Corpus Christi Primary School

Relationships and Sexuality Education (RSE) – SPHE Plean Scoile

School Details

Corpus Christi PS is a Catholic school under the patronage of the Catholic Bishop of Limerick. It is a co-educational school with classes at each level from Junior Infants to 6th class.

Introduction

RSE is part of the Social Personal Health Education (SPHE) curriculum. This policy is an agreed approach to the teaching of RSE and it has been developed to inform teachers and parents/guardians/carers as to what content is covered in the RSE programme within SPHE both formally and informally.

It helps to ensure that RSE is taught in a consistent and agreed way in our school and will help each pupil to feel valued as an individual in the school community and to form healthy relationships based on mutual respect. The plan will help to create a positive, safe, happy and healthy environment for all our pupils and will provide them with opportunities to develop the skills necessary to become active and responsible citizens in society.

Definition of RSE

"Relationships and Sexuality Education is an integral part of Social Personal and Health Education (SPHE) and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills."

School Philosophy

Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence, while encouraging their ability to relate to others in a positive way. The curriculum encourages children to be aware of their rights as an individual, while at the same time accepting responsibility for their actions as members of the school and wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos values respect, inclusion and diversity of all members of our school community. Our school acknowledges that parents/guardians/carers have the primary role in the social, personal and health education of their children and as such, their involvement will be encouraged. SPHE is a key component in supporting our pupils to develop into healthy young adults. Our approach to SPHE is underpinned by our Mission Statement and the Schedule for Catholic Schools.

Mission Statement

At Corpus Christi Primary School we firmly believe in the philosophy that education leads to opportunity. It is our aim to provide top quality education to all our students so they can reach their full potential.

Schedule for Catholic Schools

A Roman Catholic school (which is established in connection with the Minister) aims at promoting the full and harmonious development of all aspects of the person of the pupil: intellectual, physical, cultural, moral and spiritual, including a living relationship with God and with other people. The school models and promotes a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ. The Catholic school provides religious education for the pupils in accordance with the doctrines, practices and tradition of the Roman Catholic Church and promotes the formation of the pupils in the Catholic Faith.

In line with the Department of Education 'Anti-Bullying Procedures', Corpus Christi PS supports a positive school climate and culture which is welcoming of difference and diversity, that is based on inclusiveness, and promotes respectful relationships across the school community.

Our practice is informed by

- Guidelines for RSE as prepared by the National Council for Curriculum and Assessment (NCCA) i.e. the statutory body recognised for the production of curricular and associated materials and as approved by the Department of Education (DE)
- Irish Catholic Bishops' Conference Guidelines on RSE (2014)
- Department of Education Circular 22/10
- Children First Act 2015 (Updated 2023)

These documents make clear that RSE policy and resources must be in accordance with the principles enunciated by the NCCA which stress the importance of a school's ethos and collaboration between parents, teachers, the principal and the Board of Management. The importance of material being age and stage appropriate is also emphasised.

RSE

RSE is part of the SPHE curriculum. RSE (in conjunction with the SPHE curriculum) 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. RSE is-

- a lifelong and continual process throughout primary school and consequently RSE should not be confined to once off inputs or solitary lessons
- a shared responsibility and collaboration between family, school, health professionals and the community. RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
- a subject which develops a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- child-centred, therefore RSE should prioritise the needs of the child and their environment, with appropriate adaptations made to suit individual requirements and individual school situations
- spiral in nature. RSE formally begins in Junior Infants and is developed throughout the child's time in school. This will provide opportunities to consolidate and build on previous learning in a developmentally appropriate manner. This allows for issues and topics to be explored and taught in a manner appropriate to the children's needs, abilities and levels of maturity
- taught through active learning methodologies. RSE provides a range of learning opportunities that requires children to actively participate in their learning in a wide variety of ways e.g. discussion, circle time, role play
- free of bias. Lessons, language and resources selected by the school should reflect this. SPHE/RSE encourages children to be inclusive with each other, challenge prejudice and learn how to live together in an intercultural society.

