list-style-type: none"><li>- Body Image</li><li>- Where am I now?</li><li>- Relationships – what's important</li><li>- The three R's – respect, rights and responsibilities</li><li>- Conflict</li></ul>

## Appendix 2 – Themes of RSE (Senior Cycle)

- Human Growth and Development (Fertility/reproductive organs/family planning/pregnancy/development of foetus/STIs)
- Human Sexuality (Gender/sexual orientation/attitudes and values/making choices/sexual harassment and abuse)
- Human Relationships (Peer pressure/conflict resolution/loving relationships/marriage and commitment/importance of family life)

Transition Year	<ul style="list-style-type: none"> <li>- - Relationships – What we Value</li> <li>- - Dealing with Feelings / Self Esteem</li> <li>- - Sexuality/ Sexual orientation</li> <li>- - Consent</li> <li>- - Sexual Harassment</li> <li>- - Looking Back, Looking Forward</li> <li>- - Reflection</li> </ul>
RSE LC1/LCA1	<ul style="list-style-type: none"> <li>- Healthy Relationships including consent</li> <li>- Influence of Self-Esteem</li> <li>- Communication – assertive communication and communicating boundaries</li> <li>- Human Sexuality</li> <li>- Sexual Orientation</li> <li>- Human Reproduction</li> <li>- Contraceptive Methods I</li> <li>- Unplanned Pregnancy</li> <li>- STIs</li> <li>- Sexual Harassment and Sexual Abuse</li> </ul>
RSE LC2/LCA2	<ul style="list-style-type: none"> <li>- Loving Relationships - Intimacy and Marriage</li> <li>- Influences and Values</li> <li>- Decision Making</li> <li>- Responsible Relationships</li> <li>- Contraceptive Methods II</li> <li>- Responsible Parenthood</li> <li>- STI Transmission</li> <li>- Looking Back, Looking Forward</li> <li>- Life Support</li> </ul>

### **APPENDIX 3: Sample letter/email to parents**

#### **Senior RSE**

Dear Parent/Guardian,

As part of our Senior Cycle Programme, we will be teaching the module on Relationships and Sexuality Education (RSE). RSE is much wider than the physical aspects and incorporates the moral, spiritual, social and psychological elements of each person.

Your son/daughter may wish to talk about the topics raised in class and you are best placed to address any concerns that they may have. We aim to run this programme from February mid-term to Easter.

If you would like to discuss this further, or if you have any queries, do not hesitate to contact the Principal. We would also like to take this opportunity to thank you for your ongoing support.

Yours sincerely,

---

Senior RSE Teachers.

#### **Junior RSE**

Dear Parent/Guardian,

As part of our Junior Cycle SPHE Programme, we will be teaching the module on Relationships and Sexuality (RSE). RSE is much wider than the physical aspects and incorporates the moral, spiritual, social and psychological elements of each person.

Your son/daughter may wish to talk about the topics raised in class and you are best placed to address any concerns that they may have. We aim to run this programme from February mid-term until Easter.

If you would like to discuss this further, or if you have any queries, do not hesitate to contact the Principal. We would like to take this opportunity to thank you for your ongoing support.

Yours sincerely,

---

Junior RSE Teachers.

--

#### **APPENDIX 4: Procedures for the withdrawal of students from RSE**

Upon a request for the withdrawal of a student from the RSE programme the following procedures will be followed:

1. Discuss the nature of the concerns with the child's parent and if appropriate, attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE Head of Department, the Principal may become involved if necessary)
2. Consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the RSE programme
3. Attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education
4. Point out that students who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme
5. Point out that student may receive inaccurate information from their peers
6. Offer the parents access to appropriate information and resources

## **APPENDIX 5: Procedures for visitors and external facilitators**

1. Visitors and external facilitators will need to be approved by the Principal, in consultation with the relevant teaching staff.
2. The visitor/external facilitator will be provided, well in advance of the visit, with a copy of this RSE policy.
3. The organiser will make the visitor aware of the ethos of the school and the manner of delivery of the RSE programme.
4. All materials proposed for use must also be agreed in advance with the teacher and management. Visitors/External Facilitators always work under the guidance and supervision of the class teacher, who remains in the room with the students and retains a central role in the delivery of the subject matter (DES 2018).

Other issues to be considered:

- Will staff take an active role in the visitor's activities?
- How will the visit be built upon and followed up?
- Visitors should be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.
- In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor it is advisable for the group to draw up questions in advance and these should be forwarded to the visitor. This will involve the pupils in the visit and will make the experience more relevant for them - it also facilitates planning.
- Reception should be informed of the date, time and name of the visitor. Where applicable, refreshments should be arranged with the catering staff.
- The visitor should be welcomed at the main door.
- At the end of the session a vote of thanks should be given by a pupil and the visitor escorted to the main door after refreshments.
- A written acknowledgement of their contribution should be sent to the visitor.

## **APPENDIX 6: Resources**

The school encourages parents to ensure students participate in the programme as a means of supporting them as the primary educators of their children.

Various resources developed by the HSE and DES are used, including but not limited to;

- b4udecide.ie manual
- Busy Bodies
- On Your Own Two Feet Resource
- WebWise Resources
- All Together Now and Belong To Resources (for LGBT+ lessons)
- RESPECT Guidelines, Relationships & Sexuality Education Teacher's Manual
- TRUST Programme.
- Junior and Senior cycle Guidelines for RSE
- Personal and Social Education – M. Gurney
- Mental Health matter – resource pack
- SPHE Handbook
- Freedom RSE (SEN)



## **APPENDIX 7: RSE information included in enrolment pack**

As part of our Junior Cycle SPHE Programme, we will be teaching the module on Relationships and Sexuality (RSE). RSE is much wider than the physical aspects and incorporates the moral, spiritual, social and psychological elements of each person.

Your son/daughter may wish to talk about the topics raised in class and you are best placed to address any concerns that they may have. We aim to run this programme from February mid-term until Easter.

If you would like to discuss this further, or if you have any queries, do not hesitate to contact the Principal. We would like to take this opportunity to thank you for your ongoing support.

### **What is Relationships and Sexuality Education (RSE)?**

Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. RSE is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships. RSE will provide structured opportunities for students to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. This approach gives opportunities to

young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and a responsible manner. The table below outlines the concepts and topics covered in Junior Cycle RSE:

<b>RSE Year One</b>	<ul style="list-style-type: none"><li>- Me as unique and different</li><li>- Friendship</li><li>- Changes at adolescence</li><li>- Reproductive system</li><li>- Images of male and female</li><li>- Respecting myself and others</li></ul>
<b>RSE Year Two</b>	<ul style="list-style-type: none"><li>- From conception to birth</li><li>- Recognising and expressing feelings and emotions</li><li>- Peer pressure and other influences</li><li>- Managing relationships</li><li>- Making responsible decisions</li><li>- Health and personal safety</li></ul>
<b>RSE Year Three</b>	<ul style="list-style-type: none"><li>- Body Image</li><li>- Where am I now?</li><li>- Relationships – what’s important</li><li>- The three R’s – respect, rights and responsibilities</li><li>- Conflict</li></ul>