

Barnane NS RSE Policy.

Introduction

This policy was drawn up in 2016 by the principal and staff in consultation with the Cuiditheoir for SPHE. It was reviewed again in 2020 by the principal, post-holder and staff, a Committee involving teachers and parents. All schools are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE both formally and informally.

Our School's Philosophy/Mission statement

Our school is a 3 teacher school in Barnane, Co. Tipperary. We are a Catholic primary school with a mission to provide a caring, happy, secure and well-ordered atmosphere where the intellectual, spiritual, physical, moral and cultural development of each pupil is identified and where each pupil is given the opportunity to achieve their potential. Relationships and Sexuality Education (RSE) as a component of Social, Personal and Health Education (SPHE) furthers this mission.

Barnane is managed by a Board of Management, elected according to the procedures agreed by the Partners in Education. The school has a Catholic ethos and this ethos is a guiding principle in the formulation and implementation of this RSE Policy. This ethos recognises the value and dignity of each pupil and all those working in the school community, and aims at promoting the full and harmonious development of all aspects of the person, including:

- a) relationship with God
- b) relationship with family
- c) relationship with teachers
- d) relationship with self
- e) relationship with others
- f) relationship with the environment.

This ethos also acknowledges the cultural and religious values of all the pupils attending the school. The school recognises that the parents are the primary educators of their children and we support them in that role. In the area of RSE, above all, the schools' role is subsidiary to that of the parents. We support and compliment their work.

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

means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

Definition of RSE

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding 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.

Relationship of RSE to SPHE

Throughout the school year, Social, Personal and Health Education (SPHE) is taught as a subject from Junior Infants to 6th class. A wide variety of topics are included on this programme, at age-appropriate levels. RSE forms a part of this programme; it is a spiral curriculum which ensures that topics are taught in a developmental manner throughout a child's primary school years. Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

SPHE:

- is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons
- is a shared responsibility between family, school, health professionals and the community. RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
- is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- is based on the needs of the child, therefore RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situations
- is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for issues and topics to be explored and treated in a manner appropriate to the children's needs, abilities and levels of maturity
- Engages children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together,

learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

Through SPHE and RSE, members of the school community should be enabled to enhance their self-esteem and wellbeing through;

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

The key characteristics of this programme are that SPHE is a lifelong process and is a shared responsibility between family, school, health professionals and the community. The main strands of the SPHE programme are:

- Myself
- Myself and Others
- Myself and the Wider World

It is clear that the Relationships and Sexuality Programme is correctly defined as being an integral part of the programme outlined above. Sexually sensitive issues will be covered within the strand units:

- Taking care of my body
- Growing and changing
- Safety and protection.

As stated previously, the content of all lessons will be governed by the schools' Catholic ethos as taught in the Grow in Love programme.

In an ever changing world, RSE encourages children through consistent messages that are taught in line with SPHE. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher guidelines, 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.

Current provision for RSE in Barnane NS

Traditionally we are a child centred school. The educational and emotional needs of the children in our care are central to our curricular planning and policy making processes.

The School Policies and Curricular Plans which support our RSE:

- Grow in Love.
- SPHE Curriculum
- Stay Safe Programme
- Walk Tall Programme
- Relationships and Sexuality Programme (RSE)

Policies which support SPHE/RSE.

- School's Code of Behaviour and Discipline Policy.
- Healthy Eating Policy.
- Anti –Bullying Policy.
- Child Protection Policy.
- Enrolment Policy.
- Internet Safety Policy.

In keeping with the sentiment and spirit of these policies we informally support many of the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for staff 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 well- being of all the members of the school community.

Aims of our RSE Programme

- To enhance the personal development, self-esteem and wellbeing of the child
- To help the child to develop healthy friendships and relationships
- To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, spiritual and social framework
- To enable the child to acquire an understanding of, and respect for human love, sexual intercourse and reproduction
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

Broad Objectives

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

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns

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

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

Guidelines for the Management and Organisation of RSE in our School

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

Management of RSE

- The strands Growing and Changing, and Taking Care of my Body are covered in Year One of 2 year SPHE plan.
- The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)
- Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)
- Special consideration will be taken to ensure that the needs of children with SEN are met.
- Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues
- On enrolment, parents will be provided with a copy of the R.S.E. policy. They will also be sent a reminder letter a week before the sensitive topics are taught.