Through RSE (in conjunction with the SPHE curriculum, pupils are enabled to enhance their self-esteem and wellbeing through:

- A sense of identity
- A sense of purpose
- A sense of belonging
- A sense of security
- A sense of competence

In an ever changing world, RSE 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 will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

Broad Objectives of RSE

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child (in conjunction with the SPHE curriculum) to:

- 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 and promote in the child a sense of wonder and awe at the process of birth and new life
- 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

The objectives are taken from the Interim curriculum and guidelines for primary schools (DE 1996, p.9)
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.

Parental Involvement

In Corpus Christi PS parents/guardians/carers will be informed at enrolment that the school fully implements the RSE strands of the SPHE curriculum. Parents/guardians/carers will be informed in advance of the teaching of the formal RSE lessons. This will offer parents/guardians/carers an opportunity to meet with relevant teachers to discuss/view the material that will be covered and share any personal details they feel the teacher should be aware of prior to their child engaging in RSE lessons. If they wish to withdraw their

child from specific formal RSE lessons, this should be provided in writing to the school and kept on file. Alternative arrangements will be considered and agreed upon by the relevant parties. The school cannot accept responsibility for indirect RSE related information

delivered to the child outside of formal RSE lessons i.e. yard, external gatherings of children. Parents/guardians/carers may be signposted to developmentally appropriate resources to support them in speaking with their child about relationships, sexuality and growing up. Communication of the RSE programme between home and school will be facilitated through the following:

- Develop a clear, concise RSE policy that is accessible to all members of the school community e.g. policy is available on the school website
- Inform parents/guardians/carers before formal teaching of RSE
- Creating flexible opportunities for teachers to meet with parents/guardians/carers
- Ensure opportunities for parents/guardians/carers voice to be sought when reviewing RSE policy
- Ensuring clarity of language in any form of written or other communication from the school
- Sharing and signposting resources that will support parents to talk to their children about relationships, sexuality and growing up
- Ensure that home school links pages of relevant programmes are regularly communicated
- Should a parent have a query regarding curriculum materials/resources, it should be directed to the relevant teacher i.e. the class teacher.
- The attention of parents is drawn to the school's RSE policy and accordingly parents know in advance that formal lessons on the sensitive areas of the RSE are addressed in Term 2.
- Parents have a responsibility to familiarise themselves with the RSE Policy. They should prepare children appropriately for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE. They may contact the class teacher should they have any concerns or queries regarding the RSE programme.
- As RSE is an integral component of SPHE, parental consent is not required in advance of lesson delivery. However, the school acknowledges that parents have the primary responsibility for educating their children in sexual matters. If parents do not give consent for their child to participate in lessons pertaining to the sensitive elements of the RSE programme, parents must give notice in writing to the school that they are withdrawing their child. Where relevant, parents are advised to do this prior to the end of the first term (i.e. before January). The child will then be accommodated in another teacher's classroom in the school during formal lesson/s specifically directed towards the sensitive elements of the RSE programme.
- Resources to support parental involvement in RSE - 'Making the 'Big Talk' many small talks' - https://www.pdst.ie/sites/default/files/Making%20the%20Small%20Talks%20Big%20Talks.pdf 'You can talk to me' https://www.pdst.ie/sites/default/files/you-can-talk-to-me-booklet.pdf

Confidentiality

Parents are invited to share any changes in circumstances with the school as necessary e.g. changes in family structures etc. For the welfare of some children, this information may be important for a teacher to know prior to engaging in specific topics on family/relationships etc.
In the class situation children will be encouraged to recognise that certain information is for them only and it would be inappropriate to discuss this with younger siblings/children for example. If a child is withdrawn from specific RSE lessons, the school cannot guarantee nor take responsibility that the withdrawn child will not hear the information from another source.

Guidelines for the Implementation of RSE

The SPHE curriculum will underpin all teaching and learning of RSE. Teachers are encouraged to use an integrated approach for the delivery of SPHE. All resources used will be in keeping with this RSE policy and will take into consideration the sample criteria for choosing resources.

