

# Relationship and Sexuality Education

This document outlines our school's RSE policy and our SPHE yearly detailed plan per each class level.

## 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 about relationships and sexuality in ways which will enable them to form values and help them think and act in a moral, caring and responsible way. This work will be based on developing a positive image, promoting respect for themselves and others, and providing them with appropriate information. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

## Relationship of RSE to SPHE

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

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 includes 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 prioritises 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 provides 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 provides 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.

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

### Current Provision

- 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
- Weaving Wellbeing
- RESPECT Guidelines (suggested approaches to teaching about different families)
- Adapted resources for SEN from [www.pdst.ie](http://www.pdst.ie)
- Religious Education taught through Grow in Love
- Flourish resources from <https://www.cpsma.ie/rse-primary-programme-flourish/>

### 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.

## Relationship and Sexuality Education

### **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 wellbeing of others.
- Develop a positive sense of self-awareness, self-esteem, and self-worth.
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts.
- Develop an awareness of differing family patterns.
- Come to value family life and appreciate the responsibilities of parenthood.
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity.
- Develop personal skills which help to establish and sustain healthy personal relationships.
- Develop coping strategies to protect self and others from various forms of abuse.
- Acquire and improve skills of communication and social interaction.
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development.
- Develop a critical understanding of external influences on lifestyles and decision making.

We support the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the wellbeing of all of the members of the school community.

### **Policies which support SPHE / RSE**

- ❖ Substance Use Policy
- ❖ Child Safeguarding Statement
- ❖ Code of Behaviour
- ❖ Admissions Policy
- ❖ Acceptable Use Policy: The Acceptable Use Policy will detail the access and response to issues surrounding technology.
- ❖ Healthy Eating Policy.
- ❖ Anti-Bullying Policy: Here the Anti-Bullying Procedures 2013 are noted, and the school's RSE policy reflects the school's Anti-Bullying policy, especially around the use of language and how language may be used to bully others, most notably homophobic and transphobic bullying.
- ❖ The Special Educational Needs Policy is consistent with how adaptations for children with special educational needs are organised.

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### Guidelines for the Management and Organisation of RSE

- 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.
- The strands *Growing and Changing*, and *Taking Care of my Body* are covered in the SPHE plan (see appendices 2 - 10 for details).
- The sensitive lessons are covered as part of these broad topics (as outlined below and see appendices 1 and 2)
- Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)
- 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

- The school acknowledges that parents / guardians have the primary responsibility for educating their children about growing and changing.
- This policy informs parents / guardians about the sensitive areas of the RSE programme and details how we hope to include and foster a relationship to support parents / guardians in their RSE education of the children in the school
- Parents / guardians will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme during their induction .
- Open communication at various intervals is important. It will be essential to SPHE that parents and teachers find ways of listening to each other and taking the opinions and concerns of both home and school into account.
- It should be noted in line with the Education Act 1998, section 30 subsection 2 (e) shall not require any student to attend instruction in any subject which is contrary to the conscience of the parent of the student or in the case of a student who has reached the age of 18 years. Therefore, parents have the right to withdraw their child out of the sensitive aspects of RSE if they so wish.
- As RSE is an integral component to SPHE, consent is not needed. However, with open communication and systems of dialogue, withdrawal can be avoided. The school will develop effective strategies for dialogue between teachers and parents.
- Parents / Guardians are advised to look at Appendix 2 and relevant class appendix for the SPHE yearly plan to view the curriculum and may speak to the relevant class teacher if they have any concerns at any time during the year.

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- 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. *Going Forward Together* (Parents Booklet) states that - "As a parent, you are the first teacher of your child. You hand on values and attitudes to each new generation of children".

Examples of strategies that could be considered are:

- creating structures for individual consultation with parents and with members of the community;
- arranging meetings at appropriate times ;
- creating a balance between class meetings (for example to introduce the curriculum and/or classroom strategies) and larger group meetings;
- ensuring clarity of language in any form of written communication from the school;
- 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. e.g., What they may hear while in the playground.

### Organisation and Curriculum Planning

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6th class.

RSE will be covered under the following strands and strand units of the SPHE curriculum:

- *Myself Growing and changing*
- *Taking care of my body*

The RSE programme is divided into two main parts:

- 1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE
  - Friendship;
  - Self-identity;
  - Family;
  - Self-esteem;
  - Growing up.

This part of the policy aids the teacher and parents to see how RSE is addressed through formal teaching in the school. It is important to note, that any areas of worry or concern of the teacher in relation to topics, the teacher should speak to the principal. It should be kept in mind that RSE is consistent with the SPHE primary curriculum and any topics covered in post-primary school must be discussed and agreed in advance if they are to be covered.

- 2) The second section will deal with any sensitive / specific content covered through RSE strands and strand units.

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<p style="text-align: center;"><b>Topics covered up to 2nd include:</b></p> <ul style="list-style-type: none"> <li>• Keeping Safe</li> <li>• Bodily changes from birth (birth - 9)             <ul style="list-style-type: none"> <li>• Making age-appropriate choices</li> </ul> </li> <li>• Appreciating the variety of family types and an variety of family life that exists in our school and community             <ul style="list-style-type: none"> <li>• Recognising and expressing feelings</li> <li>• Self-care, hygiene, diet, exercise and sleep</li> <li>• Expressing opinions and listening to others</li> </ul> </li> <li>• Naming the parts of the male / female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>• Naming the parts of the male / female body using appropriate anatomical terms and identify some of their functions (1<sup>st</sup> / 2<sup>nd</sup> )</li> </ul>	<p style="text-align: center;"><b>Topics from 3<sup>rd</sup> to 6<sup>th</sup> include:</b></p> <ul style="list-style-type: none"> <li>• Bodily changes             <ul style="list-style-type: none"> <li>• Healthy eating, personal hygiene, exercise</li> <li>• Keeping Safe • Expressing Feelings</li> </ul> </li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us             <ul style="list-style-type: none"> <li>• Making healthy and responsible decisions</li> <li>• Forming Friendships</li> </ul> </li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3<sup>rd</sup>, 4<sup>th</sup> class)             <ul style="list-style-type: none"> <li>• Introduction to puberty and changes (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>+</sup> and 6<sup>th</sup> class)</li> </ul> </li> <li>• Changes that occur in boys and girls with the onset of puberty (5<sup>th</sup> / 6<sup>th</sup> Class)             <ul style="list-style-type: none"> <li>• Reproductive system of male / female adults (5<sup>th</sup> and 6<sup>th</sup> class)</li> </ul> </li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5<sup>th</sup> , 6<sup>th</sup> class )</li> </ul>
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**Sensitive content 4<sup>th</sup> - 6<sup>th</sup>**  
 SPHE plan - here is a standard 2-year plan for SPHE taken from The Making the Links resource  
 A copy of the Busy Bodies is available through the following weblink, <https://www.sexualwellbeing.ie/for-parents/busy-bodies-english-language.pdf>, distributed to parents in advance to support the implementation of the sensitive objectives in class

The RSE lessons are taught incrementally to support the development of the children.

