

# **Temple Carrig School**

## **Relationships and Sexuality Education (RSE) Policy 2019**

This policy applies to all aspects of teaching and learning about relationships and sexuality in Temple Carrig School. Discussion about relationships also takes place in classes other than SPHE / RSE; it is therefore important, that all teachers are familiar with the RSE policy.

The policy applies to school staff, students, Board of Management, parents/guardians, visiting speakers and external facilitators.

### **Introduction and Rationale**

Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy.

In Temple Carrig School, RSE will provide structured opportunities for students to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

This approach gives opportunities to our students to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.

This means providing students with information and skills to critically evaluate the wide range of information, opinions, attitudes and values offered today, and so make positive, responsible choices about themselves and the way they live their lives.

### **Temple Carrig School's Ethos and Philosophy**

Temple Carrig School aims to offer a high-quality, modern, challenging and liberal education. In an inclusive and friendly environment, Temple Carrig School hopes to foster a love of learning which will enable each student to develop his or her own unique potential. Our purpose is to support and promote the student's academic, cultural, sporting, creative, musical and spiritual capabilities.

Temple Carrig School also aims to promote an awareness of cultural diversity and to generate tolerance for and recognition of the value of difference. In a community of mutual respect, ideals of good citizenship prepare our students to leave the School, not only as confident and mature men and women in their own right, but also as those able and willing to make a contribution to their local community and society in general.

It is the School's policy to offer the widest education possible, and to seek to develop each student's potential to the full. Class sizes rarely exceed 25, so it is possible to give individual attention and to develop the special abilities and interests of each student. The School considers that the formation of character, based on Christian principles, is of primary importance, and students are taught to respect one another and to understand their responsibilities within the School and outside. Good manners are taught and expected.

#### CODES AND PROGRAMMES:

The School adheres to an Anti-Bullying Policy (available on [templecarrigschool.ie](http://templecarrigschool.ie)) and makes every effort to ensure that all students are free to enjoy their schooling, free from intimidation or unpleasantness on the part of others.

The Code of Conduct (available on [templecarrigschool.ie](http://templecarrigschool.ie)) is designed to encourage the formation of character and encourage values that promote good citizenship. The Code is operated in a fair and transparent manner.

The Pastoral Care Programme is an integral part of the ethos of the school. Students are put under the care of a Form Tutor when they join the School. This Teacher takes a special interest in their student's welfare. Year Heads work closely with Form Teachers, ensuring that there is good communication between parents, subject teachers, Principal and Deputy Principal.

## **RSE in Temple Carrig School**

### **A. Definition and Aims of RSE**

The Relationship and Sexuality Education Programme (RSE) aims to provide opportunities for young people to learn about relationships and sexuality in ways that help them to think and act in a moral, caring and responsible way. Students are encouraged to develop a sense of self-esteem and a healthy attitude towards themselves and others respect along with the ability to evaluate information and make informed decisions and develop skills which will enable them to make responsible choices particularly in the area of relationships and sexuality.

### **B. Relationship and Sexuality Education within Social Personal and Health Education (SPHE), and Wellbeing.**

The Draft Guidelines for RSE (NCCA, June 1995, 1.2) state that Social Personal and Health Education is "spiral, developmental in nature and age appropriate in content and methodology". In Temple Carrig School the RSE programme is taught within the context of SPHE which aims:

- to enable the students to develop skills for self-fulfilment and living in communities
- to promote self-esteem and self-confidence
- to enable the students to develop a framework for responsible decision-making
- to provide opportunities for reflection and discussion
- to promote physical, mental and emotional health and well-being

A holistic approach towards a student's development is taken where many issues like self-esteem, assertiveness, communication, decision making, understanding influences and feelings, belonging and integration, self- management, physical and sexual health, friendship, emotional health, substance use, and personal safety, all contribute to our effective RSE programme.