RSE aims to provide opportunities for children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way *(Going Forward Together Parent's Information Booklet, page 4).* It is an integral part of SPHE and RSE is an important part of a child's education and requires great sensitivity on the part of school personnel.
Current Provision for RSE in the school includes the following

- SPHE lessons - provided through discrete curricular time, integration with other curricular areas, and SPHE via the overall school day/events
- Use of the official Department of Education materials - RSE Manuals, Busy Bodies
- RSE programme for pupils in sixth class
- Stay Safe Programme / Walk Tall Programme
- Flourish programme - An RSE programme for Catholic Primary Schools
- Religious Education - Grow in Love
- Webwise Resources

Ordinarily, each class teacher will teach the content for their class level. For the more sensitive elements of the programme, Mrs Clara O'Neill, who is a trained facilitator, delivers a workshop to 6th class. This runs in conjunction with, and in addition to, the school's SPHE programme

Supports will be put in place for staff who have concerns about teaching the sensitive elements of RSE, which could include mentoring, team teaching, and teacher CPD. Should a teacher have concerns about teaching the sensitive elements in RSE they must consult with the Principal in a timely way.

Parents will be informed about the teaching and learning of RSE.

https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf
https://www.pdst.ie/sites/default/files/Primary%20SPHE%20Tips%20for%20Parents.pdf

Guidelines for the Implementation of RSE

The curriculum as prepared by the NCCA will be followed, and will be taught from junior infants to sixth class. There are **3 strands** in the SPHE curriculum.

1. Myself
2. Myself and Others
3. Myself and the Wider World

There are nine strand units for Junior Infants to Second Class and ten strand units for Third Class onwards.
*Making Decisions strand unit only applies to 3rd - 6th Class**

Two-year plan for SPHE

- The Department of Education (DE) advises schools to follow a **2-year plan** when planning for SPHE. Therefore, this will determine which aspects of RSE are taught to classes in each year.
- Sharing the strand units over a two-year period ensures pupils will have covered the entire content relevant to their class grouping with a balanced offering from the three strands every year. It also ensures adequate time is allocated to each strand unit.

Strands	Strand Units	Year 1 2025-2026	Strand Units	Year 2 2026-2027
Myself	**Self Identity ;Making Decisions Revise Stay Safe (18th -22nd October)**	**September-October**	**Growing and Changing**	**March- April**
	Stay Safe	**January-February**	**Stay Safe**	**January -February**
	Taking care of my Body	**May-June**	**Safety and protection**	**May -June**
Myself and others	**Myself and my family**	**November-December**	**My Friends and other People Relating to others**	**September-October**
Myself and the wider world	**Developing Citizenship**	**March-April**	**Media Education**	**November -December**

Please note the following:

1. The **Stay Safe Programme** is covered with all classes in its entirety every year between **Term 2 & Term 3.**
2. In Term 2 **The Sensitive Areas of the RSE Programme - Strand Unit: Growing and Changing** are covered.
3. A trained facilitators from Accord will deliver their programme (Relationship Programme for Primary Schools) in 6th classes, which will run **in conjunction with, and in addition to** the school's SPHE programme. This programme is in keeping with the school's RSE policy and SPHE curriculum. The class teacher/Special Education Teacher will be present at all times with the class during the delivery of the programme.

4. RSE, which largely looks at the development of relationships, is interwoven through all strands and strand units of the SPHE curriculum. **The more sensitive aspects of RSE will be covered under the strand 'Myself' and strand units 'Growing and changing' and 'Taking care of my body'.**
5. Teachers will refer to the resource 'Making the Links' to support their planning for the delivery of these strand units. All resources used will be in keeping with the ethos of the school, the whole-school approach to SPHE and the RSE policy. Suggested resources are listed under the Resources Section of this policy.

Sensitive Language

The RSE programme includes a number of sensitive issues, listed in the table below. It is school policy to deal with these issues through structured lessons, without undue emphasis. Listing the issues here, along with the classes in which they are first taught, enables parents to prepare their children in advance for a particular topic, if they so wish.