**Approaches & Methodologies**  
 When implementing the programme, staff at St. Anne's N.S. 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 school policy indicates, when necessary, the approaches it uses to be sensitive to various cultural or contextual issues that may affect the inclusion of some children. It addresses these in a child-centred manner, in line with the SPHE curriculum and other relevant policies and procedures.

The RSE curriculum will be taught through:

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- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
- Guest speakers (The class teacher will stay in the room at all times in accordance with Circular 42/ 2018).

Active Learning Methodologies are an integral part of teaching of SPHE and RSE. Any or all of the following techniques will allow the child to play an active part in the learning process:

<ul style="list-style-type: none"> <li>• Interviewing friends, or other school pupils, family members               <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role play</li> </ul> </li> <li>• Surveys of attitudes</li> <li>• Analysing and evaluating newspapers and magazines, agony columns, television schedules               <ul style="list-style-type: none"> <li>• Hosting visitors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Modelling</li> <li>• Designing advertisements               <ul style="list-style-type: none"> <li>• Writing captions</li> <li>• Ranking statements</li> <li>• Describing photographs</li> </ul> </li> <li>• Viewing and discussing videos</li> </ul>
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### **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

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- 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 use of a Question Box.

The very nature of RSE education, and the differing maturity and growth levels of children mean that some children will need more support to understand the concepts and content. The teacher must use their assessment techniques to determine how to manage this. Usually, some simple approaches can aid the teacher and children.

### **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 different or specific objectives related to the pupils own learning needs should be detailed in their Student Support Files in consultation with parents / guardians.

### **Language**

The 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. 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 in class will be consistent with RSE Materials Books. For class appropriate explanations of certain terms (e.g. gay, lesbian) please refer to the INTO publication *Different Families, Same Love* available at <https://www.into.ie/lgbt/EducationalResources/>



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### **Confidentiality**

The school follows Children First: National Guidance for the Protection and Welfare of Children 2017 and the Children First Act 2015. Where there is disclosure by a child of abuse, or a teacher has any concerns about a child, the school authorities will follow our Child [Safeguarding Statement](#). The Principal is our Designated Liaison Person. Teachers will deliver lessons with respect for the rights of the children and their families concerning privacy and confidentiality. As previously stated, 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 the lesson [content](#).

### **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.

### **Review**

It will be reviewed every two years. It may be reviewed at an earlier time should a need arise. As with all our plans and policies, parents have access to this policy. It is available on our website under the 'Policies' tab.

### **Ratification:**

Following review, this policy was ratified by the Board of Management on 10.11.2022

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(Justin Kilcullen - Chairperson of the Board of Management)

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## Appendix 1

### 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 the 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 our school.

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### Appendix 2: Sensitive Language

Sensitive Language	Class Level
<b>Junior Infants</b>	Womb, breastfeeding, penis, vagina
<b>Senior Infants</b>	As Above
<b>First Class</b>	+ vulva, urethra
<b>Second Class</b>	As Above
<b>Third Class</b>	As Above
<b>Fourth Class</b>	+ Changes in shape, breasts, menstruation, periods, pubic hair, body hair, underarm hair, hormones, umbilical cord
<b>Fifth Class</b>	+ breasts develop, ovaries, <b>ovum</b> , fallopian tubes, womb (uterus), cervix, perspiration, oily skin, pimples + growth spurts, testicles, scrotum, facial hair, nocturnal emissions (wet dreams), sperm production, skin changes, voice changes, perspiration, oily skin, pimples, <b>conception, sexual intercourse (in the context of a committed and loving relationship)</b>
<b>Sixth Class</b>	+ Conception, semen, sexual intercourse (in the context of a committed and loving relationship),  Busy Bodies Language

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### Appendix 3: Junior Infants Yearly Plan for S.P.H.E.

Stay Safe <a href="http://www.staysafe.ie/teachers/Infants.pdf">http://www.staysafe.ie/teachers/Infants.pdf</a>	Walk Tall: <a href="https://pdst.ie/sites/default/files/01%20Walk%20Tall%20Junior%20Infants.pdf">https://pdst.ie/sites/default/files/01%20Walk%20Tall%20Junior%20Infants.pdf</a>
Flourish: <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a>	RSE: <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%20JI%20and%20SI%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%20JI%20and%20SI%20V2.pdf</a>

<b>September</b>		✓
In each RSE theme there are three lesson options, choose <b>one</b> . Walk Tall Lessons are optional - pick and choose what works for your class. <b>Strand:</b> Myself; Myself and Others <b>Stand Unit:</b> Self-Identity; Relating to Others		
What a Lovely Bunch (Walk Tall, pg. 20) This is Me (Walk Tall, pg. 23) There is No One Quite like Me (Walk Tall, pg. 26)	This is Me (RSE, pg. 15) Who are you? (RSE, pg. 23)	
<b>October</b>		✓
<b>Strand:</b> Myself; Myself and the Wider World <b>Stand Unit:</b> Growing and Changing; Self-Identity; Developing Citizenship		
A New Baby (Walk Tall pg. 28) Look At Me Now (Walk Tall pg. 31)	I Grow (RSE pg. 77) This is My Family (RSE pg. 43)	
<b>November</b>		✓
<b>Strand:</b> Myself; Myself and Others <b>Stand Unit:</b> Self-Identity; Taking Care of My Body; Safety and Protection; My Friends and Other People		

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<ul style="list-style-type: none"> <li>o I Taste With My Tongue (Walk Tall pg. 47)               <ul style="list-style-type: none"> <li>o I Spy (Walk Tall pg. 55)</li> </ul> </li> <li>o The Feely Bag (Walk Tall pg. 58)</li> <li>o Noisy Places (Walk Tall pg. 60)</li> <li>o Which Sense (Walk Tall pg. 64)</li> </ul>	
<b>December</b>	
<p style="text-align: center;"><b>Strand:</b> <i>Myself; Myself and Others; Myself and the Wider World</i></p> <p style="text-align: center;"><b>Stand Unit:</b> <i>Self-Identity; Myself; Developing Citizenship; Relating to Others; My Friends and Other People</i></p> <ul style="list-style-type: none"> <li>o My Important People (Walk Tall pg. 38)               <ul style="list-style-type: none"> <li>o Bear Hugs (Walk Tall pg. 42)</li> <li>o We Are Friends (RSE pg. 33 )</li> </ul> </li> </ul>	
<b>January</b>	
<p style="text-align: center;"><b>Strand:</b> <i>Myself; Myself and Others</i></p> <p style="text-align: center;"><b>Stand Unit:</b> <i>Self-Identity; Growing and Changing; Myself and My Family</i></p>	
<ul style="list-style-type: none"> <li>• Making Choices ( RSE pg. 85)</li> <li>• We Have Feelings ( RSE pg. 59)</li> </ul>	<p style="text-align: center;">Feeling Faces ( Walk Tall pg. 110)</p> <p style="text-align: center;">A Surprise ( Walk Tall pg. 118)</p>
<b>February</b>	
<p style="text-align: center;"><b>Strand:</b> <i>Myself</i></p> <p style="text-align: center;"><b>Stand Unit:</b> <i>Growing and Changing; Relating to Others</i></p> <ul style="list-style-type: none"> <li>o Things That Go Bump In the Night (Walk Tall, pg. 121)               <ul style="list-style-type: none"> <li>o I'm Lonely (Walk Tall, pg. 125)</li> </ul> </li> <li>o Little Miss Angry (Walk Tall, pg. 128)</li> <li>o Caring and Sharing (Walk Tall, pg.131)</li> </ul>	
<b>March - Stay Safe</b>	

