

# **F.C.J. Secondary School**

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

F.C.J. Secondary School Buncloody is a Co-educational Catholic Voluntary Secondary School founded by the Congregation of the Faithful Companions of Jesus. The school is under the trusteeship of the Le Chéile Trust.

### **1. Introduction**

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This RSE (Relationships and Sexuality) policy is a written statement of the aims of the RSE programme, the relationship of RSE to SPHE, and the organisation and management of RSE within the school. This policy has been updated by the SPHE Department with cross-curricular input. This policy was enacted after consultation between staff, students, parent representatives, Principal and Board of Management.

### **2. Scope**

This policy applies to all aspects of teaching and learning about relationships and sexuality in F.C.J. Secondary 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.

In this policy document, all references to gender are taken to be inclusive and the term “parent” is taken to include “guardian”.

### **3. Rationale**

The purpose of this policy is to inform teachers, management, staff, parents, visiting speakers, and students about the content and procedures of RSE in FCJ Secondary School.

The Junior Cycle SPHE Specification (NCCA, 2016) states that ‘*Relationships and sexuality education (RSE) is important for young people at this stage of their lives. They are exposed to a lot of information about relationships and sex from informal sources, the media and online. SPHE provides the context within which young people can learn about important physical, social, emotional and moral issues around relationships, sexual health, sexuality and gender identity, including where to get reliable information from trusted sources.*’

The Report on the Review of Relationships and Sexuality in Primary and Post Primary Schools (2019) provides further rationale for this policy, outlining the necessity of RSE in providing the highest standard of health.

In addition, the following documents are relevant:

- The Education Act, 1998 requires that schools should promote the social and personal development of students and provide health education for them.
- Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both junior and senior cycle. At Junior Cycle, the RSE programme is part of Social, Personal and Health Education (SPHE).
- Circulars M4/95 and M20/96 request schools to commence a process of RSE policy development.
- The Department of Education and Skills Child Protection Procedures for Primary and Post-Primary Schools 2017 further highlights the necessity for this policy.

#### 4. Relationship to characteristic spirit of the school

Our school ethos is based on the values of Truth, Respect and Justice. RSE is taught in the context of a whole school climate that is inclusive and respectful.

The School's Mission Statement guides the RSE and SPHE Programme in our school:

*Our School is a Christian community of learning and companionship in which each student and member of staff experiences and is responsible for the development of person centred, holistic and enjoyable education.*

The Code of Behaviour supports our school ethos and mission statement:

*Our school values respect for all, kindness and willingness to help others, fairness and forgiveness, courtesy and good manners. (Code of behaviour is available in full on [www.fcjbunclody.ie](http://www.fcjbunclody.ie))*

Spiritual, moral and ethical issues can arise when teaching RSE. Teachers will express the ethos of the school while at the same time facilitating students in discussing a range of views in relation to topics within the RSE programme. A guide to dealing with ethical and moral considerations is outlined in Part 6 below. At Junior Cycle, Teachers will follow the learning objectives that are set out in the Junior Cycle SPHE Specification. At Senior Cycle, teachers will follow the NCCA Senior Cycle SPHE Curriculum Framework (2011). The Specification and

Curriculum Framework will guide teachers on the age-appropriateness of the content, and the approach that should be taken when teaching RSE. This will be done within a context in which teaching of the programme is informed by the school's ethos.

## 5. Aims and Objectives

### Definition of RSE:

*'Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parents, teachers, peers, adults and the media'.* (Department of Education and Skills, 1997)

The NCCA (2019) describes RSE as *'A curriculum-based process of teaching and learning about the cognitive, emotional, physical and social aspects of relationships and sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to develop self-awareness and self-esteem, realise their health, wellbeing and dignity; develop positive and respectful, social and sexual relationships; consider how their choices affect their own wellbeing and that of others; and, understand their rights and responsibilities in relation to themselves and others'.*

### Aims of RSE

According to the Department of Education and Skills (1997), *'At Post Primary level, RSE aims to build on the primary programme and provide young people with information and skills to evaluate critically the wide range of information, opinions, attitudes and values offered today, in order that they will make positive, responsible choices about themselves and the way they live their lives'.*

*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.*

### Junior Cycle

FCJ Secondary School acknowledges that RSE is being reviewed nationally and new guidelines are being developed for Post Primary Schools. FCJ Secondary School is committed to incorporating any interim guidelines and resources that are introduced by the NCCA to support schools. New guidelines for RSE in Post Primary Schools are anticipated in late 2022. The



approach taken in FCJ toward RSE is guided by The Draft Guidelines for RSE (NCCA, June 1995). The aims and objectives of which are outlined below.

**Aims:**

- To help young people to understand and develop friendships
- To promote an understanding of sexuality
- To promote a positive attitude towards one's own sexuality and in one's own relationship to others.
- To promote knowledge and respect for reproduction
- To enable young people to develop attitudes and values towards their sexuality in a moral, spiritual and social framework.

