



Relationships and Sexual Education Policy

Introductory Statement and Rationale

All schools are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE both formally and informally.

School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring 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.

In Educate Together schools RSE is taught in line with Educate Together's ethos. We are committed to the principles of equality, child-centredness, co-education and democracy. In our Ethos Quality Standards, which were adopted by all our member schools in 2021, equality is understood to mean that :

all students should be afforded equality of esteem in all aspects of school life, where individual difference and diversity is recognised, mutually respected, and welcomed.

What this means in day-to-day school life is that we acknowledge the diversity that makes up the school community and the range of identities within that community including those related to individuals' age; belief system; dis/ability; ethnicity; family type; gender; gender identity; religious background; sexual orientation, and socio-economic status.

Definition of RSE

RSE is taught in all class groups, from junior infants up to 6th class, taking into account the age and stage of the children. The subject is aimed at equipping children with the knowledge, skills, attitudes and values that will enable them to develop self-awareness and self-esteem; realise their health, wellbeing and dignity; develop positive and respectful, social and intimate relationships; consider how their choices affect their own wellbeing and that of others; and understand their rights and responsibilities in relation to themselves and others. You can find out more about the curriculum at this link:

<https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/SPHE-RSE-Toolkit/>

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.

RSE in the context of our SPHE programme

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 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 situation.
- 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

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, p.25). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

Current Provision Included in the School Curriculum is:

- SPHE lessons (provided through discrete curricular time and integration)
- Use of the RSE Manuals and Busy Body 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
- Ethical Education (Learn Together Programme)

Aims of our RSE programme

- To enhance the personal development, self-esteem and well-being of each child.
- To help the child to develop healthy friendships and relationships.
- To promote a healthy attitude to sexuality and to 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

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 well-being 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 in 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 to understand that their developing sexuality is an important aspect of self-identity.
- Develop personal skills which will help them to establish and sustain healthy personal relationships.
- Develop some coping strategies to protect themselves and others from various forms of abuse.
- Acquire and improve skills of communication and social interaction.
- Acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.

- Develop in the child a critical understanding of external influences on lifestyles and decision making.

Policies which support SPHE/RSE

- Child Safeguarding Statement and Risk Assessment
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Usage Policy
- Digital Device Policy
- Healthy Eating Policy

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

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

Management of RSE

- The sensitive lessons are covered as part of these broad topics (see SPHE whole school plan)
- Special consideration will be taken to ensure that the needs of the children with SEN are met. Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues.

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, 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 welcome to view the curriculum and may speak to the class teacher if they have 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 the 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.

Approaches and Methodologies

When implementing the programme, staff at AETNS 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. 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

Differentiation

Teachers use assessment and professional judgement 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 everyday 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 the use of a Question Box

Pupils with Special Educational Needs

Adaptations 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 specific objectives related to the pupils own learning needs should be detailed in their SSP in consultation with parents/ guardians

Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their 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.

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

During the delivery of each section of the sensitive lessons, children will be encouraged to place their questions in a question box in the classroom. These questions will then be monitored and screened with the teacher answering the questions at a later time taking into account the following;

- Questions arising from the 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 Safeguarding Procedures for Primary Schools 2023
- 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 DVD and booklet. This DVD and booklet were developed to support the teaching of the 3rd, 4th, 5th and 6th class components of RSE within the context of SPHE.
- 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

Ratification and Review

This policy was ratified by the Board of Management of Ashbourne Educate Together N.S.

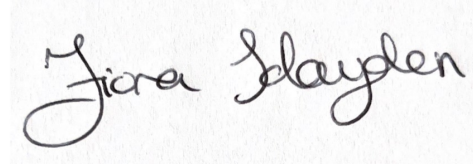
Signed:

Handwritten signature of Noel Guana in black ink.

Chairperson of Board of Management

Date: 25/10/23

Signed:

Handwritten signature of Jiana Daylen in black ink, enclosed in a light grey rectangular box.

Principal/Secretary to the Board of Management

Date: 25/10/23

S.P.H.E. and RSE Plan

Junior Infants- Sixth Class

Curriculum:

Strands and Strand Units:

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: Myself, Myself and Others, and Myself and the Wider World.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Ashbourne ETNS will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE and RSE over a two year period. The Stay Safe Programme will be **fully implemented** as part of the 2 year cycle.

Programmes & Resources may include:	Healthy Bodies	HTML Heros (1 st & 2 nd)
Walk Tall	Gender Equality Matters	Be Internet Awesome (3 rd & 4 th)
Stay Safe (mandatory)	All Together Now	My Selfie & the Wider World (5 th & 6 th)
Be Safe	Different Families, Same Love	Zeeko Internet Safety Guide
RSE Manuals	RESPECT Guidelines	Webwise
Busy Bodies	We All Belong	Oide

Overview of Content of S.P.H.E.