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<p><b>Strand:</b> Myself; Myself and Others; Myself and the Wider World</p> <p><b>Stand Unit:</b> Safety and Protection; My Friends and Other People; Relating to Others; Developing Citizenship</p> <ul style="list-style-type: none"> <li>○ Feeling Safe and Unsafe (Stay Safe, pg. 17)</li> <li>○ Friendship and Bullying (Stay Safe, pg. 31)                             <ul style="list-style-type: none"> <li>○ Touches (Stay Safe, pg. 45)</li> </ul> </li> <li>○ Secrets and Telling (Stay Safe, pg. 55)</li> <li>○ Strangers (Stay Safe, pg. 61)</li> </ul>		
<b>April</b>		✓
<p><b>Strand:</b> Myself and Others</p> <p><b>Stand Unit:</b> Myself and My Family</p>		
People Who Teach Us About Keeping Safe (RSE, pg. 51)	Who Lives Inside My Door (Walk Tall, pg. 75)	
<b>May</b>		✓
<p><b>Strand:</b> Myself; Myself and Others</p> <p><b>Stand Unit:</b> Self-Identity; My Friends and Other People; Relating to Others; Taking Care of My Body; Safety and Protection</p>		
<ul style="list-style-type: none"> <li>○ Jack's Story - Cooperation (Walk Tall pg. 78)</li> <li>○ Kind or Not so Kind? (Walk Tall pg. 81)</li> </ul>	<ul style="list-style-type: none"> <li>○ Storm - Leadership (Walk Tall pg. 84)</li> <li>Safety and Protection - Things I Put On My Body (Walk Tall, pg. 89)</li> </ul>	
<b>June</b>		✓
<p><b>Strand:</b> Myself</p> <p><b>Stand Unit:</b> Self-Identity; Taking Care of My Body; Safety and Protection; Personal Safety</p>		
<ul style="list-style-type: none"> <li>○ Miss Polly's Sick Dolly (Walk Tall, pg. 93)</li> <li>○ What Would You Do (Walk Tall, pg. 96)                             <ul style="list-style-type: none"> <li>○ Taking Care (Walk Tall, pg. 100)</li> </ul> </li> <li>○ Let's Celebrate what we Learned (Walk Tall, pg. 139)</li> </ul>	New Life (RSE pg. 67)	

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### Appendix 4 Senior Infants Yearly Plan for S.P.H.E.

<b>RSE:</b> <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%20JI%20and%20SI%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%20JI%20and%20SI%20V2.pdf</a>	<b>Walk Tall:</b> <a href="https://www.pdst.ie/sites/default/files/02%20Walk%20Tall%20Senior%20Infants%20%281%29%20%281%29.pdf">https://www.pdst.ie/sites/default/files/02%20Walk%20Tall%20Senior%20Infants%20%281%29%20%281%29.pdf</a>	<b>Flourish</b> <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a>
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September: Myself - Self-identity (Self-awareness; Developing self-confidence)		
Introductory Lesson – Class Rules and Routines RSE: Theme 1: Look What I Can Do (p.99)	Walk Tall Unit 1: Self-Identity (p.18)	
October: Myself - Taking care of my body (Knowing about my body; Food and nutrition)		
RSE. Theme 7: My Body (p.147)	Walk Tall Unit 4: Taking Care of My Body (p.89)	
November: Myself and others - Myself and my family		
RSE Theme 3: This Is My Family (p.115)		
December: Myself and others - My friends and other people		
RSE: Theme 2: These Are My Friends (p.107)	Walk Tall: Unit 3: Belonging (p.73)	
January: Myself - Growing and changing (Feelings and emotions)		

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RSE: Theme 5: Other People Have Feelings Too (p.129)	Walk Tall: Unit 5: Feelings (p.104)	
February: Myself - Growing and changing (New life)		
RSE: Theme 6: Caring For New Life (p.137)		
March: Myself - Growing and changing (As I grow, I change)		
RSE: Theme 8: I Grow And Change (p.157)		
April: Myself - Self-identity (Making decisions)		
RSE: Theme 9: Making Decisions (p.169)		
May: Myself and the wider world - Developing citizenship and Media education		
Walk Tall: Unit 6: Myself and the Wider World (p.113)		
June – Revision		
Walk Tall: Unit 7: Looking Back, Looking Forward (p.129)		



## Relationship and Sexuality Education

### Appendix 5: 1st Class Yearly Plan for S.P.H.E.

<p><b>STAY SAFE:</b>  <a href="https://pdst.ie/sites/default/files/Stay%20Safe%20-%201%2B2%20classes.pdf">https://pdst.ie/sites/default/files/Stay%20Safe%20-%201%2B2%20classes.pdf</a></p>	<p><b>RSE:</b>  <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%201st%20and%202nd%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%201st%20and%202nd%20V2.pdf</a></p>
<p><b>Flourish</b>  <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a></p>	<p><b>Walk Tall:</b>  <a href="https://pdst.ie/sites/default/files/O3%20Walk%20Tall%20First%20Class_0.pdf">https://pdst.ie/sites/default/files/O3%20Walk%20Tall%20First%20Class_0.pdf</a></p>

September	
<ul style="list-style-type: none"> <li>• Stay Safe: Feeling safe and unsafe pg. 17-30                             <ul style="list-style-type: none"> <li>• 3 lessons:                                     <ul style="list-style-type: none"> <li>• Feelings are important</li> </ul> </li> </ul> </li> <li>• Sometimes I feel safe, sometimes I feel unsafe                             <ul style="list-style-type: none"> <li>• What to do if I feel unsafe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RSE: Things I do and things I enjoy pg.17</li> <li>• <i>Optional Walk Tall - I am good at lots of things pg.21</i></li> </ul>
October	
<ul style="list-style-type: none"> <li>• Stay Safe: Friendship and Bullying pg. 31-48                             <ul style="list-style-type: none"> <li>• 3 lessons for October</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• What is bullying?</li> <li>• Exclusion</li> </ul>
November	
<ul style="list-style-type: none"> <li>• Stay Safe: Friendship and Bullying pg.31-48                             <ul style="list-style-type: none"> <li>• 2 lessons                                     <ul style="list-style-type: none"> <li>• Effects of bullying</li> <li>• Class agreement</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RSE: Friends                             <ul style="list-style-type: none"> <li>• 2 lessons                                     <ul style="list-style-type: none"> <li>• Guess who (pg. 25) / About our friends (pg.25)</li> <li>• What makes a good friend? (pg.26) / Friends (pg.26)</li> </ul> </li> </ul> </li> </ul>
December	

