

Relationship & Sexuality Education (RSE)

**Powerstown ETNS
Parent Information Session**



Role of you, the parents/guardians

As a parent, you are the first teacher of your child.

You pass on your values, beliefs and attitudes to your children.

Just as you help your child to grow and develop in other ways, consciously supporting the development of your child's sexuality education will help them achieve the skills, attitudes and values they need in order to have healthy relationships with themselves and others.



Research

Research tells us that sexuality education has a positive impact on young people's sexual health knowledge and their related behaviours. (UNESCO 2018).

Recent Irish research would suggest that in general parents feel that RSE is an important topic to discuss with their children at home.

However, many parents feel ill equipped to do this effectively. (Conlon 2018). So having accurate and age appropriate conversations with your child can help them develop healthy behaviours in relation to sexuality and sex.



What is RSE?

Relationships & Sexuality education (RSE) is a key component of the Social Personal & Health Education (S.P.H.E.) curriculum in primary school.

RSE provides children with opportunities to develop knowledge, attitudes, beliefs and practical skills necessary to establish and sustain healthy personal relationships with self and others.



This **Teen Equality Wheel** describes qualities that are important for healthy relationships.

In addition to learning about relationships, RSE invites children to explore concepts such as physical development, puberty and human sexuality.

Topics are explored with children in a developmentally appropriate, spiral nature throughout their primary education



An Advisory Group established by the Minister for Education and Science to advise on the development of the RSE in schools found that:

Children receive informal and unsupervised information about relationships and sexuality.

Such information may be inadequate and inappropriate. Young people are already exposed to a variety of sexual practices and attitudes through the media, particularly television, film and magazines.

Children are maturing physically at even earlier ages. The roles of women and men in society are changing. There are health issues associated with sexual practice. Young people are becoming sexually active at earlier ages than in the past. The nature of family life is changing in a way that places many pressures on children and young people.



Parent Advisory
Committee

Mandatory

The Department of Education require that all schools have a policy regarding the teaching of Relationships and Sexuality Education (RSE) and that RSE is taught from junior infants to 6th year.



What is covered at
each class level?





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We have feelings

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A Baby is A Miracle

Choices and Decision Making



Anatomical Terminology Guide

Class	Strand /strand Unit	Content Objectives <i>Consult curriculum for complete objectives in <u>Growing and changing</u> and <u>Taking care of my body</u></i>	Language	Pages in RSE Resource Materials Book	Pages in Walk Tall	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Taking care of my body <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	womb breastfeeding penis vulva	New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p.153	Our Amazing Bodies p94 (Senior Infants book)	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	penis vulva vagina womb breastfeeding urethra	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	Our Amazing Bodies p37 (2 nd class book)	<ul style="list-style-type: none"> Picture books of going to the doctors Tom's Power Flower Books / activities on Life cycles Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> 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 Taking care of my body <ul style="list-style-type: none"> 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 	Revise above umbilical cord changes in puberty menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 rd class book) Changing and Growing p140 (4 th class book) The Wonder of New Life p.150	<ul style="list-style-type: none"> Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body <ul style="list-style-type: none"> 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 	Revise above wet dreams <u>Busy Bodies</u> <u>language</u> semen sexual intercourse	My body grows and changes p81 The wonder of new life p92 Caring for new life p103 Different kinds of love p141	My Amazing body p345 (5 th class book) Creation p121 (6 th class book)	<ul style="list-style-type: none"> Busy Bodies Power points recap Question Box Puberty Quiz

Lesson Samples



Option 2

Rhyme Time: *Baby by Paul Rogers*

Let's Talk: *About New Babies*

Rhyme Time: **Baby** by Paul Rogers

Somebody's coming - but we don't know who
We know it's someone special. We know it's someone new.
We have to wait, although it's here already in a way -
Like something wrapped up underneath the tree on Christmas Day.

We've touched it, felt it move, been close as anybody's been.
We've even heard its heartbeat on a hospital machine
And we don't know anything except it's very, very small
That's why we call it 'It' although it's not an 'It' at all!

Granny's hoping for a girl, but we don't really mind.
As long as it behaves itself, we'll play with every kind.
We'll teach it how to clap its hands, and help it hold its cup
We'll show it where tadpoles live. We'll watch it growing up ...

Somebody's coming - but we don't know when.
Mummy has a feeling in her tummy now and then.
Everything is ready; its room, its clothes, its bed,
The pretty mobile that we made to hang above its head.