- The approach in school is child-centred and will always take the age and stage of development of the children into account.
- Appropriate vocabulary relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. The use of slang words will be discouraged. (See appendix 3 for language)
- Some aspects of RSE will be taught through discrete lessons with the remainder being taught in a cross curricular manner. Teachers will have to identify the appropriate links with other subject areas to ensure that children receive a broad based approach to RSE.
- Discrete lessons with regard to sensitive and areas of RSE (physical changes at puberty, menstruation, intercourse, conception for senior classes) will be timetabled for the end of 2nd term/beginning of 3rd term.
- Questions arising from lesson content will be answered in an age-appropriate manner. The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class. Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents.
- Presently in Barnane all teachers deliver this programme to their own class. However, provisions will be made for teachers who may have difficulty with teaching the sensitive areas of the programme.
- Arrangements may be made with colleagues by mutual agreement to deliver whatever sections of the programme a teacher may have difficulty with.
- Staff members own privacy will be respected and they should not feel obliged to disclose aspects of their own personal life.

Parental Involvement

- Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment.
- Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child's class level, example of letter see Appendix 2.
- The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE. A copy of the Busy Bodies Booklet will be given to parents of 5th and 6th classes at the Parent/Teacher meetings usually held in November.
- Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.
- Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed.

- If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard.

Organisation and Curriculum Planning

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6th class. RSE will be covered under the following strands and strand units of the SPHE curriculum:

Myself
Growing and changing
Taking care of my body

The RSE programme is divided into two main parts:

- 1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE
 - Friendship
 - Self-identity
 - Family
 - Self-esteem
 - Growing up
- 2) The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

Topics covered up to 2nd include:	Topics from 3rd to 6th include:
<ul style="list-style-type: none"> • Keeping safe • Bodily changes from birth (birth-9) • Making age-appropriate choices • Appreciating the variety of family types and the variety of family life that exists in our school and community • Recognising and expressing feelings • Self-care, hygiene, diet, exercise and sleep • Expressing opinions and listening to others • Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants) • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions 	<ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene and exercise • Keeping safe • Expressing feelings • Appreciating the variety of family types within our school and community and how these family relationships shape us • Making healthy and responsible decisions • Forming friendships • Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)

(1st/2nd).	<ul style="list-style-type: none"> • Introduction to puberty and changes (3rd, 4th, 5th and 6th class) • Changes that occur in boys and girls with the onset of puberty (5th and 6th Class) • Reproductive system of male/female adults (5th and 6th class) • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).
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Sensitive content 4th – 6th

Sensitive content is taught as per 2 year SPHE plan.

This standard 2-year plan for SPHE taken from The Making the Links resource

Month	Year 1	Year 2
September / October	Self-Identity (Myself)	Myself and my Family (Myself and Others)
November/December	My Friends and Other People (Myself and Others)	Relating to others (Myself and Others)
January/ February	Growing and Changing (Myself)	Safety and Protection (Myself)
March/April	Taking Care of my Body (Myself)	Making Decisions * (Myself)
May/ June	Media Education (Myself and the Wider World)	Developing Citizenship (Myself and the Wider World)

Approaches & Methodologies

When implementing the programme, staff at Barnane National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

The RSE curriculum will be taught through:

- stories and poems
- classroom discussion
- group work

- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010)

Differentiation

Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in
- any given task, posing key questions to guide students through the different stages/processes, and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching

- group work and discussion
- higher and lower order questioning in groups
- moderated whole class discussions through use of a Question Box

Pupils with Special Educational Needs

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work
- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs should be detailed in their IEP or IPLP in consultation with parents/guardians.

Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language.

When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons
- Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

Questions

We use some simple principles when fostering discussion and questioning

- No personal questions of the teacher
- The Question Box will be availed of by the children
- The teacher will be mindful of their reaction to any questions
- Questions do not have to be answered straight away

Assessment

Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group.

The teacher uses;

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log.

Confidentiality

- The school follows Children First Guidelines 2011 and The Child Protection Procedures for Primary.
- If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

Resources

Relationships and Sexuality Education Resource Materials (DES) - Each class teacher has a copy of the appropriate manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls and Story books
- Busy Bodies DVD and Booklet. This DVD and booklet were developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE.
- Picture books across the 9 grounds of equality
- INTO Different Families, Same Love Poster
- RESPECT guidelines.