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<ul style="list-style-type: none"> <li>• Stay Safe: Touches pg. 49 - 62               <ul style="list-style-type: none"> <li>• 2 lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Different types of touch               <ul style="list-style-type: none"> <li>• Dealing with inappropriate touches</li> </ul> </li> </ul>
January	
<ul style="list-style-type: none"> <li>• RSE: Keeping Safe pg. 40 - 46               <ul style="list-style-type: none"> <li>• 2 lessons</li> </ul> </li> <li>• About keeping ourselves safe / making a book or display</li> <li>• What would I do? / About keeping ourselves safe</li> </ul>	<ul style="list-style-type: none"> <li>• Walk Tall: Keeping Safe pg. 85 - 105               <ul style="list-style-type: none"> <li>• 3 lessons (select one)</li> </ul> </li> <li>• Our classroom rules are important pg. 85 - 89               <ul style="list-style-type: none"> <li>• Rules have reasons pg. 90 - 96</li> <li>• Rules about medicines pg. 97 - 105</li> </ul> </li> </ul>
February	
<ul style="list-style-type: none"> <li>• Stay Safe: Topic 4 - Secrets and Telling pg. 63 - 70               <ul style="list-style-type: none"> <li>• 1 lesson: Secrets and Telling</li> </ul> </li> <li>• Stay Safe: Topic 5 - Strangers pg. 71 - 79               <ul style="list-style-type: none"> <li>• 1 lesson: Strangers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Walk Tall: Decisions and Consequences pg. 88 - 98               <ul style="list-style-type: none"> <li>• 2 lessons</li> </ul> </li> <li>• Decisions and Consequences pg. 89 - 92</li> <li>• What will I do? What might happen? Pg. 93 - 98</li> </ul>
March	
<ul style="list-style-type: none"> <li>• RSE: The Wonder of New Life pg. 60 - 64               <ul style="list-style-type: none"> <li>• 2 options (select one)                   <ul style="list-style-type: none"> <li>• New life in spring</li> <li>• Animal babies</li> </ul> </li> </ul> </li> <li>• RSE: How My Body Works pg. 68 - 75               <ul style="list-style-type: none"> <li>• 2 options (select one)                   <ul style="list-style-type: none"> <li>• Our senses</li> <li>• A listening walk</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RSE: Growing Means Changing pg. 78 - 85               <ul style="list-style-type: none"> <li>• 2 options (select one)                   <ul style="list-style-type: none"> <li>• Maeve does some growing up</li> <li>• About Growing</li> </ul> </li> </ul> </li> </ul>
April	
<ul style="list-style-type: none"> <li>• RSE: Things I like to do pg. 16 - 21               <ul style="list-style-type: none"> <li>• 2 options (select one)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RSE: My Family pg. 32 - 37               <ul style="list-style-type: none"> <li>• 2 options (select one)</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• Things I like to do! Things I enjoy!</li> <li>• Which do you prefer?</li> </ul>	<ul style="list-style-type: none"> <li>• Something I like to do with my family</li> <li>• A drawing or a map of my family</li> </ul>
May	
<ul style="list-style-type: none"> <li>• RSE: Showing our feelings pg. 50 - 57               <ul style="list-style-type: none"> <li>• 2 options (select one)</li> </ul> </li> <li>• The Princess who never smiled               <ul style="list-style-type: none"> <li>• Miming feelings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Walk Tall: Growing and Changing pg. 48 - 83               <ul style="list-style-type: none"> <li>• Being happy</li> </ul> </li> <li>• It is okay to cry when I'm sad               <ul style="list-style-type: none"> <li>• Letting off steam</li> </ul> </li> </ul>
June	
<ul style="list-style-type: none"> <li>• Walk Tall: Growing and Changing pg. 48 - 83               <ul style="list-style-type: none"> <li>• I can think positively pg. 80</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Name that feeling pg. 49</li> <li>• Feelings are good pg. 55</li> </ul>

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### Appendix 6: 2nd Class Yearly Plan for S.P.H.E.

<p><b>RSE:</b>  <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%201st%20and%202nd%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%201st%20and%202nd%20V2.pdf</a></p>	<p><b>Walk Tall:</b>  <a href="https://pdst.ie/sites/default/files/04%20Walk%20Tall%20Second%20Class_0.pdf">https://pdst.ie/sites/default/files/04%20Walk%20Tall%20Second%20Class_0.pdf</a></p>	<p><b>Flourish</b>  <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a></p>
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September		
<ul style="list-style-type: none"> <li>• RSE: Being Friends pg. 114 - 121                             <ul style="list-style-type: none"> <li>◦ 2 options (select one)                                     <ul style="list-style-type: none"> <li>▪ With friends</li> <li>▪ What would a friend do?</li> </ul> </li> </ul> </li> </ul>		<p>Walk Tall: Unit 3 - Managing feelings pg. 74 - 90 3 lessons</p> <ul style="list-style-type: none"> <li>• I change as I grow pg. 75</li> <li>• Times when we are happy pg. 82</li> <li>◦ Name that feeling pg. 85</li> </ul>
October		
<ul style="list-style-type: none"> <li>• RSE: Other People Are Special pg. 104 - 111                             <ul style="list-style-type: none"> <li>◦ 2 options (select one)                                     <ul style="list-style-type: none"> <li>• Self Portrait</li> </ul> </li> <li>• Collage - How we are different</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RSE: My Family pg. 124 - 128                             <ul style="list-style-type: none"> <li>• 2 options (select one)</li> <li>• A map of responsibilities</li> <li>• Ordering responsibilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Walk Tall: Me and My Decisions pg. 18 - 31</li> <li>• Friends influence each other pg. 90</li> </ul>
November		
<ul style="list-style-type: none"> <li>• RSE: Keeping Safe pg. 131 - 149                             <ul style="list-style-type: none"> <li>◦ 2 options (select one)</li> </ul> </li> <li>• About keeping ourselves safe pg. 133 - 135                             <ul style="list-style-type: none"> <li>• Getting lost pg. 135 - 139</li> </ul> </li> </ul>	<p>RSE: Coping with our feelings pg. 142 - 149</p> <ul style="list-style-type: none"> <li>◦ 2 options (select one)                             <ul style="list-style-type: none"> <li>• An acrostic poem</li> <li>◦ A puppet show</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Walk Tall: Unit 3 - Managing feelings pg. 74 - 90                             <ul style="list-style-type: none"> <li>• True feelings pg. 87</li> <li>• My special person and me pg. 90</li> </ul> </li> </ul>
December		
<ul style="list-style-type: none"> <li>• RSE: Personal Decisions pg. 181 - 189                             <ul style="list-style-type: none"> <li>• 2 options (select one)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Walk Tall: Unit 4 - Standing Tall pg. 98 - 129                             <ul style="list-style-type: none"> <li>◦ I have opinions pg. 99</li> </ul> </li> </ul>