Class	Strand /Strand Unit	Content Objectives *Consult curriculum for complete objectives in Growing and changing and Taking care of my body*	RSE Language	Resources
Junior /Senior Infants	**Myself** Taking care of my body	▪ Name parts of the male and female body using anatomical terms	penis vulva	▪ Anatomically correct dolls ▪ Toy bath, bathing and dressing of dolls ▪ Picture books of new baby ▪ Visit of baby to class **Teacher Textbooks** New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p.153
	Myself Growing and changing	▪ Become aware of new life and birth in the world ▪ Develop an awareness of human birth	womb breast / breastfeeding	
First/ Second Class	**Myself** Taking care of my body	▪ Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions	**1st class** vagina urine **2nd class** urethra	▪ Picture books of going to the doctors ▪ Tom's Power Flower ▪ Books / activities on Life cycles ▪ Birth and new life in nature **Teacher Textbooks** The Wonder of new life p59 /151 How my body works p67/ 161 Growing means changing p77/171 A Visit to the Doctor p.164
	Myself Growing and changing	▪ Begin to understand that reproduction, birth, growth and death are all part of new life cycles	**1st & 2nd Class Revision** womb breast / breastfeeding	
Third/ Fourth Class	**Myself** Taking care of my body	• Understand the physical changes taking place in both the male and female body • Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal	**3rd class** Hormones **4th class** Menstruation, mood swings	▪ Body Systems ▪ Picture books on Growing and Changing **Teacher Textbooks** Preparing for new life p69

Class	Strand /Strand Unit	Content Objectives *Consult curriculum for complete objectives in Growing and changing and Taking care of my body*	RSE Language	Resources
	Myself Growing and changing	• Recognise and discuss how feelings and emotions are affected by the physical changes that take place during puberty • Discuss the stages and sequence of development of human baby from conception to birth	**3rd class** umbilical cord, navel/belly button **4th class** Egg, lining of womb, ready to be born, developing foetus	The wonder of new life p169 As I grow and change p93 Growing and changing p195
Fifth/ Sixth Class	**Myself** Taking care of my body	▪ Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone ▪ Understand the reproductive system of both male and female adults	**5th & 6th class** Puberty, Ovaries-Ovum, Fallopian tube, Womb/Uterus, Cervix, Menstruation, nipples, breasts develop, growth spurt, underarm and pubic hair, hips broaden, perspiration, oily skin, pimples, sanitary protection, oestrogen growth spurt, testicles, scrotum, penis enlarge, foreskin, pubic, facial and other body hair, voice deepens, nocturnal emissions (wet dreams) occur, sperm, erection, ejaculation, perspiration, oily skin, pimples, testosterone	▪ Busy Bodies ▪ Power points recap ▪ Question Box ▪ Female reproductive system labelling activity ▪ Male reproductive system labelling activity ▪ Puberty Sorting game ▪ Development of baby in the womb matching activity **Teacher Textbooks** My body grows and changes p81 The wonder of new life p92 Caring for new life p103 Different kinds of love p141
	Myself Growing and changing	▪ Understand sexual intercourse, conception and birth within the context of a loving committed relationship	**5th & 6th class** Sexual Intercourse, Conception, Ovum, Fallopian Tubes, pregnancy, *Note: Discussed in the context of a committed and loving relationship* **6th class** Development of the baby in the womb Contractions Birth of baby	

Approaches and Methodologies

Active learning is the principal learning and teaching approach recommended for SPHE. It requires children to actively participate in their learning in a wide variety of ways, thereby increasing the possibility of internalising what they have explored and of being able to use this learning in their everyday lives. Active learning contributes significantly to fostering their self-confidence, self- discipline and self-control in the learner. Active learning methodologies are an integral part of teaching and learning in SPHE and RSE.
In Corpus Christi PS we will use the following approaches and methodologies to teach RSE which will allow the child to play an active part in the learning process:

- Discussion
- Use of Circle Time
- Interviewing friends, or other school pupils, family members
- Surveys of attitudes
- Analysing and evaluating media
- Engagement with Restorative Practices
- Modelling
- Designing advertisements
- Writing captions
- Ranking statements
- Viewing and discussing videos, pictures, photographs and visual images
- Projects
- Drama activities
- Cooperative games
- Written activities & looking at children's work
- Art activities