Provision of Ongoing Support

- Opportunities provided by our Education Centre will be brought to the attention of staff members.
- Teachers will be encouraged to attend CPD in RSE
- Staff meetings utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from www.pdst.ie.

Review

- The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise.
- Parents and staff will be informed of any amendments made.
- This plan was ratified by the Board of Management at a meeting.

Appendix 1

Topics covered up to 2nd include:	Topics from 3rd to 6th include:
<ul style="list-style-type: none"> • Keeping safe • Bodily changes from birth (birth-9) • Making age-appropriate choices • Appreciating the variety of family types and 	<ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene and exercise • Keeping safe

<p>the variety of family life that exists in our school and community</p> <ul style="list-style-type: none"> • Recognising and expressing feelings • Self-care, hygiene, diet, exercise and sleep • Expressing opinions and listening to others • Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants) • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd). 	<ul style="list-style-type: none"> • Expressing feelings • Appreciating the variety of family types within our school and community and how these family relationships shape us • Making healthy and responsible decisions • Forming friendships • Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class) • Introduction to puberty and changes (3rd, 4th, 5th and 6th class) • Changes that occur in boys and girls with the onset of puberty (5th and 6th Class) • Reproductive system of male/female adults (5th and 6th class) • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).
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Appendix 2- Letter to Parent outlining content.

Dear...

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, ‘Growing and Changing’ and ‘Taking Care of my Body’. We will be completing these Strand Units with all class levels in the forthcoming weeks.

<p>Topics covered up to 2nd include:</p>	<p>Topics from 3rd to 6th include:</p>
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<ul style="list-style-type: none"> • Keeping safe • Bodily changes from birth (birth-9) • Making age-appropriate choices • Appreciating the variety of family types and the variety of family life that exists in our school and community • Recognising and expressing feelings • Self-care, hygiene, diet, exercise and sleep • Expressing opinions and listening to others • Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants) The language taught at this level will be..... • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd). The language taught at this level will be..... 	<ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene and exercise • Keeping safe • Expressing feelings • Appreciating the variety of family types within our school and community and how these family relationships shape us • Making healthy and responsible decisions • Forming friendships • Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class) • Introduction to puberty and changes (3rd, 4th, 5th and 6th class) • Changes that occur in boys and girls with the onset of puberty (5th and 6th Class) The language taught at this level will be..... • Reproductive system of male/female adults (5th and 6th class)The language taught at this level will be..... • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).The language taught at this level will be.....
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The class teacher will send home appropriate home school links pages from the Relationships and Sexuality manual which outline the material that will be covered in class and encourage further discussion on the topics at home. If you have any concerns please make an appointment to see the class teacher.

Yours sincerely,

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Appendix 3: Language Taught

Class	Language
Junior Infants	“Womb” “Penis”, “vagina” taught as obvious physical differences between boy/girl

	<p>“Breast-feeding” may be used in conversations as a means of feeding a baby.</p>
Senior Infants	As for Junior Infants
First Class	<p>“penis” and *urethra” taught in terms of passing urine (See DES Resource Materials p 70-71)</p>
Second Class	As for First class
Third Class	<p>Revision of terms listed above. “Developing foetus”</p>
Fourth Class	<p>“Developing foetus” “Umbilical cord” “menstruation” “Navel”</p>
Fifth Class	<p>“Growth spurt” “menstruation” “development of breasts” “ovaries” “fallopian tubes” “sperm production” “erection” “sexual intercourse”</p>

	<p>“conception”</p> <p>“puberty”, “human reproduction” and “sexual intercourse” in the context of a loving family.</p> <p>(See DES RSE resource materials for 5th and 6th)</p>
Sixth Class	<p>As in 5th class</p> <p>“pregnancy”</p> <p>Development of baby in womb</p> <p>Contractions</p> <p>Birth of baby</p>