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<ul style="list-style-type: none"> <li>• How do I decide what to do?</li> <li>▪ About other points of view</li> </ul>		<ul style="list-style-type: none"> <li>• I am learning to ask for what I want pg. 102</li> </ul>
<u>January</u>		
<ul style="list-style-type: none"> <li>• Walk Tall: Unit 5 - Being Good Citizens pg. 130 - 143                             <ul style="list-style-type: none"> <li>• We can make rules pg. 131</li> <li>• I am learning to cooperate pg. 134</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Taking care of our yard pg. 138</li> <li>• Random acts of kindness pg. 141</li> </ul>
<u>February</u>		
<ul style="list-style-type: none"> <li>• RSE: When My Body Needs Special Care pg. 162 - 169                             <ul style="list-style-type: none"> <li>○ 2 options (select one)                                     <ul style="list-style-type: none"> <li>▪ A visit to the doctor</li> <li>▪ How our bodies work</li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Walk Tall: Unit 2 - Looking after our bodies pg. 35 - 69                             <ul style="list-style-type: none"> <li>• Our amazing bodies pg. 37</li> </ul> </li> <li>• Medicines and powerful drugs pg. 62                             <ul style="list-style-type: none"> <li>• Injections pg. 69</li> </ul> </li> </ul>
<u>March</u>		
<ul style="list-style-type: none"> <li>• RSE: The Wonder of New Life pg. 152 - 160                             <ul style="list-style-type: none"> <li>2 options (select one):                                     <ul style="list-style-type: none"> <li>• From parent(s) and baby</li> <li>• When I was a baby</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• RSE: Growing and Changing pg. 172 - 179                             <ul style="list-style-type: none"> <li>2 options (select one):                                     <ul style="list-style-type: none"> <li>• What I was like when I was little   <ul style="list-style-type: none"> <li>• The story of life</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Walk Tall: Unit 2 - Looking after our bodies</li> <li>• My body needs different kinds of foods pg. 52</li> </ul>
<u>April</u>		
<ul style="list-style-type: none"> <li>• Walk Tall: Unit 6 - Advertising                             <ul style="list-style-type: none"> <li>○ Adverts are influences pg. 147</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Walk Tall: Unit 2 - Looking after our bodies                             <ul style="list-style-type: none"> <li>• Too much of a good thing pg. 59</li> </ul> </li> </ul>
<u>May</u>		
<ul style="list-style-type: none"> <li>• Walk Tall: Unit 4 - Standing Tall                             <ul style="list-style-type: none"> <li>• I am learning to use my own brain pg. 114</li> </ul> </li> </ul>		

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- I am learning about my rights pg. 106
  - I am learning to say no pg. 110

June

- Walk Tall: Unit 7 - Looking back, looking forward
  - I am celebrating all I've learned pg. 154

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### Appendix 7: 3rd Class Yearly Plan for S.P.H.E.

<b>Stay Safe:</b> <a href="https://www.pdst.ie/sites/default/files/3%2B4%20class%20Modified%20%281%29.pdf">https://www.pdst.ie/sites/default/files/3%2B4%20class%20Modified%20%281%29.pdf</a>	<b>RSE:</b> <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%203rd%20and%204th%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%203rd%20and%204th%20V2.pdf</a>
<b>Flourish</b> <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a>	<b>Walk Tall:</b> <a href="https://pdst.ie/sites/default/files/05%20Walk%20tall%20Third%20Class_0.pdf">https://pdst.ie/sites/default/files/05%20Walk%20tall%20Third%20Class_0.pdf</a>

September - Myself - Self-Identity	
<ul style="list-style-type: none"> <li>Special Gifts (RSE p17)</li> <li>My Name is Special (Walk Tall p29)</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes Friends Fight (RSE p27)</li> <li>My Strengths (Walk Tall p33)</li> </ul>
October - Myself and Others / My Friends and Other People	
<ul style="list-style-type: none"> <li>My family (RSE 37)</li> <li>Keeping Safe (RSE p49)</li> </ul>	<ul style="list-style-type: none"> <li>Feelings (SS - Lesson 1 p24)</li> <li>Feeling Safe and Unsafe - (SS - Lesson 2 p26)</li> </ul>
November - Myself -Safety and Protection / My Friends and Other People	
<ul style="list-style-type: none"> <li>Feeling Safe and Unsafe - (SS - Lesson 3 p29)</li> <li>Other Types of Bullying (SS - Lesson 3 p43)</li> </ul>	<ul style="list-style-type: none"> <li>Bullying (SS - Lesson 2 p40)</li> <li>Cyberbullying (SS - Lesson 4 p45)</li> </ul>
December - Myself - Taking Care of My Body/Growing and Changing	
<ul style="list-style-type: none"> <li>Preparing for New Life (RSE p73)</li> </ul>	<ul style="list-style-type: none"> <li>Our Senses (RSE p84)</li> </ul>
January - Myself - Growing and Changing/Making Decisions	
<ul style="list-style-type: none"> <li>As I Grow I Change (RSE p97 )</li> </ul>	<ul style="list-style-type: none"> <li>Making Decisions (RSE p104)</li> </ul>

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<b>February - Myself - Safety and Protection/ Myself and Others</b>	
<ul style="list-style-type: none"> <li>• Touches - Lesson 1 - Different Types of Touch (SS - p57)</li> <li>• Touches - Lesson 2 - Touches (SS - p60)</li> </ul>	<ul style="list-style-type: none"> <li>• A Bully-Free Zone (Cyber-Bullying Walk Tall Unit 5 Lesson 5 p121)</li> </ul>
<b>March - Myself - Safety and Protection, Myself and Others</b>	
<ul style="list-style-type: none"> <li>• Secrets and Telling (SS p69)</li> </ul>	<ul style="list-style-type: none"> <li>• Strangers (SS p75)</li> </ul>
<b>April - Myself and the Wider World</b>	
<ul style="list-style-type: none"> <li>• Media - My Favourite TV Programme (Walk Tall p161)</li> </ul>	
<b>May - Myself and the Wider World-Developing Citizenship / Media Education</b>	
<ul style="list-style-type: none"> <li>Media - Documentary (Walk Tall p165)</li> <li>Advertising (Walk Tall p167)</li> <li>Producing Our Own TV Programme (Walk Tall p171)</li> </ul>	
<b>June Safety and Protection / Looking Back Looking Forward</b>	
<ul style="list-style-type: none"> <li>Growing in Responsibility (Walk Tall p138)</li> <li>Celebration of Learning (Walk Tall p178)</li> </ul>	



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### Appendix 8: 4th Class Yearly Plan for S.P.H.E.