**Objectives:** The objectives about Junior Cycle RSE are to enable students to:

- Acquire the understanding and skills necessary to form healthy friendships and relationships.
- Develop a positive sense of self-awareness, and the skills for building and maintaining self-esteem.
- Become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop respect for difference between individuals.
- Understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted diseases.
- Understand sexual development and identity and explore aspects of sexuality including sex roles, stereotyping, gender issues and cultural influences on sexuality.
- Value family life and appreciate the responsibilities of parenthood.
- Develop strategies for decisions and actions consistent with personal moral integrity and respectful of the rights and dignity of others.
- Develop skills for coping with peer pressure, conflict and threats to personal safety.

*Some of these objectives will be supported by the other elements of SPHE, by the broader curriculum and the whole school climate.*

**Learning Outcomes**

In the interim, at Junior Level (First, Second, Third Year), FCJ Secondary School is meeting the criteria and learning outcomes for Junior Cycle RSE by teaching the 'Team Up' strand of the Junior Cycle SPHE short course.

After studying this area of learning, students should be able to

- Establish what young people value in different relationships and how this changes over time
- Evaluate attitudes, skills and values that help to make, maintain and end friendships respectful
- Recognise their capacity to extend and receive friendship
- Explain the different influences on relationships and levels of intimacy
- Analyse relationship difficulties experienced by young people

- Describe fertility, conception, prenatal development and birth, and the particular health considerations for each.
- Explain what it means to take care of their sexual health
- Demonstrate assertive communication skills in support of responsible, informed decision making about relationships and sexual health that are age and developmentally appropriate.
- Reflect on the personal and social dimensions of sexual orientation and gender identity
- Critically analyse the use of sexual imagery and gender stereotyping in various forms of media
- Critique the influence of media on their understanding of sexuality and sexual health

### Senior Cycle

At Senior level (Transition year, Fifth Year, Sixth Year), FCJ Secondary School follows the NCCA Senior Cycle SPHE Curriculum Framework (2011).

**Aim:** Senior cycle SPHE aims to support students in making choices for health and wellbeing.

**Objectives:** The objectives for SPHE in senior cycle are to:

- Develop self-awareness through opportunities to reflect on thoughts, values, attitudes and feelings.
- Enhance students' knowledge and understanding of essential health concepts and the wider influences on health and wellbeing to enable informed decision making.
- Develop students' self-efficacy; the confidence to think and behave independently especially in the face of social pressure.
- Strengthen students' capacity to empathise with another person's situation, feelings and motives in order to enhance relationships with other people
- Develop coping strategies for adolescence and adult life in support of greater resilience.
- Develop students' health literacy skills, including the ability to obtain, critically evaluate and act on health information in support of health and wellbeing.
- Develop a willingness to participate in the creation and maintenance of healthy communities and environments.

**Learning Outcomes:** After studying this area of learning, students should be able to

- Explore personal thoughts, values, attitudes and feelings about relationships
- Develop an understanding of the different types of relationships, what is important in them and the skills to enhance relationships
- Promote empathy with others who have different cultural values, attitudes and beliefs about family, relationships, sex and sexuality.
- Develop students' knowledge, understanding and skills in support of sexual and reproductive health.
- Develop students' understanding of sexuality and sexual orientation and the importance of an inclusive environment.

- Develop personal and interpersonal skills which support beginning, maintaining and ending relationships
- Develop skills for coping with peer pressure, conflict and threats to personal safety.

### **Relationship of RSE to SPHE:**

The Junior Cycle SPHE Specification (NCCA, 2016) states that ‘RSE is a complex and vitally important part of the school’s curriculum. It sits as part of Social Personal and Health Education (SPHE) but it is understood as having a whole-school dimension. RSE as part of Social, Personal and Health Education (SPHE) contributes to developing the work of the school in promoting the health and wellbeing of children and young people. This happens in the context of their emotional, moral, social and spiritual growth as well as their intellectual, physical, political, religious and creative development’

### **Delivery of RSE**

The arrangements regarding the teaching of the programme and the deployment of staff are made by the Principal.

- At Junior Cycle, SPHE it is mandatory and is timetabled for 1 hour per week First to Third Year. RSE is taught through SPHE for a minimum of 6 lessons each year.
- In Transition Year, RSE is taught through a stand-alone ‘Relationships and Sexuality’ module that is taught for a minimum of 6 lessons.
- In Fifth Year and Sixth Year, RSE is taught through non-exam Religion class. This takes place through a RSE module that is taught for a minimum of 6 lessons in both fifth and sixth year.
- Class sizes do not exceed 30 pupils per class. SPHE and RSE will be taught in a co-educational setting.
- For the Relationships and Sexuality Education Programme please see Appendix A (Junior Cycle) and Appendix B (Senior Cycle), which detail the aims, educational outcomes and topics for each.
- All RSE classes are provided by internal members of the F.C.J. teaching staff F.C.J. Secondary School is committed to ensuring that these teachers receive the relevant training to deliver RSE.

## **6. Key Measures**

### **A. Training and Staff Development**

- A SPHE coordinator will be appointed each year. In some instances, there will also be a link person for Senior Cycle RSE.



provided.