### **C. The aims of our Relationship and Sexuality Education programme and its provision**

Within SPHE, RSE has its own specific aims:

- (a) To help students understand and develop friendship and relationships

- (b) To promote an understanding of sexuality
- (c) To promote a positive attitude to one's own sexuality and in one's relationship with others
- (d) To promote knowledge of and respect for reproduction
- (e) To enable students to develop attitudes and values towards their sexuality in a moral, spiritual and social framework in keeping with the policy of our school
- (f) To provide opportunities for students to learn about relationships and sexuality in ways that helps them think and act in a moral, caring and responsible way.

#### **D. Guidelines for the management and organisation of RSE in Temple Carrig School.**

For the Relationships and Sexuality Education Programme please see Appendix 1 Junior Cycle and Appendix 2 Senior Cycle, which detail the aims, educational outcomes and topics for each. Temple Carrig School follows the curriculum as set by the Department of Education and Skills and SPHE is well established within the school curriculum.

The arrangements regarding the teaching of the programme and the deployment of staff are made by the Principal. SPHE is mandatory and is timetabled as follows:

- 2 classes per week for ten weeks in First to Third Year
- 2 classes per week for 5 weeks in Transition Year. Six of these periods a year are reserved for the teaching of RSE.
- 1 class per week for 5 weeks in Fifth Year and Sixth Year. These are entirely reserved for RSE. A further timetable shutdown allows each class to undertake one additional class period of RSE in these year groups so that the mandatory 6 periods of RSE provision is achieved.

All RSE classes are provided by internal members of the Temple Carrig School teaching staff and these teachers are fully trained to teach RSE.

#### Students with individual learning differences

Teachers should liaise with the Support for Learning (SFL) Department and the School Guidance Counsellor in order to identify any students who may need RSE taught in a different way. It is also the responsibility of the parents and guardians of such students to make the school aware of any issues and if necessary, to withdraw their child or ward from RSE classes.

#### Training

The SPHE Support Service provides regular in-service training for teachers of SPHE. The teachers who teach SPHE and RSE in Temple Carrig School participate in this in-service training.

#### Informing and Involving Parents

Parents will have the opportunity to review and send in suggestions for amendments, together with other sections of the school community, before this policy is sent to the Board of Management for ratification.

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. All parents are informed as to the content of the RSE programme through an email sent in advance of starting the programme. Parents can also inform themselves through the reading of the RSE policy and especially Appendices 1 and 2.

While the school actively encourages full participation in all school activities by any student, it is the right of parents to withdraw their child from any part of the RSE programme at any time. Parents do not have to give reasons for this, but they are respectfully invited to do so – sometimes misunderstandings can thus be resolved. Once a parent's request to withdraw is made, that request

must be complied with, until revoked by the parent. For details of this procedure please see Appendix 4.

### Offering Advice

The function of the school is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception. However, sources of professional information and advice will be identified when appropriate. The teacher will support the student accessing the most appropriate support and advice within the school pastoral care system or with outside agencies and services, and where appropriate, in consultation with parents and guardians. Advice offered should not be directive and should be appropriate to the age of the student.

### Explicit Questions

While all questions will be treated seriously and answered honestly, questions of morality will be treated in conjunction with the school's Christian ethos. Questions will be answered in an age appropriate and syllabus appropriate style. Other questions will be answered outside of the classroom context with the appropriate personnel.

### Confidentiality

It is school policy that in circumstances where a student is considered at some risk, or putting another individual at risk of any type of abuse, or in breach of the law, the teacher must refer this immediately to the Principal (in their role as Designated Liaison Person) as in keeping with the Child Protection Guidelines. The Principal (DLP) will decide whether to inform the parents and/or appropriate authorities and may arrange for counselling.

The following is the school policy:

- Teachers must not promise absolute confidentiality.
- Students must be made aware that any incident may be conveyed to the Principal and possibly to parents if the Principal decides that it is in the best interest of the students to notify parents.
- Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential. The student can then decide whether to proceed or not.
- All teachers have received training in Child Protection Guidelines.
- All students are encouraged to respect confidentiality surrounding sensitive issues of their peers.