The curriculum will be taught in a developmentally-appropriate manner at all times. The teaching materials and methodologies used will reflect the needs of all of the children. Cognisance will be taken
of the needs of pupils with special educational needs in the delivery of the programme. Special Education Teachers will support the teaching of RSE where necessary:

- Taking into account the pupils' social and emotional development, instruction will be based on individual needs where possible.
- Taking into account children's cognitive, social and emotional development and their class level (4th, 5th, 6th), instruction on the sensitive aspects of RSE will be based on individual needs and decided together by the Principal, mainstream teacher, support teacher and parents before the programme commences.
- Children may work in smaller groups or 1:1 with adapted material.
- Children may be pre-taught language or content in anticipation of whole class work.

In Corpus Christi PS teachers may use a variety of methodologies to create a safe, open space where pupils feel comfortable to ask RSE related questions. All questions answered will be within the parameters of the curriculum.

Questions to the teacher may be oral or written within the group setting and are answered within boundaries of the curriculum and school policy. If any questions asked by children are deemed to be inappropriate, the teacher will refer the child to their parents/guardians, or state that this information may be available at a later stage of the curriculum, or in post-primary school. Some questions may be answered at a later date, allowing, for example, teachers to prepare suitable answers or to confer with colleagues.
The school cannot guarantee confidentiality if a child asks a question of a personal nature or discloses personal information. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed outside the RSE lesson.
The following considerations will be made when responding to children's questions:

- Awareness of circumstances in which the question has arisen
- Clarifying what information is required

- Determination of whether the question is appropriate or relevant/who it is relevant to
- Provision of an age appropriate answer
- Deferral of the question to be answered at home

1. **Question Box**: For older pupils a 'question box' is one methodology that may be used as part of the formal RSE lessons. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues/RSE policy to formulate an appropriate response. During the delivery of each RSE lesson, pupils can be encouraged to place their questions into a box. These questions can be reviewed and the following may be taken into account:
   - All pupils are encouraged to write on the question sheet. If they don't have a question ask them to write something interesting they learned in the lesson
   - Questions arising from lesson content will be answered in an age-appropriate manner
   - The teacher cannot answer questions which do not relate to the particular curriculum for a class
   - Pupils will be informed if a question/issue is not on the curriculum and they will be advised to talk with their parents/guardians/carers
   - Teachers may exercise discretion to contact parents if a need arises
   - No personal questions will be answered and children will be reminded not to share inappropriate personal information about their families or others
2. **Open Forum Questions:** Teachers give pupils an opportunity to ask questions at various times throughout the RSE lesson. Questions will be answered in an age and developmentally appropriate way. Children will be made aware that the class teacher may not be able to answer their question and they will be signposted to ask an adult they trust at home. Possible responses include:
   - I'll do my best to answer your questions but I may not be able to answer all of them
   - That's something you'll learn about as you get older
   - Is that something you could talk to your parents/guardians/family about?
   - We agreed that we wouldn't ask anyone personal questions…
   - Somebody asked a question and slang language was used. I think what they meant to ask was….

Differentiation

The age and stage of development in a class can vary widely and strategies for differentiation can support gradual and appropriate learning. In Corpus Christi PS, teachers use assessment and professional judgment to differentiate the curricular objectives and content to best suit the needs of all pupils.
Special consideration will be taken to ensure that the needs of children with Special Educational Needs (SEN) are addressed. Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues. National Council for Special Education (NCSE) Guidelines for SEN is available to download at https://www.sess.ie/cat-categories.