#### **D. Visiting Speakers**

FCJ Secondary School follows the guidelines as laid out in DES Circular 0023/10 regarding visiting speakers.

Outside facilitators who contribute to the SPHE/RSE programme can play a valuable role in supplementing, complementing and supporting a planned, comprehensive and established SPHE/RSE programme. Any such visitor or visiting group should adhere to the guidelines of good practice set out below:

- Visitors to the classroom or school, particularly those engaging directly with students, should be aware of relevant school policies including the school's child protection policy, RSE policy and substance misuse policy.
- Any such visit must be carefully planned in advance in line with the relevant whole-school SPHE/RSE programme(s) and policies.
- Talks/programmes delivered by outside agencies or speakers must be consistent with and complementary to the school's ethos and SPHE/RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.
- Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of the same.
- It is strongly recommended that parents should be consulted and made aware of any such visiting people or agencies to classrooms / schools.
- The school's SPHE/RSE coordinator may also help in the process of whole-school planning and coordination to support the effective implementation of SPHE/RSE.
- It is of the utmost importance that classroom teachers remain in the classroom with the students and retain a central role in delivery of the core subject matter of the SPHE/RSE programme. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issue(s) that may arise as a result of the external input(s).
- All programmes and events delivered by visitors and external agencies must use appropriate, evidence- based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.
- All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.
- Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. In light of this, FCJ

Secondary School will avoid the following approaches:

- Scare tactics
- Sensationalist interventions
- Testimonials
- Information only interventions
- Information that is not age appropriate
- Once off/short term interventions
- Normalising young people's risky behaviour
- Didactic approach

#### **E. Students with individual learning differences**

- FCJ Secondary School is committed to providing effective RSE to all students. RSE is part of the educational entitlement of all students. All young people, whatever their ability, develop physically and emotionally and all need help to understand their bodies and their feelings. RSE helps students with their overall development, confidence and self-esteem.
- 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.
- Teachers will consult with each student's IEP Plan or link teachers in order to identify and support individual learning needs.
- If a student does not participate in S.P.H.E for any reason, (for example, if a student receives learning support at this time) it is essential that he/she returns to S.P.H.E. class when RSE is being covered.
- It is also the responsibility of the parents and guardians of such students to make the school aware of any issues.

#### **F. Ethical/Moral Considerations**

**Offering Advice:** The function of the RSE in Post-Primary 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 it is important to create an environment in which students can discuss issues openly, teachers may not be able to answer all questions and can, therefore, set appropriate limits. Teachers should use their professional judgement, guided by the age of the students and the RSE curriculum. 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. Teachers will liaise with management and parents if deemed necessary.

**Confidentiality:** Confidentiality should be respected unless a teacher becomes aware that a child is at risk, in which case the appropriate action should be taken. 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.

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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. This can be done through the SPHE class contract.
- Teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential.
- All teachers have received training in Child Protection Guidelines.
- All students are encouraged to respect confidentiality surrounding sensitive issues of their peers.

**Sexual Activity:** At Junior Cycle, Teachers will follow the learning objectives that are set out in the Junior Cycle SPHE Specification. At Senior Cycle, teachers will follow the NCCA Senior Cycle SPHE Curriculum Framework (2011). The Specification and Curriculum Framework will guide teachers on the age-appropriateness of the content, and the approach that should be taken when teaching RSE. Further detail on the topics covered at Junior and Senior Cycle are available in appendices A & B.

**Age of Consent:** Teachers will give students information on the Age of Consent in Ireland. Which, following the passage of the Criminal Law (Sexual Offences) Act, 2006, is 17 years of age for both males and females.

## **G. Bullying**

This RSE policy is supported and encouraged by the school's *Anti-Bullying Policy* as highlighted, for example, on Page 1, item 2. iv.

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

Learning in SPHE and RSE is essentially supported by a positive, empowering whole school environment. This broader context for learning in SPHE and RSE helps to ensure that students learn to make informed decisions about their health and wellbeing. These decisions are further supported and encouraged by school, community and national policies and guidelines. Whole school initiatives such as 'LGBT Week', 'Anti-Bullying Week' and various Wellbeing initiatives also support the aims and objectives of SPHE and RSE in FCJ.

In Junior Cycle, six indicators—Active, Responsible, Connected, Resilient, Respected and Aware—have been identified as central to students' wellbeing. Learning in SPHE and RSE provides learning opportunities designed to enhance each of these indicators thereby contributing significantly to the school's Wellbeing programme in junior cycle.

### **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. Individuals involved in the aforementioned areas of the school curriculum are invited to give input to this policy during Step 4 (circulation/consultation) of the implementation arrangements listed below.

### **Codes and Programmes:**

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

- Anti-Bullying Policy
- The Code of Behaviour
- The ICT Acceptable Use Policy
- The Substance Misuse Policy
- Child Protection Guidelines
- The Guidance Policy
- The Pastoral Care System is an integral part of the ethos of the school. Students are put under the care of a Pastoral Care (Form) teacher 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 Principals.

## 8. 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 is 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, alongside School Management, 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.