### Visiting Speakers

Speakers may be used on occasions to enhance the quality of the provision of the RSE module. This is in accordance with best policy as laid out in the SPHE and RSE guidelines. The SPHE Co-ordinator will provide the visitor, well in advance of the visit, with a copy of this RSE policy. After gaining approval from the Principal for the visit, the organiser will make the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues that are considered are:

- The degree of explicitness of the presentation content
- The fact that the visitor will be accompanied by the teaching staff
- Will the staff member be expected to take an active role in the visitor's presentation?

### Sensitive Issues

All teachers have been trained to handle in a sensitive appropriate way issues such as sexual orientation, family planning and contraception using DES materials and guidelines with due regard to the ethos and characteristic spirit of the school.

## Resources

Within normal budgetary circumstances, resources as appropriate and required will be provided. Appendix 3 details the teaching resources for RSE.

## Coordination

The SPHE Coordinator will oversee the deployment of SPHE and RSE teaching in the School, reporting back to the Principal. They will also establish and maintain a review process and will manage evaluation amongst the school community. They will also organise meetings of the RSE teachers and any other appropriate staff to make revisions to the RSE Policy as necessary.

## **Other key information**

### A. Links to Other Policies and Curriculum Delivery

The RSE Policy agrees with, supports and is supported by the other relevant policy documents within the school community such as:

- The Anti-Bullying Policy
- The Guidance Policy
- The ICT Acceptable Use Policy

### ***Junior Cycle and TY RSE:***

RSE is taught to students during six 40 minute classes as part of the SPHE programme, under the umbrella of the Life Skills Programme. Sometimes a teacher may teach more than the six lessons on RSE if they think the class group would benefit from it, the team has agreed it is appropriate and always following the lessons set down by the Department of Education.

### ***Senior Cycle RSE:***

Fifth and Sixth Year students will be taught their classes of RSE during the classes timetabled for Life Skills (plus one extra class period per year). Only members of the RSE team will teach the RSE module.

### ***Cross-Curriculum Delivery:***

RSE relates to and links in with the teaching of many other subjects, including Biology, CSPE, Guidance and Counselling, Home Economics, Physical Education; Religious Education, Science and certain Transition Year courses (as they arise).

Those teaching subjects that may have a component of RSE should be aware of this RSE Policy, understand how it affects their subject and be willing to make changes to implement the policy within their subject area.

Any Temple Carrig School clubs and societies where RSE may be addressed in any form also need to be aware of this policy and implement it.

## **B. Implementation Arrangements, Roles and Responsibilities**

Step 1: Initiate and Establish Structures: SPHE Coordinator and Principal responsible for establishing a committee.

Step 2: Review and Research: SPHE Coordinator responsible for providing relevant documents to all on the committee and to liaise with teachers involved in the cross-curricular teaching of RSE to gather information for the policy.

Step 3: Preparation of Draft Policy: The committee are responsible for preparing the draft policy document.

Step 4: Circulation / Consultation: The Principal and SPHE Coordinator are responsible for circulating the draft policy and managing the consultation process with the necessary members of the school community.

Step 5: Ratification and Communication: The Principal and SPHE Coordinator are responsible for presenting the RSE Policy to the Board of Management for ratification and after ratification, circulating the policy to all staff, parents and guardians of current students and members of the Board of Management, and for arranging that it will be provided to the parents and guardians of future students.

Step 6: Implementation: The SPHE Coordinator is responsible for the implementation of the RSE Policy.

Step 7: Monitoring: The SPHE Coordinator is responsible for checking at regular intervals that the policy is being implemented and for identifying any issues arising.

Step 8: Review, Evaluation and Revision: The SPHE Coordinator is responsible for establishing and maintaining the review process and managing evaluation amongst the school community. They are also responsible for organising revisions to the RSE Policy as necessary.

### **C. Ratification and Communication**

*Approved by the Board of Management following a consultation process with the Student Council, PTA Committee and Teaching Staff:*

*28<sup>th</sup> June 2019*

## Appendix 1 – Junior Cycle RSE

Aims, educational outcomes and topics for each year:

### First Year:

This module will be prepared in accordance with school policy on relationships and sexuality education. Further details are included in the Teacher Guidelines for Social, Personal and Health Education.