Strands	Strand Units (Year 1)	Strand Units (Year 2)
<i>Myself</i>	Self- Identity	Safety and Protection
	Taking Care of my Body	Taking Care of my Body (all classes to revise the Stay Safe lessons on <i>Touches</i> , and <i>Secrets and Telling</i>)
	Growing and Changing	
	Safety and Protection (<u>full implementation</u> of the Stay Safe Programme across all classes)	Self-Identity Making Decisions (3 rd -6 th)
<i>Myself and Others</i>	Myself and My Family	My Friends and Others
		Relating to Others
<i>Myself and the Wider World</i>	Developing Citizenship	Media Education

* The Strand Units Safety & Protection and Taking Care of my Body will be explored each year in line with Child Protection Guidelines.

Overview of Content of RSE

Life Cycles	These 5 topics will be covered each year (January-May)
Emotions and Feelings	
Body Parts	
Body Systems	
Families	

Junior Infants

<p>September</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p>Walk Tall Unit 1, 2 (<i>not exclusively</i>)</p> <p>Unit 1 lessons: 1, 2, 3</p> <p>Unit 2 lessons: 1, 2, 3, 4, 5</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing Citizenship</p> <ul style="list-style-type: none"> • My school community • Media Education 	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and Protection</p> <ul style="list-style-type: none"> • All classes: Full implementation of Stay Safe Programme
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms: head, neck, shoulders, arms, hands, body, feet, eyes, mouth, nose, ears, vulva, penis, womb, breastfeeding. <p>(link to Stay Safe: body parts)</p>	<p>Walk Tall Unit 4 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: Myself and my family</p> <ul style="list-style-type: none"> • Myself and my family <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing citizenship</p> <ul style="list-style-type: none"> • Living in the local community • Environmental care <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Skeleton
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change (bodily changes birth- 9 years) • New life <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Butterfly 	<p>Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p>Lesson: 4</p>	<p>May</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Vocabulary list of feelings and emotions 	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety

Senior Infants

<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p align="center">Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Media education</p> <ul style="list-style-type: none"> • Media education 	<p align="center">Walk Tall Unit 2 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5, 6</p>	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking Care of my Body</p> <ul style="list-style-type: none"> • All classes: revise Stay Safe lessons on Touches and Secrets and Telling 	
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms: cheek, chin, breast, elbow, knuckle, finger, nail, knee, ankle, toes. • Revise previously learned body parts. <p>(link to Stay Safe: body parts)</p>	<p align="center">Walk Tall Unit 4 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: My friends and others/ relating to others</p> <ul style="list-style-type: none"> • My friends and other people • Relating to others <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p align="center">Walk Tall Unit 6 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5</p>	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing Citizenship</p> <ul style="list-style-type: none"> • My school community <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Tongue (taste) 	<p align="center">Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p align="center">Lesson: 1, 2, 3</p>
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change (bodily changes birth- 9 years) • New life <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Frog 	<p align="center">Walk Tall Unit 5 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2</p>	<p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Vocabulary list of feelings and emotions 	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety 	<p align="center">Walk Tall Unit 7 (<i>not exclusively</i>)</p>	

First Class

<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p>Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing Citizenship</p> <ul style="list-style-type: none"> • Media Education 	<p>Webwise HTML Heros</p> <p>Lessons: 1-4</p>	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and Protection</p> <ul style="list-style-type: none"> • All classes: Full implementation of Stay Safe Programme 	
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: teeth names and functions, jaw, upper arm, fore arm, shin, spine, ribs, tibia, skull, femur, radius, fibula, sternum, lungs, heart, vagina, urethra. • Revise previously learned body parts. <p>(link to Stay Safe: body parts)</p>	<p>Walk Tall Unit 2, 4 (<i>not exclusively</i>)</p> <p>Unit 2 lessons: 1, 2, 3, 4</p> <p>Unit 4 lesson: 3</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: Myself and my family</p> <ul style="list-style-type: none"> • Myself and my family <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p>Walk Tall Unit 5 (<i>not exclusively</i>)</p> <p>Lessons: 1</p>	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing citizenship</p> <ul style="list-style-type: none"> • My school community • Living in the local community • Environmental care <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Bones 	<p>Walk Tall Unit 4, 5, 6 (<i>not exclusively</i>)</p> <p>Unit 4 lessons: 1, 2</p> <p>Unit 5 lessons: 2, 3, 4, 5</p> <p>Unit 6 lessons: 1, 2, 3</p>
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change (bodily changes birth- 9 years) • New life <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Fish 	<p>May</p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Feelings and emotions 	<p>Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety 	<p>Walk Tall Unit 7 (<i>not exclusively</i>)</p>	