## 9. Ratification and Communication

Approved by the Board of Management following a consultation process with the Student Council, Parents' Association and Teaching Staff:



Signed Joe Byrne

Mr. Joe Byrne (Board of Management)

Date:

This RSE Policy will be available to the school community through the School Website (fcjbunclody.ie)

#### 10. Implementation Date

This Policy will apply from

Date:

#### 11. Monitoring the implementation of the Policy

The SPHE coordinator and school management will liaise regularly to ensure that the actions and measures set down under the policy are being implemented. The SPHE coordinator will meet school management at the end of each academic year to discuss, plan and implement any necessary changes for the next academic year.

#### 12. Reviewing and Evaluating the Policy

Ongoing review and evaluation will be cognisant of changing information, guidelines, legislation and feedback from parents/guardians, students, teachers and others. This policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning. The SPHE coordinator, alongside School Management has the role of monitoring aspects of the policy.

## Documents consulted

Council for Education of the Irish Episcopal Conference (2021) *Relationships and Sexuality Education, Guidance for Catholic Post-Primary Schools: Republic of Ireland*. Dublin.

Department of Education and Skills (2017). *Child Protection Procedures for Primary and Post Primary Schools*. Dublin. Available at:

<https://www.gov.ie/pdf/?file=https://assets.gov.ie/45063/2d4b5b3d781e4ec1ab4f3e5d198717d9.pdf#page=1> [Accessed 21/01/22]

Department of Education and Skills (1997). *Relationships and Sexuality Education 'Going Forward Together', Guidelines for Parents*. Dublin. Available at:

<https://www.sexualwellbeing.ie/for-parents/resources/relationships-and-sexuality-education-%E2%80%93-going-forward-together.pdf> [Accessed 21/01/22]

Department of Education and Skills (1997). *Relationships and Sexuality Education Policy Guidelines, A Partnership between Home and School*. Dublin. Available at:

[https://www.sess.ie/sites/default/files/rse\\_policy\\_guidelines.pdf](https://www.sess.ie/sites/default/files/rse_policy_guidelines.pdf) [Accessed 21/01/22]

National Council for Curriculum and Assessment. (1996) *Relationships and Sexuality Education: An Aspect of Social, Personal and Health Education. Interim Curriculum and Guidelines for Post-Primary Schools*. Dublin. Available at:

<https://www.pdst.ie/sites/default/files/RSE%20Interim%20Guidelines%201998.pdf>  
[Accessed 21/01/22]

National Council for Curriculum and Assessment (2019). *Report on the Review of Relationships and Sexuality Education (RSE) in Primary and Post Primary Schools*. Dublin. Available at:

<https://ncca.ie/media/4462/report-on-the-review-of-relationships-and-sexuality-education-rse-in-primary-and-post-primary-school.pdf> [Accessed 21/01/22]

National Council for Curriculum and Assessment (2011). *Senior Cycle SPHE Curriculum Framework*. Dublin. Available at: [https://ncca.ie/media/2688/sphe\\_framework.pdf](https://ncca.ie/media/2688/sphe_framework.pdf) [Accessed 21/01/22]

National Council for Curriculum and Assessment (2016). *Short Course for SPHE: Specifications for Junior Cycle*. Dublin. Available at: <https://www.curriculumonline.ie/getmedia/10a6e6be-40dd-425b-9463-dabfb2131fcd/NCCA-JC-Short-Course-SPHE.pdf> [Accessed 21/01/22]

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The following Curricular were also consulted (Accessed on 20/01/22)

M4/95 (Available here: [https://pdst.ie/sites/default/files/ppc04\\_1995\\_0.pdf](https://pdst.ie/sites/default/files/ppc04_1995_0.pdf) )

M20/96 (Available here <https://circulars.gov.ie/pdf/circular/education/1996/M20.pdf> )

0023/10 (Available here <https://assets.gov.ie/12377/2b0c074dacd1441f828656917ea08596.pdf>



## Appendix A: Junior Cycle Scheme of Work

### Junior Cycle: Relationships and Sexuality Unit of learning: First, Second, Third Year

#### Resources:

- HSE: RSE Unit of Learning accessible here [HSE](#)
- PDST: Growing Up Lesbian, Gay, Bisexual and Transgender: resource available here [PDST](#)
- B4U Decide website and resources
- My Life Book.

***Note:** It is recognised that Junior Cycle RSE is under review at a national level. As a result, the F.C.J. S.P.H.E. Department endeavour to incorporate Learning Outcomes from the S.P.H.E. Junior Cycle Syllabus and the S.P.H.E. Short Course Specification in order to plan for Junior Cycle RSE in our school. This will be reviewed as the short course develops in our school, and as new guidelines for RSE are released.*

		First Year
Topic	Theme / Lesson Title	Learning Outcomes
1	Self Esteem	1.1 Appreciate the importance of building their own self-esteem and that of others.
2	Me as Unique and Different	1.2. Welcome individual differences based on an appreciation of their own uniqueness. 1.8 Explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing. 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination
3	Friendship	3.1. Establish what young people value in different relationships and how this changes over time. 3.2. Evaluate attitudes, skills and values that help to make, maintain and end friendships respectfully.