Topic	Aims
<p><b>1. Me as unique and different</b></p> <p><b>2. Friendship</b></p> <p><b>3. Changes at adolescence</b></p> <p><b>4. The reproductive</b></p>	<ul style="list-style-type: none"> <li>• to develop skills for promoting self-esteem</li> <li>• to see self as a valuable part of the team</li> <li>• to understand how others come from different perspectives</li> <li>• to understand relationships in the context of friends and family</li> <li>• to explore the qualities valued in non-romantic relationships</li> <li>• to help the students to identify their responsibilities in any type of relationship</li> <li>• to help the students understand the physical, emotional and psychological changes that take place during adolescence</li> <li>• to help the students appreciate that these changes take place at different times and different rates, depending of the individual</li> <li>• to aid the students in understanding and respecting the changes taking place in the opposite sex' bodies</li> <li>• to enable the students to clarify their information on the male and female reproductive systems, intercourse and</li> </ul>

<p><b>system</b></p> <p><b>5. Images of male and female</b></p> <p><b>6. Respecting myself and others</b></p>	<p>conception</p> <ul style="list-style-type: none"> <li>• to enable the students to deepen their awareness of stereotyping and its influence on attitudes and behaviour</li> <li>• to identify some contemporary attitudes to sexuality</li> <li>• to help the students recognise the need for respect for sexuality especially in the social media world in which they live</li> </ul>
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**Outcomes:** After participating in this module, students should:

- have an appreciation of their personal talents and those of others
- have explored some aspects of sex stereotyping
- have a knowledge of the physical, emotional and psychological changes related to adolescence.
- have a clear understanding of the male and female reproductive systems
- be sensitive to the need for respect for one's own sexuality and the sexuality of others, including having an awareness of some of the negative consequences of not respecting ones' sexuality online



## Second Year:

This module will be prepared in accordance with school policy on relationships and sexuality education. Further details are included in the Teacher Guidelines for Social, Personal and Health Education.

Topic	Aims
<b>1. From conception to birth</b>	<ul style="list-style-type: none"><li>• To examine the stages of development from conception to birth</li></ul>
<b>2. Recognising and expressing feelings and emotions</b>	<ul style="list-style-type: none"><li>• To help the students to differentiate between different types of relationships</li><li>• To promote awareness of the feelings and emotions associated with a variety of relationships</li></ul>
<b>3. Peer pressure and other influences</b>	<ul style="list-style-type: none"><li>• To help the students to explore the role of peer pressure and other influences in the area of sexuality</li></ul>
<b>4. Managing relationships</b>	<ul style="list-style-type: none"><li>• To enable the students to develop skills for establishing and maintaining relationships at appropriate levels</li></ul>
<b>5. Making responsible decisions</b>	<ul style="list-style-type: none"><li>• To identify skills necessary for making decisions—consistent with personal values and within a moral framework—about behaviour in relationships</li></ul>
<b>6. Health and personal safety</b>	<ul style="list-style-type: none"><li>• To help the students to develop an awareness of the potential risks involved in developing new relationships</li><li>• To enable the students to identify practical steps for personal security</li><li>• To raise awareness about sexually transmitted disease</li></ul>

**Outcomes:** As a result of participating in this module, students should:

- have a knowledge of the developmental stages from conception to birth
- have a heightened awareness of the emotional aspects of a range of relationships
- have thought through the negative consequences of sexting and the types of photos they have online, and who has access to them
- have analysed some of the influences that shape views of sexuality
- have an awareness of sexual orientation
- have developed their skills for communicating in relationships
- have further developed their decision-making skills
- be aware of the potential for danger in forming new relationships, especially online
- have a very basic knowledge of sexually transmitted disease
- have a knowledge of some help agencies and their role.

### Third Year:

This module will be prepared in accordance with school policy on relationships and sexuality education. Further details are included in the Teacher Guidelines for Social, Personal and Health Education.