<b>RSE:</b> <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%203rd%20and%204th%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%203rd%20and%204th%20V2.pdf</a>	<b>Walk Tall</b> <a href="https://www.pdst.ie/sites/default/files/06%20Walk%20Tall%20Fourth%20Class_0.pdf">https://www.pdst.ie/sites/default/files/06%20Walk%20Tall%20Fourth%20Class_0.pdf</a>	<b>Flourish</b> <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a>
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September <i>Myself - Self Identity</i>		✓
<ul style="list-style-type: none"> <li>○ Who Am I? (<i>Walk Tall</i>, pg. 20)</li> <li>○ Self Portrait (<i>Walk Tall</i>, pg. 24)</li> <li>○ I Know, I Think (<i>Walk Tall</i>, pg. 27)</li> </ul>	<ul style="list-style-type: none"> <li>○ Easy Talking, Difficult Talking (<i>Walk Tall</i>, pg. 161)</li> </ul>	
October RSE Programme		✓
<p style="color: #1a3d54; font-style: italic;">In each RSE theme there are three lesson options, choose one.</p> <ul style="list-style-type: none"> <li>○ Theme 1: Myself and Others</li> <li>○ Theme 2: Bullying Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>○ Theme 3: My Family</li> </ul>	
November <i>Myself- Taking Care of My Body</i>		✓
<ul style="list-style-type: none"> <li>○ Food Choices (<i>Walk Tall</i>, pg.110)</li> <li>○ Keeping My Thinking Healthy (<i>Walk Tall</i>, pg. 114)</li> <li>○ What is a Drug? (<i>Walk Tall</i>, pg. 125)</li> </ul>	<ul style="list-style-type: none"> <li>○ The Dangers of Alcohol (<i>Walk Tall</i>, p.132)</li> </ul>	
December <i>Myself - Making Decisions/ Myself &amp; Others - Myself and My Family</i>		✓
<ul style="list-style-type: none"> <li>○ How We Make Decisions (<i>Walk Tall</i>, pg.62)</li> <li>○ Boundaries (<i>Walk Tall</i>, pg.65)</li> </ul>	<ul style="list-style-type: none"> <li>○ My Family (<i>Walk Tall</i>, pg. 38)</li> <li>○ Changes in the Family (<i>Walk Tall</i>, pg. 40)</li> </ul>	
January <i>Myself and Others - My Friends and Other People</i>		✓
<ul style="list-style-type: none"> <li>○ Having Friends (<i>Walk Tall</i>, pg. 82)</li> <li>○ When Friendships Go Wrong (<i>Walk Tall</i>, pg. 86)</li> </ul>	<ul style="list-style-type: none"> <li>○ Dealing with Bullying (<i>Walk Tall</i>, pg. 93)</li> </ul>	

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<b>February</b> <i>Myself and Others, Myself - Relating to Others, Taking Care of My Body</i>		✓
<ul style="list-style-type: none"> <li>○ The Journey of Anger (<i>Walk Tall, pg. 174</i>)</li> <li>○ Easy Talking... Difficult Listening (<i>Walk Tall, pg. 161</i>)</li> </ul>	<ul style="list-style-type: none"> <li>○ As I Grow Older... (<i>Walk Tall, pg. 101</i>)</li> <li>○ Clean and Healthy (<i>Walk Tall, pg. 107</i>)</li> </ul>	
<b>March</b> RSE Programme		✓
<ul style="list-style-type: none"> <li>○ Theme 4: Reasons for Rules</li> <li>○ Theme 5: Feelings and Emotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Theme 6: The Wonder of New Life</li> <li>○ Theme 7: Being Clean and Keeping Healthy</li> </ul>	
<b>April</b> RSE Programme		✓
<ul style="list-style-type: none"> <li>○ Theme 8: Growing and Changing</li> </ul>	<ul style="list-style-type: none"> <li>○ Theme 9: Problem-Solving</li> </ul>	
<b>May</b> <i>Myself and The Wider World - Developing Citizenship</i>		✓
<ul style="list-style-type: none"> <li>○ We Are Unique (<i>Walk Tall, pg. 142</i>)</li> <li>○ Holding Onto My Values (<i>Walk Tall, pg. 170</i>)</li> </ul>	<ul style="list-style-type: none"> <li>○ Speaking Up in a Democracy (<i>Walk Tall, pg. 183</i>)</li> </ul>	
<b>June</b> <i>Myself and The Wider World - Media Education</i>		✓
<ul style="list-style-type: none"> <li>○ What Influences Me? (<i>Walk Tall, pg. 32</i>)</li> <li>○ My Favourite TV Programme (<i>Walk Tall, pg. 161</i>)</li> </ul>	<ul style="list-style-type: none"> <li>○ Advertising (<i>Walk Tall, pg. 167</i>)</li> <li>○ Producing Our Own TV Programme (<i>Walk Tall, pg. 171</i>)</li> </ul>	

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### Appendix 9: 5th Class Yearly Plan for S.P.H.E.

<b>Flourish</b> <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a>		
<b>Stay Safe</b> <a href="http://www.staysafe.ie/teachers/5+6%20class.pdf">http://www.staysafe.ie/teachers/5+6%20class.pdf</a>	<b>RSE:</b> <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%205th%20and%206th%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%205th%20and%206th%20V2.pdf</a>	<b>Walk Tall:</b> <a href="https://pdst.ie/sites/default/files/07%20Walk%20Tall%20Fifth%20Class_0.pdf">https://pdst.ie/sites/default/files/07%20Walk%20Tall%20Fifth%20Class_0.pdf</a>
<b>STAY SAFE</b> Strand: Myself Strand Unit: Safety and Protection	<b>RSE</b> Strand: Myself Strand Unit: Decision Making	<b>Walk Tall</b> <b>Strand: Myself</b> Strand Unit: Self-Identity  <b>Strand: Myself and Others</b> Strand Unit: My Friends and Others <b>Strand: Myself and the Wider World</b> Strand Unit: Developing Citizenship Strand Unit: Media Information
<b>Topic 1: Feeling Safe and Unsafe</b>  <b>Topic 2: Friendship and Bullying</b>  <b>Topic 3: Touches</b>  <b>Topic 4: Secrets and Telling</b>  <b>Topic 5: Strangers</b>	1 The Person I Am 2 Different Kinds Of Friends 3 My Family 4 Keeping Safe 5 Feelings And Emotions 6 My Body Grows And Changes 7 The Wonder Of New Life 8 Caring For New Life 9 Making Healthy Decisions	1. Self- Identity 2. Taking Care of my Body 3. Feelings and Emotions 4. Safety and Protection 5. Making Decisions 6. Myself and Others 7. My Friends and Other People 8. Relating to Others 9. Developing Citizenship 10. Media Education 11. Looking Back, Looking Forward