4	Changes at adolescence	<p>1.3. Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence.</p> <p>1.4. Recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions.</p>
5	Reproductive System: Male and Female Reproductive systems	<p>1.3. Participate in informed discussions about the impact of physical, emotional, psychological and social development in adolescence.</p> <p>1.4. Recognise how sexuality and gender identity is part of what it means to be human and has biological, psychological, cultural, social and spiritual dimensions.</p>
6	Images of Male and Female	<p>3.9. Reflect on the personal and social dimensions of sexual orientation and gender identity.</p> <p>3.10. Critically analyse the use of sexual imagery and gender stereotyping in various forms of media.</p> <p>3.11. Critique the influence of media on their understanding of sexuality and sexual health.</p>
7	Respecting myself and others	<p>1.9. Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination</p>

		<b>Second Year</b>
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Topic	Theme	Learning Outcomes
1	From conception to birth	3.6. Describe fertility, conception, prenatal development and birth, and in particular the health considerations for each.
2	Recognizing and expressing feelings and emotions	4.2 Appreciate the importance of talking things over, including recognising the links between thoughts, feelings and behaviour.
3	Peer Pressure and other influences. Making responsible decisions.	1.6. Apply decision-making skills in a variety of situations
4	Managing relationships	3.4 Explain the different influences on relationships and levels of intimacy 3.5 Analyse relationship difficulties experienced by young people 3.9 Reflect on the personal and social dimensions of sexual orientation and gender identity. 3.10 Critically analyse the use of sexual imagery and gender stereotyping in various forms of media. 1.8 Explain how stereotyping can contribute to a person's understanding and experience of rights and wellbeing. 1.9 Appreciate the importance of respectful and inclusive behaviour in promoting a safe environment free from bias and discrimination
5	Health and personal safety	2.8. Use the skills of active listening and responding appropriately in a variety of contexts 2.9. Use good communication skills to respond to criticism and conflict.

	<b>Third Year</b>
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Topic	Theme	SPHE Short Course Learning Outcomes
1	Body Image	1.2. Welcome individual differences based on an appreciation of their own uniqueness.
2	Where am I now?	1.1 Appreciate the importance of building their own self-esteem and that of others.
3	Relationships-what's important?	3.1. Establish what young people value in different relationships and how this changes over time 3.4 Explain the different influences on relationships and levels of intimacy
4	The three R's- respect, rights and responsibilities & Conflict	3.11. Critique the influence of media on their understanding of sexuality and mental health 3.5 Analyse relationship difficulties experienced by young people
5	Reflect	4.2. Appreciate the importance of talking things over, including recognising links between thoughts, feelings and behaviour.

## Appendix B: Senior Cycle Scheme of Work: Ms. A.M. Doyle

### Relationships and Sexuality Education Module Transition Year

TY RSE

- ❖ **Resource:** The Senior Education Consent Programme from the Rape Crisis Centre (Wexford)
- ❖ **Timing:** 6 weeks.
- ❖ **Aims:**
- ❖ **Course Outline:** (See topics below)
- ❖ **Cross Curricular Links:** Links with Religion, Home Economics, Mental Health, Wellbeing Module,
- ❖ **Evaluation:** Students complete a reflection during each lesson. Students will also fill in a Google Form at end of each module.

Topic	Learning Outcomes on completion of this session: (Success Criteria)	Methodologies & Resources	Assessment
1. Sexual Consent and the Law	Students will be able to recognise what consent means.  Students will explore the importance of	<ul style="list-style-type: none"><li>● Ice Breakers on Consent.</li><li>● Group Discussion</li><li>● Case Study</li><li>● PowerPoint on the law around consent in</li></ul>	Case Study and questions  Discussion

	understanding, negotiating, and agreeing boundaries, and understanding it in the context of the law around consent in Ireland.	Ireland.	
2. Sexual Violence	<p>Students will be able to:</p> <p>Define the various forms of sexual violence.</p> <p>Have increased awareness of sexual violence and societal attitudes towards it.</p> <p>Understand how to respond 'in the moment' to a disclosure.</p> <p>Be aware of support services available to victims for example the SATU and RCC's.</p>	<ul style="list-style-type: none"> <li>● Part 1: Recap of session one and reaffirmation of the group guidelines.</li> <li>● Part 2: Sexual Violence.</li> <li>● Introductory You Tube Clip.</li> <li>● Categories of Sexual Violence.</li> <li>● You Tube Clip.</li> <li>● Part 3: Responding to a Disclosure and Reporting.</li> <li>● "STRONG" – responding to a disclosure.</li> <li>● SATU – Sexual Assault Treatment Unit.</li> <li>● Positive Affirmation Paired Exercise</li> <li>● Part 4: Session 'wind down' and close.</li> </ul>	<p>Group work: Slide activity.</p> <p>Video clips on sexual harassment.</p>