Topic	Aims
<b>1. Body image</b>	<ul style="list-style-type: none"><li>• To offer opportunities for self-reflection</li><li>• To enable the students to further develop their skills for enhancing self-esteem</li></ul>
<b>2. Where am I now?</b>	<ul style="list-style-type: none"><li>• To facilitate a review of the stages of human growth and development, with particular reference to growth and development at adolescence</li></ul>
<b>3. Relationships: what's important?</b>	<ul style="list-style-type: none"><li>• To help the students to identify the qualities they value in a relationship</li><li>• To enable the students to examine some of the priorities in relationships as depicted in a variety of media</li></ul>
<b>4. The three R's: respect, rights, and responsibilities</b>	<ul style="list-style-type: none"><li>• To enable the students to identify their rights and responsibilities in a relationship</li><li>• To develop skills for protecting rights and promoting responsibilities in personal relationships</li><li>• To develop awareness of the importance of respect in relationships</li></ul>
<b>5. Conflict</b>	<ul style="list-style-type: none"><li>• To enable the students to identify possible sources of conflict in relationships</li><li>• To help the students to apply conflict resolution and communication skills to those situations</li></ul>

**Outcomes:** As a result of participating in this module, students should:

- have practised communication skills and skills for enhancing self-esteem
- have reviewed their understanding of the adolescent stage of human growth and development
- have identified and recognised the importance of respect, rights and responsibilities in relationships
- have a basic awareness of the negative effects of pornography on relationships
- be aware of the causes of conflict in relationships
- be prepared to deal with such situations of conflict.

## **Appendix 1a – Emailing Home**

**Copy of emails** sent to all Junior Certificate students prior to the RSE module of the SPHE Syllabus being taught:

### **First Year Relationships and Sexuality Education (RSE) – module outline**

The Relationships and Sexuality Education (RSE) module of Junior Cycle Social, Personal and Health Education (SPHE) as outlined in the syllabus, will be taught over the forthcoming weeks. These classes will reflect the RSE policy of our school. It will be taught within a moral, spiritual and social framework. A positive attitude to sexuality will be expressed with responsible and respectful attitudes and behaviour towards oneself and others.

The topics covered in First Year will give students:

- an appreciation of their personal talents and those of others
- a chance to explore some aspects of sex stereotyping
- a knowledge of the physical, emotional and psychological changes related to adolescence.
- a clear understanding of the male and female reproductive systems
- a sensitivity to the need for respect for one's own sexuality and the sexuality of others, including having an awareness of some of the negative consequences of not respecting ones' own sexuality online

The overall aim is that topics should be treated seriously and answered honestly. The detail given will be in keeping with the students' age and stage of maturity, with a commitment to the holistic development of the person.

## **Second Year Relationships and Sexuality Education (RSE) module outline**

The Relationships and Sexuality Education (RSE) module of Junior Cycle Social, Personal and Health Education (SPHE) as outlined in the syllabus, will be taught over the forthcoming weeks. These classes will reflect the RSE policy of our school. It will be taught within a moral, spiritual and social framework. A positive attitude to sexuality will be expressed with responsible and respectful attitudes and behaviour towards oneself and others.

At the end of the module second year students should:

- have a knowledge of the developmental stages from conception to birth
- have a heightened awareness of the emotional aspects of a range of relationships
- have thought through the negative consequences of sexting and the types of photos they have online, and who has access to them
- have analysed some of the influences that shape views of sexuality
- have an awareness of sexual orientation
- have developed their skills for communicating in relationships
- have further developed their decision-making skills
- be aware of the potential for danger in forming new relationships, especially online
- have a very basic knowledge of sexually transmitted disease
- have a knowledge of some help agencies and their roles

The overall aim is that topics should be treated seriously and answered honestly. The detail given will be in keeping with the students' age and stage of maturity, with a commitment to the holistic development of the person.