## Relationship and Sexuality Education

5th Class September <u>Myself</u> - Self-Identity		✓
<p><b>Unit One - Self- Identity</b> (<i>choose 4 lessons from the 6 lessons listed</i>)</p> <ul style="list-style-type: none"> <li>○ This is My Life (<i>Walk Tall pg. 26</i>)</li> <li>○ We are all Individuals (<i>Walk Tall pg. 30</i>)</li> <li>○ Realistic Goals and Targets (<i>Walk Tall pg. 34</i>)</li> </ul>	<ul style="list-style-type: none"> <li>○ I Like Me Just the Way I Am (<i>Walk Tall pg. 39</i>)</li> <li>○ Expressing Personal Opinions (<i>Walk Tall pg. 48</i>)</li> <li>○ Being an Effective Learner (<i>Walk Tall pg. 51</i>)</li> </ul>	✓
October ( <i>Stay Safe Programme</i> )		✓
<p style="text-align: center;"><b>Topic 2 - Friendship and Bullying</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 - Friendship (<i>Stay Safe Programme pg. 32</i>)</li> <li>• Lesson 2 - What is Bullying? (<i>Stay Safe Programme pg. 33</i>)</li> <li>• Lesson 3 - Other Types of Bullying - (<i>Stay Safe Programme pg. 35</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 4 - Cyberbullying (<i>Stay Safe Programme pg. 38</i>)</li> <li>• Lesson 5 - Coping with Bullying (<i>Stay Safe Programme pg. 41</i>)</li> <li>• Lesson 6 - Class Agreement (<i>Stay Safe Programme pg. 44</i>)</li> </ul>	✓
November		✓
<p><b>Topic 2 - Friendship and Bullying</b> <i>*continued from October*</i></p> <ul style="list-style-type: none"> <li>• Lesson 5 - Coping with Bullying (<i>Stay Safe Programme pg. 41</i>)</li> <li>• Lesson 6 - Class Agreement (<i>Stay Safe Programme pg. 44</i>)</li> </ul>	<p>Unit Two - Taking Care of my Body (<i>SECTION A: Health and Well-being</i>)</p> <p style="text-align: center;"><i>*choose a selection of topics to cover*</i></p> <ul style="list-style-type: none"> <li>• Healthy and Unhealthy Behaviour (<i>Walk Tall pg. 60</i>)</li> <li>• Dealing with Worry and Tension: Relaxation (<i>Walk Tall pg. 63</i>)</li> </ul>	✓
December		✓
<p><b>Unit Two - Taking Care of my Body</b> (<i>SECTION A: Health and Well-being</i>)</p> <p style="text-align: center;"><i>*choose a selection of topics to cover*</i></p> <ul style="list-style-type: none"> <li>• What is a Drug? (<i>Walk Tall pg. 68</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Influences and Choices (<i>Walk Tall pg. 72</i>)</li> <li>• Smoking and its Effects (<i>Walk Tall pg. 76</i>)</li> </ul>	✓

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January		✓
<p><b>Unit Two - Taking Care of my Body</b> (<i>SECTION A: Health and Well-being</i>)  <i>*choose a selection of topics to cover*</i></p> <ul style="list-style-type: none"> <li>Alcohol and its Effects (<i>Walk Tall pg. 83</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Risky Substances (<i>Walk Tall pg. 90</i>)</li> <li>Help and the Community (<i>Walk Tall pg. 98</i>)</li> </ul>	
February ( <i>Stay Safe Programme</i> )		✓
<p><b>Topic 1 - Feeling Safe and Unsafe</b></p> <ul style="list-style-type: none"> <li>Lesson 1 - Feelings (<i>Stay Safe Programme pg. 20</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 2 - Feeling safe and Unsafe (<i>Stay Safe Programme pg. 22</i>)</li> <li>Lesson 3 - A Child's Right to be Safe (<i>Stay Safe Programme pg. 24</i>)</li> </ul>	
March ( <i>RSE Programme</i> )		✓
<p><b>Theme 6 - My Body Grows and Changes</b></p> <ul style="list-style-type: none"> <li>Puberty Physical (<i>RSE Programme pg. 84</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Changes For Girls and Boys (<i>RSE Programme pg. 85 - 88</i>)</li> <li>Psychological and Social Changes (<i>RSE Programme pg. 89</i>)</li> </ul>	
April ( <i>Stay Safe Programme</i> )		✓
<p><b>Topic 3 - Touches</b></p> <ul style="list-style-type: none"> <li>Touches - Part 1 (<i>Stay Safe Programme pg. 20</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Touches - Part 2 (<i>Stay Safe Programme pg. 20</i>)</li> </ul>	
May ( <i>Stay Safe Programme &amp; Walk Tall</i> )		✓
<p style="text-align: center;"><b><u>Stay Safe</u></b></p> <p><b>Topic 4 - Secrets and Telling</b> (<i>Stay Safe Programme pg. 64</i>)  <b>Topic 5 - Strangers</b> (<i>Stay Safe Programme pg. 72</i>)</p>	<p style="text-align: center;"><b><u>Walk Tall</u></b></p> <p>Unit 10 - Media Education</p> <ul style="list-style-type: none"> <li>Advertising (<i>Walk Tall pg. 331</i>)</li> <li>Advertising and Alcohol (<i>Walk Tall pg. 336</i>)</li> <li>Recreation (<i>Walk Tall pg. 339</i>)</li> </ul>	
June ( <i>Walk Tall</i> )		✓

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<p><b>Unit 5 - Making Decisions</b> - <i>*choose from the following list*</i></p> <ul style="list-style-type: none"><li>• Making Decisions (<i>Walk Tall pg. 188</i>)</li><li>• Decisions Have Consequences (<i>Walk Tall pg. 191</i>)</li><li>• Other People and Decision-making (<i>Walk Tall pg. 194</i>)</li></ul>	<ul style="list-style-type: none"><li>• Responsibilities and Choices (<i>Walk Tall pg. 198</i>)<ul style="list-style-type: none"><li>• I Can Choose (<i>Walk Tall pg. 201</i>)</li><li>• Ways of Deciding (<i>Walk Tall pg. 204</i>)</li><li>• Facts and Opinions (<i>Walk Tall pg. 208</i>)</li></ul></li></ul>	
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## Relationship and Sexuality Education

### Appendix 10 6th Class Yearly Plan for S.P.H.E.

<p>RSE 6<sup>th</sup> :  <a href="https://www.pdst.ie/sites/default/files/RSE%20Manual%205th%20and%206th%20V2.pdf">https://www.pdst.ie/sites/default/files/RSE%20Manual%205th%20and%206th%20V2.pdf</a></p>	<p>Walk Tall 6<sup>th</sup>:  <a href="https://pdst.ie/sites/default/files/08%20Walk%20Tall%206th%20Class_0">https://pdst.ie/sites/default/files/08%20Walk%20Tall%206th%20Class_0</a></p>	<p>Flourish 6th  <a href="https://www.cpsma.ie/rse-primary-programme-flourish/">https://www.cpsma.ie/rse-primary-programme-flourish/</a></p>
<p><u>RSE Themes:</u>                  Me and My Aspirations 131                  2 Different Kinds Of Love 141                  3 Families 151                  4 Keeping Safe And Healthy 163                  5 Feelings And Emotions 175                  6 Growing And Changing 183                  7 Relationships And New Life 199                  8 A Baby Is A Miracle 209                  9 Choices And Decision Making</p>	<p><u>Walk Tall Themes:</u>                  Self-identity                  Taking Care of My Body                  Growing and Changing                  Feelings and Emotions                  Safety and Protection                  Making Decisions - Myself and Others                  My Friends and Other People                  Relating to Others                  Developing Citizenship                  Media</p>	<p><a href="#">Sixth Class Lesson 1</a>   <a href="#">Sixth Class Lesson 2</a>   <a href="#">Sixth Class Lesson 3</a>   <a href="#">Sixth Class Lesson 4</a></p>