<p>3. Victims and Perpetrators</p>	<p>Students will have an Increased awareness of the impact and consequences of sexual violence on a victim and perpetrator either of whom could be of any gender identity.</p> <p>Students will learn to dismiss victim blaming which can be supported in rape culture.</p> <p>Students will have an awareness around responses to trauma, 'fight, flight, freeze or fawn'.</p>	<ul style="list-style-type: none"> <li>• Part 1: Recap of session two and reaffirmation of the group guidelines.</li> <li>• Part 2: A look at the possible effects of sexual violence myths and victim blaming.</li> <li>• Quick Recap of Sexual Violence definitions.</li> <li>• Exploring Rape Myths.</li> <li>• Victim Blaming – You Tube Clip.</li> <li>• Part 3: Impacts and consequences of Sexual Violence. <ul style="list-style-type: none"> <li>a. Victims and Perpetrators.</li> <li>B. '4F's of Trauma.</li> </ul> </li> <li>• Part 4: Session 'wind down' and close.</li> </ul>	<p>Discussion Questions</p>
<p>4. 'Normalisation' of Sexting and the affects of Pornography.</p>	<p>At the end of this lesson students will:</p> <p>Understand what sexting is, unpack the reasons that people engage in sexting, and acknowledge the risks</p>	<ul style="list-style-type: none"> <li>• Part 1: Session introduction and recap of group guidelines</li> <li>• Part 2: Sexting. Defining Sexting</li> <li>• Signposting relevant</li> </ul>	<p>Discussion on sexting Roaming Debate</p>

	<p>and responsibilities associated with communicating online.</p> <p>Develop healthy understanding of safe boundaries around sexting.</p> <p>Have the opportunity to discuss and unpack the potential influences of pornography is a safe, supportive space.</p> <p>Be able to understand and reflect critically on the unrealistic aspects of pornography in a healthy, informed way.</p> <p>Be more informed of Coco's Law - The Harassment, Harmful Communications and Related Offences Act 2020 and the Criminal Justice (Public Order) Act 1994.</p>	<p>legislation including 'Coco's Law', the Child Trafficking and Pornography Act 1998 and the Criminal Justice (Public Order) Act 1994.</p> <ul style="list-style-type: none"> <li>• Option 1: You Tube Clip(s) or, Option 2: Scenario.</li> <li>Part 3: Pornography: Defining it.</li> <li>• Roaming Debate Activity.</li> <li>• Part 4: Session 'wind down' evaluation forms completed and close and close.</li> </ul>	
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<p>5. Healthy and Unhealthy Relationships</p>	<p>At the end of this lesson students will be able to:</p> <p>Differentiate between healthy and unhealthy relationships.</p> <p>Recognise and act on negative/undesirable behaviours of which some can be 'red flags' and to be cognisant of positives in relationship types.</p> <p>Establish respectful and healthy relationship boundaries.</p>	<ul style="list-style-type: none"> <li>• Complete the pre-survey before session begins.</li> <li>• Part 1: Session introduction and recap of group guidelines.</li> <li>• Part 2: Relationship Close-up. Handout/Group Activity.</li> <li>• You Tube Clip. Part 3: 'Four Corners Activity'</li> <li>• Part 4: Session 'wind down' and close.</li> </ul>	<p>Relationship Handouts/Group Activity</p>
<p>6. Stereotypes</p>	<p>By the end of this lesson students will be able to:</p> <p>Describe what masculinity, femininity, toxic masculinity, toxic femininity and gender and how they may influence behaviours.</p>	<ul style="list-style-type: none"> <li>• Check in with the group in relation to the previous session which looked at relationships, which can be very happy, healthy and an important aspect in our lives.</li> </ul>	<p>Group Discussion</p>

	<p>Be able recognise when toxic behaviours crosses boundaries and affects consent.</p> <p>Participants will be able to differentiate between the different constructs and the importance of being true to one self.</p>	<ul style="list-style-type: none"> <li>• Have they any outstanding thoughts or reflections?</li> <li>• Outline the session will look at what gender, masculinity and femininity is, when it is toxic and ways to challenge it.</li> </ul>	
7. Music and the Music Industry	<p>By the end of this lesson students will:</p> <p>Have explored the music and media industries will understand the broader impact of how women and men are portrayed.</p> <p>Be more aware of what objectification is and its nuanced negative influences on attitudes towards females, in particular.</p> <p>Develop critical thinking skills towards in music and media content.</p>	<ul style="list-style-type: none"> <li>• Session introduction and recap of session two.</li> <li>• Look at the Music Industry – sampling of music videos.</li> <li>• Look at the Media Industry – sampling of headlines.</li> <li>• Session ‘wind down’ and close.</li> </ul>	Examination of music & Discussion.