<u>Second Class</u>		
<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p>Walk Tall Unit 1, 4 (<i>not exclusively</i>)</p> <p>Unit 1 lessons: 1, 2, 3</p> <p>Unit 4 lessons: 1, 2, 3</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Media education</p> <ul style="list-style-type: none"> • Media education
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: veins, arteries, alveoli, bronchus, bronchioles, trachea, pelvis, muscle. • Revise previously learned body parts. (link to Stay Safe: body parts) 	<p>Walk Tall Unit 2 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p>February <i>*Safer Internet Day*</i></p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: My friends and other people/ relating to others</p> <ul style="list-style-type: none"> • My friends and other people • Relating to others <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe.
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change (bodily changes birth- 9 years) • New life <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Plant 	<p>Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p>Lessons: 1</p>	<p>May</p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Feelings and emotions
	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety 	<p>Walk Tall Unit 7 (<i>not exclusively</i>)</p>
	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking Care of my Body</p> <ul style="list-style-type: none"> • All classes: revise Stay Safe lessons on Touches and Secrets and Telling 	

Third Class

<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity/ Making decisions</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3,</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing Citizenship</p> <ul style="list-style-type: none"> • Media Education 	<p>Be Internet Awesome Programme</p> <p>Pillars 1-5 (years 3&4)</p>	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and Protection</p> <ul style="list-style-type: none"> • All classes: Full implementation of Stay Safe Programme
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Health and well being • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: structure of heart, bladder, ureters, kidneys, urethra, umbilical cord, puberty, menstruation. • Revise previously learned body parts. (link to Stay Safe: body parts) 	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Unit 2 lessons: 5, 6, 7</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: Myself and my family</p> <ul style="list-style-type: none"> • Myself and my family <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p>Walk Tall Unit 4 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6</p>	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing citizenship</p> <ul style="list-style-type: none"> • My school community • Local and wider communities • Environmental care <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Heart • Urinary System
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change: bodily changes • Birth and new life: stages and sequence of development of the human baby in the womb. <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Reptile 	<p>Walk Tall Unit 7 <i>(not exclusively)</i></p> <p>Unit 7 lessons: 1</p>	<p>May</p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Feelings and emotions 	<p>Walk Tall Unit 3 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6</p>	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety

Fourth Class

<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity/ Making decision</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p align="center">Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Media Education</p> <ul style="list-style-type: none"> • Media education 	<p align="center">Be Internet Awesome Programme</p> <p align="center">Pillars 1-5 (years 3&4)</p>	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking Care of my Body</p> <ul style="list-style-type: none"> • All classes: revise Stay Safe lessons on Touches and Secrets and Telling 	
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Health and well being • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: rectum, pancreas, liver, large/ small intestine, esophagus, stomach, sclera, pupil, lens, iris, optic nerve, cornea, retina. • Revise previously learned body parts. (link to Stay Safe: body parts) 	<p align="center">Walk Tall Unit 6 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: My friends and other people relating to others</p> <ul style="list-style-type: none"> • My friends and other people • Relating to others • Communicating • Resolving conflict <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p align="center">Walk Tall Unit 2, 5 (<i>not exclusively</i>)</p> <p align="center">Unit 2 lessons: 1, 2</p> <p align="center">Unit 5 lessons: 1, 2, 3</p>	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing Citizenship</p> <ul style="list-style-type: none"> • Citizenship <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Digestive System • Eye • Puberty (see RSE manual chapter 8 pg. 195) 	<p align="center">Walk Tall Unit 4 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4</p>
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change: puberty and changes • Birth and new life: stages and sequence of development of the human baby in the womb. <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Daffodil 	<p align="center">Walk Tall Unit 7 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3</p>	<p>May</p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Feelings and emotions 	<p align="center">Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3</p>	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety 	<p align="center">Walk Tall Unit 9 (<i>not exclusively</i>)</p>