6th Class September		✓
<ul style="list-style-type: none"> <li>○ <b>RSE: Theme 1: Me and My Aspirations</b></li> <li>○ Option 1 Describing People page 133 (+ Resource on p. 137)</li> <li>○ Option 2 if I were page 135 / 136: Art activity</li> </ul>	<p><b>Walk Tall: Theme Self -Identity</b></p> <ul style="list-style-type: none"> <li>○ We are all unique page.31</li> <li>○</li> <li><b>Theme: Relating to Others</b></li> <li>○ Communication page 249</li> <li>○ Listening page 254</li> <li>○ Attentive Communication page 259</li> </ul>	

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<b>October</b>		✓
<ul style="list-style-type: none"> <li>○ <b>RSE: Theme 2 Different Kinds of Love</b></li> <li>○ Option 1 All Kinds of Love page 143 / 144 (+Resource page 145)</li> <li>○ Option 2 different kinds of Love page 146 / 147 (+ Resource page 148)</li> </ul> <p>All Together Programme: Addressing LGBT bullying in primary schools?</p>	<p><b>Walk Tall: Theme: Developing Citizenship</b></p> <ul style="list-style-type: none"> <li>○ We live in our Community page 284</li> <li>○ Between Cultures? Bridging the Gap page 291                             <ul style="list-style-type: none"> <li>○ Paper Bag Game page 294</li> </ul> </li> </ul>	
<b>November</b>		✓
<ul style="list-style-type: none"> <li>○ <b>RSE: Theme 3 Families</b></li> <li>○ Option 1 Our Family's Story page 153 (+ Resource page 154)</li> <li>○ Option 2 Families page 155 / 156 (+ Resource page 157, 158, 159, 160)</li> </ul>	<p><b>Walk Tall: Theme: Myself and Others</b></p> <ul style="list-style-type: none"> <li>○ Families are Unique page 217</li> <li>○ Rights and Responsibility in Family page 221</li> <li>○ A kaleidoscope of Families page 225</li> </ul>	
<b>December</b>		✓
<ul style="list-style-type: none"> <li>○ <b>RSE: Theme 4 Keeping Safe and Healthy</b></li> <li>○ Option 1 Survey of Good Health and safety Practices page 165 / 166 / 167</li> <li>○ Option 2 Healthy Habits page 168 / 169 / 170 (+ Resource page 171 , 172, 173)</li> </ul>	<p><b>Walk Tall: Theme: Taking Care of My Body</b></p> <ul style="list-style-type: none"> <li>○ Reasons for Drug Taking page 78</li> <li>○ Risky places, Risky Choices page 85</li> <li>○ Dependency and Addiction page 95</li> </ul>	
<b>January</b>		✓
<p><b>RSE: Theme 5 feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>○ Option 1 How I handle My Strong Feelings page 177 (+ Resource page 178)</li> <li>○ Option 2 feelings page 179 / 180 (+ Resource page 181 / 182)</li> </ul>	<p><b>Walk Tall: Theme: Taking Care of My Body</b></p> <ul style="list-style-type: none"> <li>○ Learning to deal with worry page 75</li> </ul>	
<b>February</b>		✓
<p><b>RSE: Theme 6 Growing and Changing (6<sup>th</sup> Class)</b></p> <ul style="list-style-type: none"> <li>○ Option 1 Getting Older is Great page 185 / 186</li> </ul>	<p><b>Walk Tall: Theme: Self - Identity</b></p> <ul style="list-style-type: none"> <li>○ The ever-changing ideals of beauty page 49</li> </ul>	



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<ul style="list-style-type: none"> <li>○ Option 2 Childhood to Adulthood through the ages page 188 (+ Resource page 189)</li> <li>○ Option 3 responsibilities in Ireland and Other Countries page 190 / 191               <ul style="list-style-type: none"> <li>○ Option 4 Post - Primary School page 192 (+ Resource page 193 / 194 / 195)</li> </ul> </li> </ul>		
<b>March</b>		✓
<p style="text-align: center;"><b>RSE: Theme 7 Relationships and New Life</b></p> <ul style="list-style-type: none"> <li>○ Option 1: Relationship and a context for New Life page 203 / 204</li> <li>○ Option 2: It could be Any Day Now page 205 (+ resource page 206 / 207)</li> </ul>	<p style="text-align: center;"><b>Walk Tall: Theme: Developing Citizenship</b></p> <ul style="list-style-type: none"> <li>○ My World, Our World page 307</li> <li>○ <b>Theme: Media Education</b></li> <li>○ Print Media Newspapers page 321</li> <li>○ Mass Media and Minorities page 329</li> </ul>	
<b>April</b>		✓
<p style="text-align: center;"><b>RSE Theme 8 A Baby is a Miracle</b></p> <ul style="list-style-type: none"> <li>○ Option 1 A Baby is a Miracle page 213 / 214</li> <li>○ Option 2 From Parent (s) and Baby</li> </ul>	<p style="text-align: center;"><b>Walk Tall: Theme: Taking Care of My Body</b></p> <ul style="list-style-type: none"> <li>○ Body Care page 108</li> </ul>	
<b>May</b>		✓
<p style="text-align: center;"><b>RSE: Theme 9: Choices and Decision - making</b></p> <ul style="list-style-type: none"> <li>○ Option 1 About Difficult Decisions page 223 / 224 / 225</li> <li>○ Options 2 Decisions, Decisions page 226 / 227 / 228</li> </ul>	<p style="text-align: center;"><b>Walk Tall: Theme: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>○ Creation page 121</li> <li>○ Privileges and Responsibilities page 128</li> </ul>	
<b>June</b>		✓
<p style="text-align: center;"><b>Walk Tall: Theme: Making Decisions</b></p> <ul style="list-style-type: none"> <li>○ Making Informed decisions page 192</li> <li>○ Decisions have consequences pg.196</li> <li>○ Who can help with decisions pg.201           <ul style="list-style-type: none"> <li>○ A way of deciding pg.205</li> <li>○ Different Views pg.210</li> </ul> </li> </ul>	<p style="text-align: center;"><b>Theme: Relating to Others</b></p> <ul style="list-style-type: none"> <li>○ Assertive Communication page 259</li> <li>○ Influence and Persuasion page 265</li> </ul>	