8. Wind Down and Close	<p>By the end of this lesson students will be able to:</p> <p>Summarize the key points of the session.</p> <p>Identify if there are any questions about what was covered in this session.</p>	<ul style="list-style-type: none"> <li>• Participants having explored wellbeing briefly will understand the broader impact of it in the context of what this programme affirms.</li> <li>• Be more aware of what it means to be health literate.</li> <li>• Reflected on the key messages throughout the programme.</li> </ul>	Reflection.
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**Relationships and Sexuality Education**  
**5<sup>th</sup> year RSE Module**  
**Teacher: Ms. O'Shaughnessy**

**(1 hour per week for minimum 6 weeks)**

**All classes are discussion based/group work/chart work**

**Course Content: Topic 1: For Sexually Transmitted Infections**

- Introduction: Outline of course/advice on knowing boundaries
- Teenagers attitudes to sex
- Why young people are so sexually active today
- Consequences of sexual activity: Unplanned pregnancy /STI's /Reputation/use of Morning after Pill
- What to do in the event of an unplanned pregnancy: Keep baby/Fostering/Abortion
- Class survey on sexual activity and discussion on results
- Pornography
- Homosexuality
- Sexting
- Consent: How to say no to sex/understanding boundaries
- Age of consent/legal consequences
- STI'S
- Types of STI'S
- Detail on each STI
- How the STI is transmitted
- Symptoms in boys & girls
- Treatment
- Prevention

**The following are the main STI'S covered:**

- Chlamydia

- Pubic Lice (Crabs)
- Genital Herpes
- Gonorrhoea
- Hepatitis B
- Genital Warts (Human Papilloma Virus / HPV)
- Syphilis
- HIV / AIDS
- Thrush
- Cystitis

### **Preventing STI's**

- Saying “No” to sex
- Detail on Condoms as a method of preventing STI'S
- Where to get condoms
- How to use condoms
- Testing for STI'S / Where to go/ Smear Tests & the importance of testing for STI'S and Cervical Cancer
- Responsibility to share information should one become infected
- Myths about STI's

### **Methodology:**

- Group Discussion
- Class Survey
- Debate
- Role Play
- Quiz
- Multiple Choice questions

### **Resources:**

- Trust (Talking/Relationships/Understanding/Sexuality/Teaching Resource) Resource Materials for Relationships and Sexuality Education at Senior Cycle produced by the Health Service Executive –excellent resource obtained at an in-service
- It's Your Well Being-Senior Cycle SPHE –Fiona Chambers, Anne Jones, Anita Stackpoole -Mentor
- “Sex & Sensibility” teacher resource book
- Relationships & Sexuality Education Post – Primary: Senior Cycle
- Everywoman book
- Everyman book
- Leaflet on Cervical Cancer – produced by Sanofi Pasteur MSD

**Relationships and Sexuality Education**  
**Teacher: Ms. O'Shaughnessy**  
**Sixth year RSE Module**

**(1 hour per week for minimum 6 weeks)**

**All classes are discussion based/group work/chart work**

**Course Content:**

- Introduction: Course content/expectations/known boundaries
- Communication
- Assertive Communication
- Dealing with Feelings / Emotions
- Dealing with conflict Situations
- Dealing with Loss
  
- Loving Relationships: parents/family/friends
- Development of relationships over time
- Qualities /characteristics students look for in their ideal partner at present
- Love; What is Love? Characteristics of Love
- Marriage or Single Life! Why Marry?

- Qualities / characteristics that are important in a future loving partner for life
- Signs of a healthy relationship
- Relationship violence/warning signs
- Preparation for Marriage / Issues to discuss with prior to marriage
  
- Human Reproduction and Fertility: Male /Female Reproductive Systems
- Human Reproduction Terms/terms associated with sexual health
- Understanding Female Fertility
- Family Planning & Contraception
- How and When Conception Can Take Place
- Stages of Foetal Development

**Family Planning Methods: What are they? How to use them / Positive & Negative Aspects of the family planning methods /Myths**

- Abstinence
- Natural Methods /The Billings (Ovulation) Method
- Condoms
- Diaphragms /Cap and Spermicides
- Combined Contraceptive Pill
- Progestogen – Only Pill
- Contraceptive Patch
- Vaginal Ring (NuvaRing)
- Emergency Contraception
- Injectable Contraception
- Contraceptive Implant
- Intrauterine System (IUS)
- Intrauterine Device (IUD) /The Coil
- Permanent Methods: Sterilisation – Vasectomy & Tubal Occlusion
- Taking care of your sexual health



- Smear Tests
- Cervical Cancer/Prostate Cancer/testicular Cancer

### **Methodologies:**

- Discussion
- Debate
- Group Work
- Brainstorming
- Role Play
- Quiz
- Questionnaires
- Multiple Choice Questions
- Worksheets
- Guest Speakers

### **Resources:**

- Trust (Talking/Relationships/Understanding/Sexuality/Teaching Resource) Resource Materials for Relationships and Sexuality Education at Senior Cycle produced by the Health Service Executive –excellent resource obtained at in service
- It's Your Well Being-Senior Cycle SPHE –Fiona Chambers, Anne Jones, Anita Stackpoole -Mentor
- SPHE support service material
- Sex & Sensibility Resource Pack
- Sex & Sensibility Video
- Relationships & Sexuality Resource Materials for Post – Primary: Senior Cycle.
- “On My Own Two Feet”: A Substance Abuse Prevention Programme (SAPP) Resource Pack
- Learning For living: A Safety Awareness and Youth Information. Training Programme: Wexford Rape and Sexual Abuse Support Service
- Sexualities, An advanced Training Resource: Family Planning Association
- Exploring Healthy Sexuality: A guide to sex education in a youth setting: Family Planning Association

- Lifeways – Student Text, teacher’s guide, work cards. Keyway Series, Veritas.
- Newspaper Articles
- Sexuality Information, Contraception Fact Sheets produced by IFTA
- Fact Sheets from Contraceptive Drug Suppliers.