Fifth Class

<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity/ Making decisions</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p>Walk Tall Unit 1, 5 <i>(not exclusively)</i></p> <p>Unit 1 lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 5 lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing citizenship</p> <ul style="list-style-type: none"> • Media Education 	<p>Webwise: My Selfie and the Wider World</p> <p>Lessons: 1-5</p>	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and Protection</p> <ul style="list-style-type: none"> • All classes: Full implementation of Stay Safe Programme 	
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Health and well being • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: eardrum, cochlea, anvil, eustachian tube, stirrup, auricle, outer ear canal, hammer, human reproductive organs, wt dreams, semen, sexual intercourse. • Revise previously learned body parts. (link to Stay Safe: body parts) 	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Section A lessons: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: Myself and my family Relating to others</p> <ul style="list-style-type: none"> • Myself and my family • Communication <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p>Walk Tall Unit 6, 7 <i>(not exclusively)</i></p> <p>Unit 6 lessons: 1, 2, 3</p> <p>Unit 7 lessons: 1, 2, 3, 4</p> <p>Unit 8 lessons: 1-9</p>	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing citizenship</p> <ul style="list-style-type: none"> • Living in the local community • National, European and wider communities • Environmental care <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Human Reproductive System • Ear 	<p>Walk Tall Unit 9, 10 <i>(not exclusively)</i></p> <p>Unit 9 lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 10 lessons: 1, 2, 3, 4, 5</p>
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change: puberty and changes • Birth and new life: human reproduction <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Human 	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Section B lessons: 1, 2, 3, 4, 5, 6</p>	<p>May</p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Feelings and emotions 	<p>Walk Tall Unit 3 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety 	<p>Walk Tall Unit 4, 11 <i>(not exclusively)</i></p> <p>Unit 4 lessons: 1, 2, 3, 4, 5</p> <p>Unit 11 lessons: 1, 2</p>

Sixth Class

<p>September:</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Self-identity/ Making decision</p> <ul style="list-style-type: none"> • Self-awareness • Developing self-confidence • Making decisions 	<p>Walk Tall Unit 1, 6 <i>(not exclusively)</i></p> <p>Unit 1 lessons: 1, 2, 3, 4, 5, 6, 7</p> <p>Unit 6 lessons: 1, 2, 3, 4, 5</p>	<p>October</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Media Education</p> <ul style="list-style-type: none"> • Media education 	<p>Webwise: My Selfie and the Wider World</p> <p>Lessons: 1-5</p>	<p>November and December</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of My Body</p> <ul style="list-style-type: none"> • All classes: revise Stay Safe lessons on Touches and Secrets and Telling 	
<p>January</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Taking care of my body</p> <ul style="list-style-type: none"> • Health and well being • Knowing about my body • Food and nutrition <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> • Basic vocabulary of male/ female body parts using appropriate anatomical terms and identify some of their functions: brain stem, cerebellum, thalamus, cerebrum, human reproductive organs. • Revise previously learned body parts. (link to Stay Safe: body parts) 	<p>Walk Tall Unit 2, <i>(not exclusively)</i></p> <p>Unit 2 section A lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 2 section B lessons: 1, 2, 3, 4, 5, 6</p>	<p>February *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and others Strand Unit: My friends and other people relating to others</p> <ul style="list-style-type: none"> • My friends and other people • Relating to others • Communicating • Resolving conflict <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> • Family structures • Friendship week (anti-bullying). Link to Stay Safe. 	<p>Walk Tall Unit 7, 8, 9 <i>(not exclusively)</i></p> <p>Unit 7 lessons: 1, 2, 3</p> <p>Unit 8 lessons: 1, 2, 3, 4</p> <p>Unit 9 lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p>March</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself and the wider world Strand Unit: Developing Citizenship</p> <ul style="list-style-type: none"> • Citizenship <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> • Brain 	<p>Walk Tall Unit 8, 10 <i>(not exclusively)</i></p> <p>Unit 8 lessons: 1, 2, 3</p> <p>Unit 10 lessons: 1, 2, 3, 4, 5</p>
<p>April</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • As I grow I change: puberty and changes • Birth and new life: human reproduction <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> • Human 	<p>Walk Tall Unit 3 <i>(not exclusively)</i></p> <p>Lessons: 1, 2</p>	<p>May</p> <p>Strand: Myself Strand Unit: Growing and changing</p> <ul style="list-style-type: none"> • Feelings and emotions <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> • Feelings and emotions 	<p>Walk Tall Unit 4 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p>June</p> <p><u>S.P.H.E.</u></p> <p>Strand: Myself Strand Unit: Safety and protection</p> <ul style="list-style-type: none"> • Be Safe Programme: water, road and fire safety 	<p>Walk Tall Unit 5, 12 <i>(not exclusively)</i></p> <p>Unit 5 lessons: 1, 2, 3, 4, 5</p> <p>Unit 12 lessons: 1, 2,</p>