### **Third Year Relationships and Sexuality Education (RSE) module outline**

The Relationships and Sexuality Education (RSE) module of Junior Cycle Social, Personal and Health Education (SPHE) as outlined in the syllabus, will be taught over the forthcoming weeks. These classes will reflect the RSE policy of our school. It will be taught within a moral, spiritual and social framework. A positive attitude to sexuality will be expressed with responsible and respectful attitudes and behaviour towards oneself and others.

At the end of this module, a third-year student should:

- have practised communication skills and skills for enhancing self-esteem
- have reviewed their understanding of the adolescent stage of human growth and development
- have identified and recognised the importance of respect, rights and responsibilities in relationships
- have a basic awareness of the negative effects of pornography on relationships
- be aware of the causes of conflict in relationships
- be prepared to deal with such situations of conflict.

The overall aim is that topics should be treated seriously and answered honestly. The detail given will be in keeping with the students' age and stage of maturity, with a commitment to the holistic development of the person.

## **Appendix 2 – Senior Cycle RSE**

The three themes of RSE at post-primary level are: • Human relationships • Human growth and development • Human sexuality.

Young people in senior cycle are involved in many different relationships with family, friends and others. Students are forming, developing and ending relationships all the time. There can be a dramatic change in the level of intimacy experienced and the quality of relationships. Students' ability to interact effectively depends on a personal sense of self-worth and having the life skills to negotiate their way respectfully through the cycle of various relationships. Parallel to this, young people are maturing sexually and are growing in awareness of their sexuality.

RSE emphasises the importance of self-awareness and self-esteem in understanding these changes. It emphasises the development of one's ability to interact respectfully with others. It provides students with an opportunity to understand different types of relationships and the attitudes, values and life skills that support the healthy development of these relationships.

Students can continue to develop a positive and respectful attitude to their own and others' sexuality and sexual health. They can make informed choices about themselves as sexual beings, which respect both the needs and rights of themselves and others.

Students can develop an understanding of familial, cultural and religious values and consider how these values support healthy informed choices in relation to relationships, sexuality and sexual health.

### **The aims of this area of learning are:**

1. To explore personal thoughts, values and attitudes and how they influence relationships
2. To develop an understanding of what is important in relationships and how one can act in support of different relationships
3. To promote an understanding of the facts and considerations in relation to sexual reproduction, sexuality and sexual orientation
4. To encourage the development of personal and social skills which support beginning, maintaining and ending relationships
5. To support students' active involvement in their own learning.

Content	<p><b>Learning outcomes</b> These learning outcomes have been informed by the RSE interim curriculum and guidelines for post-primary schools (NCCA, 1996).</p> <p><b>Students will:</b></p>
<b>Self-awareness and personal skills</b>	<ul style="list-style-type: none"> <li>• develop awareness of the personal strengths that they bring to relationships</li> <li>• critically examine what they value in relationships, including their relationships with their parents</li> <li>• compare and contrast what they value in relationships with the values and attitudes displayed in different relationships portrayed in the media</li> <li>• consider the impact of supportive parent/child relationships on the development of self-esteem and independence</li> <li>• draw up a personal life plan including consideration of their personal, social and vocational goals and the place of parenthood in this plan</li> <li>• consider the importance of positive body image and self-image in the context of relationships</li> <li>• explore the concepts of love and being in love and the importance of love in its various aspects, including closeness, intimacy, distance, pleasure and commitment</li> </ul>
<b>Relationship skills</b>	<ul style="list-style-type: none"> <li>• consider the importance of genuineness, empathy and respect in all types of relationships</li> <li>• develop assertiveness skills in support of positive, healthy relationships</li> <li>• identify and apply relationship skills which support the setting up, maintenance and ending of relationships</li> <li>• identify and develop the skills to negotiate sexual relationships in order to</li> </ul>