## Appendix B: Senior Cycle Scheme of Work: Ms. L. Nolan

		Senior Cycle RSE (6th Year)
Topic	Theme / Lesson Title	Learning Outcomes
1 Relationships	Classroom rules/contract When we feel hurt	<ol style="list-style-type: none"> <li>1. To have an increased awareness of ways in which people deal with hurt &amp; rejection</li> <li>2. To consider the healthy &amp; unhealthy ways of responding to hurt &amp; rejection</li> </ol>
2 Relationships	Loving relationships Intimacy Marriage Life support	<ol style="list-style-type: none"> <li>1. To reflect on beliefs and attitudes about sex</li> <li>2. To consider the consequences of being sexually active</li> <li>3. Be more aware of the development of physical and emotional intimacy</li> <li>4. List the values we look for in long term relationships (building blocks)</li> </ol>
3 Relationships	Responsible relationships & Saying no	<ol style="list-style-type: none"> <li>1. Practice skills for resisting pressure to be sexually active if you do not wish to do so</li> <li>2. Awareness of how to express your needs</li> </ol>
4 Taking time to think	Influences & values Decision making Responsible relationships	<ol style="list-style-type: none"> <li>1. To be more aware that they are influenced by a range of people and messages</li> <li>2. Reflect on how they are influenced by the messages they receive</li> <li>3. Be more aware of the values that are important to them</li> </ol>

5 Sexuality	Contraceptive methods	<ol style="list-style-type: none"> <li>1. Be aware of the range of methods of contraception available</li> <li>2. Be able to differentiate between hormonal contraception and barrier contraception</li> <li>3. Appreciate the difficulties that a couple might encounter when discussing contraceptive issues</li> <li>4. Explore gender stereotyping in relation to responsibility for contraception</li> </ol>
6 Sexuality	STI transmission	<ol style="list-style-type: none"> <li>1. Know the causes of STIs</li> <li>2. Know the transmission routes of STIs</li> <li>3. Know the range of treatments for STI</li> </ol>
7 Sexuality	Responsible parenthood	<ol style="list-style-type: none"> <li>1. Reflect on the issues surrounding an unplanned pregnancy for young people</li> <li>2. Be aware of the supports and services available to someone with an unplanned pregnancy</li> <li>3. Consider how they could best support a friend who is experiencing an unplanned pregnancy</li> </ol>
8 Review of Learning	Looking back Looking forward	<ol style="list-style-type: none"> <li>1. Be able to recall the main learning points in their RSE lessons</li> <li>2. Review and evaluate the usefulness of this RSE module</li> </ol>

## Appendix C: Resource List

### Junior Cycle

- Textbooks: My Life 1, 2 & 3 by Stephanie Mangan (Published by Folens).
- [www.b4udecide.ie](http://www.b4udecide.ie) : Resource materials for teachers.  
Available here: [https://www.pdst.ie/sites/default/files/b4udecide\\_0.pdf#page=34](https://www.pdst.ie/sites/default/files/b4udecide_0.pdf#page=34)
- [www.belongto.org](http://www.belongto.org)
- Curriculum Online, HSE approved Resources for teaching RSE.  
Available here <https://www.curriculumonline.ie/Junior-cycle/Short-Courses/SPHE/SPHE-RSE-toolkit/Resources-for-learning-and-teaching-in-SPHE-RSE/>
- [www.hse.ie](http://www.hse.ie) : Resources available here <https://www.hse.ie/eng/about/who/healthwellbeing/hse-education-programme/training-and-resources-for-post-primary-school-teachers/relationships-and-sexuality-education-training-and-resources-for-post-primary-school-teachers.html>
- PDST: Growing Up Lesbian, Gay, Bisexual and Transgender: resource available here [PDST](http://www.pdst.ie).
- [www.webwise.ie](http://www.webwise.ie) : Be in CTRL & Lockers Resources. Available here <https://www.webwise.ie/category/teachers/classroom-resources/>

### Senior Cycle:

- Trust Resource Pack [https://www.pdst.ie/sites/default/files/TRUST-Main\\_0.pdf](https://www.pdst.ie/sites/default/files/TRUST-Main_0.pdf)
- [https://www.drcc.ie/assets/files/pdf/drcc\\_resource\\_pornography\\_what\\_do\\_i\\_need\\_to\\_know.pdf](https://www.drcc.ie/assets/files/pdf/drcc_resource_pornography_what_do_i_need_to_know.pdf)
- Tea & Consent <https://www.youtube.com/watch?v=u7Nii5w2FaI>
- <https://www.sexualwellbeing.ie/>