<p>Third/Fourth Class</p>	<p>Strand Unit: Taking Care of My Body</p> <p>Growing and Changing</p>	<p>.....understand the physical changes taking place in both the male and female body</p> <hr/> <p>....recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty*</p> <p>..discuss the stages and sequence of development of the human baby, from conception to birth*</p>	<p>3rd Class: Introduce terms ‘hormones’ chemicals which move around your body and cells pg.98. -----</p> <p>4th Class: Introduce term ‘Menstruation’ using amended text pg. 199 NOTE: Menstruation will be explained in detail in 5th Class</p> <hr/> <p>3rd Class: Revise term ‘womb’ pg.73. Introduce terms ‘umbilical cord’ and ‘navel/ belly button’ pg. 73.</p> <p>4th Class: Revise term ‘womb,’ Introduce terms ‘egg,’ ‘lining (womb), ‘ready to be born.’</p>	<p>RSE TEACHER BK – 3rd Theme 8 – As I grow I change pg. 93-101</p> <p>RSE TEACHER BK – 4th Theme 8 – Growing and Changing pg. 195- 205</p> <hr/> <p>RSE TEACHER BK – 3rd Theme 6 – PREPARING FOR NEW LIFE pg. 69-79</p> <p>RSE TEACHER BK – 4th Theme 6 – The Wonder of New Life pg.170-181 Sequence Activity Cards</p>	<p>Information Lesson: Growing-Up pg. 97-98 The Growing and Changes I Have Done. Worksheet pg. 95-96 Class Round: Stages of Ages pg.9</p> <p>RSE TEACHER BK Information Lesson: Growing Up pg. 198-199</p> <hr/> <p>RSE TEACHER BK 3rd Class Information Lesson: Caring for Baby pg. 73</p> <p>RSE TEACHER BK 4th Class Information Lesson: Someone Special pg. 171 ‘A New Life Time-Line’ pg. 172-178 (Sequencing Activity)</p>
<p>Fifth/Sixth Class</p>	<p>Strand Unit: Taking Care of My Body</p> <p>Growing and Changing</p>	<p>..identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone</p> <p>..understand the reproductive system of both male and female adults</p> <hr/> <p>.....understand sexual intercourse, conception and birth within the context of a committed, loving relationship</p> <p>...discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent</p> <p>Discuss the stages and sequence of</p>	<p>5th & 6th Class Language to be taught to boys & girls : Puberty , Ovaries – Ovum, Fallopian tube Womb/Uterus, Cervix , Menstruation</p> <p>Puberty, Penis, Testicle, Scrotum, Sperm , Erection, Wet dreams</p> <hr/> <p>5th & 6th Class Language to be taught to boys & girls : Sexual Intercourse, Conception, Ovum, Fallopian Tubes,</p> <p>NOTE: Discussed in the context of a committed and loving relationship</p> <p>5th Class Content</p>	<p>RSE TEACHER BK – 5th Theme 6 – My Body Grows and Changes pg 84 – 89 RSE TEACHER BK – 5th Theme 6 – My Body Grows and Changes pgs 85 – 88</p> <hr/> <p>RSE TEACHER BK – 5th Theme 7 – THE WONDER OF NEW LIFE pg. 95+ 96 RSE TEACHER BK – 5th Theme 7 – THE WONDER OF NEW LIFE pg. 95, 97-98 RSE TEACHER BK – 6th Theme 8 – A Baby is a Miracle pg. 212</p> <p>RSE TEACHER BK – 5th Theme 8 - Caring for New Life pg. 106-110</p> <p>RSE TEACHER BK – 6th</p>	<p>RSE TEACHER BK –5th Information Lesson: p.84 My Body Grows and Changes ‘Busy Bodies DVD’ with questions from RSE TEACHER BK pg. 91 ‘Busy Bodies DVD’</p> <hr/> <p>Information Lesson: The Wonder of New Life RSE TEACHER BK – 5th pg. 95-96 Story: ‘Michael’s Birth Day’ with questions from RSE TCH BK 5th pg. 97 RSE TEACHER BK – 6th ‘A Baby is a Miracle’ p. 212</p> <p>RSE TEACHER BK – 5th * Worksheet p. 106 * Information Lesson: p. 107 Story: ‘Michael’s First Year’ from RSE TEACHER BK pg.109</p> <p>RSE TEACHER BK – 6th * Let’s Talk: Changes a Baby Brings to Parents p. 213-214</p>

		the human baby in the womb	Revise term umbilical cord * (p.107) 6 th Class content	Theme 8 – A Baby is a Miracle pg. 213 - 215	* Let's go shopping: Babies' Expenses pg. 215
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