	avoid unwanted or unprotected sexual intercourse
<b>Sexual and reproductive health</b>	<ul style="list-style-type: none"> <li>• understand the different stages of sexual development, including the physical and emotional changes that take place in puberty</li> <li>• understand the reproductive process including fertility from both male and female perspectives</li> </ul> <p>understand different methods of contraception and discuss contraception in relation to physical health including sexually transmitted infections (STIs) and pregnancy</p> <ul style="list-style-type: none"> <li>• know and understand about Human Immuno-deficiency Virus (HIV) and STIs, the importance of early medical intervention and where this support is available</li> <li>• critically examine different lifestyle choices about sexual activity, the arguments for delaying sexual activity and the consequences of being sexually active for themselves and their personal relationships</li> <li>• recognise and discuss the emotional, social and sexual pressures experienced by young people in personal relationships in relation to sexual behaviour decisions</li> </ul>
<b>Sexual identity</b>	<ul style="list-style-type: none"> <li>• differentiate between sexual activity, sexuality and sexual orientation</li> <li>• develop awareness of and comfort with personal sexual orientation</li> <li>• respect others of a different sexual orientation</li> <li>• understand the effects of homophobic bullying</li> </ul>
<b>Parenting</b>	<ul style="list-style-type: none"> <li>• consider the role of commitment and relationship skills in marriage and other committed relationships that help to support lasting relationships and family life</li> <li>• know and understand the responsibilities and consequences of close relationships, including being a parent</li> <li>• outline and discuss the consequences of unwanted pregnancy, teenage pregnancy and/or parenthood for males and females</li> </ul>

<b>Sexual harassment</b>	<ul style="list-style-type: none"> <li>• reflect on their right to personal safety, privacy and their own space, and the consequences for them when these are not respected</li> <li>• know and understand what sexual harassment is, including issues of power and control</li> <li>• consider personal and social skills for dealing with such an experience, including where to access help and support</li> <li>• develop personal and social skills to assess risks, to be assertive and to manage conflict situations appropriately</li> </ul>
<b>Building health literacy</b>	<ul style="list-style-type: none"> <li>• know and understand the law as it relates to sexual activity, for example, the legal age for consensual sex or how to seek independent medical advice</li> <li>• examine the complexity of moral, social and cultural issues that impact on sexual behaviour and relationships</li> <li>• identify and discuss the services offered by statutory and voluntary organisations in the community to promote sexual health and wellbeing, especially of young adults</li> <li>• identify the statutory and voluntary agencies which offer support to those experiencing relationship difficulties</li> <li>• critique different media sources in relation to the messages about sexual activity, sexuality and sexual orientation.</li> </ul>



### Appendix 3 – Resources

Junior Cycle	<ul style="list-style-type: none"> <li>• SPHE Resource Materials for RSE - Junior Cycle (DES)</li> <li>• SPHE School Handbook (DES)</li> <li>• Be Safe Be Webwise Resource (webwise.ie)</li> <li>• Lockers Resource (webwise.ie)</li> <li>• Junior Cycle Textbooks and Teacher Manuals: SPHE, Minding ME, Health and Wellbeing – SPHE</li> <li>• Ways to Wellbeing. John Doran</li> <li>• sphe.ie/resources</li> <li>• B4Udecide.ie</li> <li>• yourselfseries.com</li> </ul>
Senior Cycle	<ul style="list-style-type: none"> <li>• TRUST pack (DES)</li> <li>• SPHE Resources Materials for Relationships and Sexuality Education. Post Primary – Senior Cycle (DES)</li> <li>• Growing up Lesbian, Gay, Bisexual and Transgender (DES)</li> <li>• Lockers Resource (webwise.ie)</li> <li>• B4Udecide.ie and Resources</li> <li>• yourselfseries. com</li> <li>• Ways to Wellbeing. John Doran</li> <li>• sphe.ie/resources</li> </ul>

## **Appendix 4 - Procedure for Withdrawal from the RSE Programme**

What we do if a request for withdrawal from the RSE programme is made by a parent:

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Year Head and SPHE Co-ordinator, the Principal may become involved if necessary).
- We consider whether the programme can be amended or improved in a way that will reassure parents. However, care is taken not to undermine the integrity of the RSE programme and the entitlement of the other students.
- We attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education.
- We point out that students who have been withdrawn are vulnerable to teasing – we therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme.
- We also point out that students may receive inaccurate information from their peers.
- We offer the parents access to appropriate information and resources.