Both consultation with parents/guardians/carers in advance of lessons and the anticipation of the pupil's needs will be central to ensuring learning is meaningful. This may be reflected in the pupil's support file.
The following will be considered:

- that objectives are realistic for the pupils
- providing opportunities for interacting and working with other pupils in small groups or 1:1
- organising the learning task into small stages: outlining the steps to be learned/completed in any given task, posing key questions to guide pupils through the different stages/processes, and assisting in self-direction and correction
- ensuring that the language used is pitched at the pupil's level of understanding. Some children may be pre-taught language or concepts in preparation of whole class work
- creating a learning environment through the use of concrete, and where possible everyday materials, and by displaying word lists and laminated charts with pictures
- employing active learning methodologies

Useful Resources For Differentiation

- Middletown Centre for Autism
- PDST RSE
- Stay Safe for Children with SEN
- https://www.sess.ie/cat/110
- Relationships and Sexuality Education (RSE) FOR STUDENTS WITH MILD GENERAL LEARNING DISABILITIES https://www.pdst.ie/sites/default/files/RSE%20for%20students%20with%20mild%20learning%20difficulties.pdf
- Healthy Bodies for Girls https://www.pdst.ie/sites/default/files/HealthyBodies-Girls-web.pdf
- Healthy Bodies for Boys https://www.pdst.ie/sites/default/files/HealthyBodies-Boys-web.pdf

Language

Language reflects values, attitudes, beliefs, prejudices and principles and can inform behaviour. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. It is essential that children are enabled to use language in a precise and appropriate manner. It should respect cultural and other differences and be used in a way that encourages inclusiveness. Children should become aware of the power and influence of language.
In line with the Anti-Bullying Procedures 2013, specific strategies are in place to prevent identity- based bullying, such as homophobic and transphobic bullying. In order for the RSE policy to be fully in line with these procedures, it is important to refer to the age-appropriate definitions of these terms, cited in the Stay Safe programme. The following will be important in this regard:

- Language used and how it promotes a positive, inclusive classroom environment for all
- Being aware of binary language or language that implies gender stereotyping
- Using the correct anatomical terms in a consistent way across all class levels
- Strategies to address derogatory language and how this is corrected
- Familiarising staff with the PDST Identity Based Bullying resource and PDST Education and Transgender resource which is useful in creating an awareness about the spectrum of sexualities and genders that exist.

Assessment

Assessment is an integral part of the teaching and learning process. Corpus Christi PS will use the following methods for assessment in SPHE/RSE:

- Observation and questions to assess the pupils' engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log
- Pupil Portfolio
- Self-Assessment
- Digital Learning
- Scrapbook
- Question Box
- Scenarios
- Google Form Quiz
- Word Wall

Pupil Voice

In our school the voice of our pupils is acknowledged, valued and respected. Children are given opportunities to reflect and feedback on SPHE/RSE provision via focus groups and questionnaires. This information will be used to inform school improvement in relation to future RSE provision.
Ref *'The Wellbeing Policy Statement and Framework for Practice'* (DE 2019) which encourages schools to enhance the voice of children in their school community (DE 2019, p.30). This is reflective of the key principles of the SPHE curriculum.

Resources

In Corpus Christi PS our staff may consult any of the following teaching resources when teaching RSE in addition to the DE Relationships and Sexuality Education Programme:

- Flourish - An RSE programme for Catholic Primary Schools on the island of Ireland
- OIDE Health and Wellbeing RSE - https://pdst.ie/primary/health-wellbeing/RSE
- NCCA SPHE/RSE Toolkit - https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/SPHE-RSE-Toolkit/
- DE Walk Tall Manuals - https://www.pdst.ie/walktall
- Department of Education's RSE teaching manuals
- Making the Links and Beyond - https://www.staysafe.ie/PDFs/MakingTheLinks.pdf
- Stay Safe programme - https://www.staysafe.ie/
- Busy Bodies Booklet/ Videos/ Workbook (PDST) https://www.sexualwellbeing.ie/for-parents/busy-bodies-english-language.pdf
- INTO Different Families, Same Love Poster - https://www.pdst.ie/sites/default/files/DifferentFamiliesSameLove_LessonResources.pdf
- INTO Different Families, Same Love Lesson Ideas https://www.pdst.ie/sites/default/files/DifferentFamiliesSameLove_LessonResources.pdf
- INTO Different Families Same Love Online Presentation JI – 2nd
- INTO Different Families Same Love Online Presentation 3rd – 6th
- RESPECT guidelines - https://www.pdst.ie/sites/default/files/RESPECT%20guidelines.pdf
- Gender Equality Matters (GEM) - https://sphenetwork.ie/wp-content/uploads/2021/04/GEM-Primary-School-Classroom-Materials.pdf
- Transgender Equality Network Ireland (TENI) - https://teni.ie/
- We All Belong - https://www.into.ie/app/uploads/2019/10/We-All-Belong-Picture-Books-Resource.pdf
- All Together Now- https://www.pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT.pdf
- PDST Education and Transgender Information - https://www.pdst.ie/sites/default/files/Education%20and%20Transgender.pdf
- PDST Identity Based Bullying Information - https://www.pdst.ie/sites/default/files/Identity%20Based%20Bullying.pdf
- FUSE - https://antibullyingcentre.ie/fuse/parent-hub/
- RSE Lesson Overview Grid - Refer to page 5
- Resources to support parental involvement in RSE - 'Making the 'Big Talk' many small talks' - https://www.pdst.ie/sites/default/files/Making%20the%20Small%20Talks%20Big%20Talks.pdf ; 'You can talk to me' https://www.pdst.ie/sites/default/files/you-can-talk-to-me-booklet.pdf
- Each teacher has a copy of the *Updated* Anatomical Terminology Guide, which also details the sensitive content objectives, to inform their teaching at each class level.
- Webwise - https://www.webwise.ie/
- Picture Books - Refer to the section on Books

Criteria For Choosing Resources

Consider if the resource is:

- in accordance with school policies?
- in line with the principles of the SPHE curriculum?
- sufficiently flexible to take into account the children's present knowledge and to allow the teacher to link this with the new learning?
- appealing to children and to the teacher?
- up to date?
- accompanied by clear instructions on how it could be used effectively in the class?
- free of bias?
- produced by a reputable agency?
- devoid of racial or sexual stereotyping?

- in keeping with the aims and objectives of the class programme in SPHE?
- reflective of active methods of learning?
- well-designed and durable?

Books

- 'The Great Book of Families' by Mary Hoffman
- 'It's Ok to be Different -A children's picture book about Diversity and Kindness' -Sharon Purtill
- 'Mommy Mama and Me' -Leslie Newman and Carol Thompson
- 'Make the Big Talk Small Talk' -HSE
- 'Tom's Flower Power' – HSE
- 'Sophie and the New Baby' – Catherine and Laurence Anholt
- 'Happy in our Skin' – Fran Manushkin
- 'I like it when' – Mary Murphy
- The Same but Different' – Emer O'Neill

Provision Of Ongoing Support

Corpus Christi PS ensures the provision of ongoing support by the following:

- encouraging teachers to attend RSE professional development
- utilising staff meetings as a platform for discussion and development of RSE
- seeking the support from an 'Oide' Advisor
- create a mentor system amongst to support the teaching RSE
- budgeting for the updating and development of RSE materials
- reviewing RSE policy on a regular basis
- ensure special education teachers have adequate training opportunities
- staff will reflect on information gathered from pupil questionnaires and focus groups. This will be used to inform future developments regarding RSE.
- signposting staff to resources available from Oide and other sources

Supporting Policies

- Child Safeguarding Statement and Risk Assessment
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Wellbeing Policy
- Admissions Policy
- Acceptable Use Policy
- Healthy Eating Policy
- GDPR Policy
- Attendance Strategy
- Intimate Care and Toileting Policy

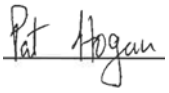
Ratification

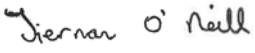
A copy of this RSE policy will be posted in the Plean Scoile section on Aladdin and on the school website.

Ratified by the Board of Management

This plan has been reviewed in May 2024 where updates and revisions were made as necessary. All staff were involved in the review of this policy. Parents' representatives on the Parents' Association and the Board of Management will be involved in its continued development and review. All staff will be involved in monitoring this Whole School Plan. A further review will take place during the school year of 2026/27 school year.

This policy was reviewed and updated by the Board of Management on May 27th, 2025

Signed:  Date: May 27th, 2025
Chairperson of the Board of Management

Signed:  Date: May 27th, 2025
Principal