Mummy's tired of waiting now. She rests each afternoon.
We know it hasn't far to come; it's bound to be here soon.
One day when we're out to play, we'll sense that something new.
And we'll be so excited that we won't know what to do!
Then Dad will call and say, 'Come and meet'...Who?

Let's Talk: **About New Babies**

- ▲ Ask the children what various baby farm animals are called. For example: cat, dog, sheep, horse, cow, goat, pig.
- ▲ Do you like baby animals? Which is your favourite? Why?
- ▲ Have you got a pet at home? Did your pet ever have babies?
- ▲ Do you have a baby in your house? Tell us about your baby.
- ▲ Do you know anyone who is having a new baby? Tell us about it. Where is the baby now, before it's born?
- ▲ Do you remember when your Mammy was expecting your little baby brother/sister? Tell us all about it.
- ▲ Did Mammy let you feel the baby moving inside her? What was that like? Do you think the baby likes being with its Mammy all the time before it is born? Why?

Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 7

New Life



Home-School Links

Junior Infants 7

New Life

Dear Parents/Guardians,

The aim of this lesson is to help children become aware of new life in the world. Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour.

Children's sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in Spring. By teaching children to understand new life and how it comes about, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake their **children** on the theme **New Life** -

Together, investigate signs of new life in the garden; in the neighbourhood (plants, trees, hedgerows); on a walk in the countryside or on a visit to a farm.

Or

Together, look at books about new life (growth) in nature and the animal world.

Or

Talk about the arrival of a new baby in the immediate or extended family, asking questions such as -

Do you know that ... is going to have a baby?

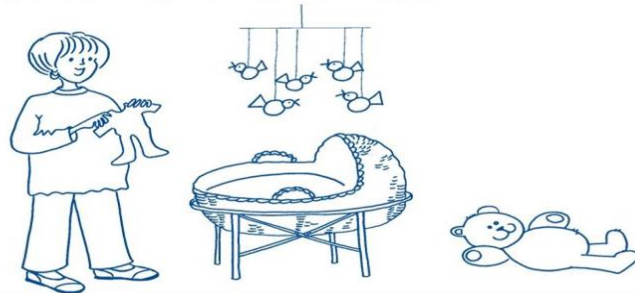
Do you know where the baby is now, before it's born?

We need to be very careful of new babies. Why do you think that is?

Would you like to hear about yourself when you were a baby?

Or

You might like to read the poem on the other side of this page.



Resource Materials for Relationships and Sexuality Education

First Class Theme 8 Growing Means Changing

Option 1

Story Time:	Maeve Does Some Growing Up
Let's Talk:	About How We Have Grown and Changed

Story Time: Maeve Does Some Growing Up

Maeve is a sensible and grown-up girl **now**. But things used to be **very different**. For six years she was an only child. She had **no** brothers and **no** sisters. Then the twins Deirdre and Daniel were born. By that time Maeve was in First Class, just like you are now.

Her Mammy had explained to her that she was going to be a 'Big Sister' now and would have to be a 'Big Help!' But Maeve wasn't used to having a younger sister and brother to look after. In fact Maeve wasn't even very good at looking after herself.

When her Daddy called her first thing in the morning to get ready for school, Maeve just rolled over in the bed and hid under her Disneyland duvet to play a game she used play before the Twins were born. This game was called 'I want to go back to sleep!' Maeve liked to pretend she was never going to get out of bed. Her Mammy and Daddy had to work very hard to persuade her to get up so as to have her ready in time for school.

Do you ever play this game? Funny enough Maeve **never** played it at weekends. On Saturday and Sunday mornings Maeve liked to get up really early. She liked to jump on top of Mammy and Daddy's bed. Then it was **their** turn to play 'I want to go back to sleep!' Does this happen where you live too?

When Daddy came back ten minutes later Maeve was still under the covers. 'Oh Maeve, your Mammy and I have enough to do getting two babies fed and changed and dressed! Try and be a bit more helpful!' he said.

Slowly ... very slowly Maeve got out of bed and slowly ... very slowly she got dressed. Then she went to see what was for breakfast. 'Before you have your breakfast find your shoes and socks,' said Daddy.

Maeve couldn't remember where her shoes and socks were. Slowly ... very slowly she went to look. 'Maeve,' called her Mammy. 'It's time to go! Have you washed your teeth and combed your hair?'

Slowly ... very slowly Maeve came back. By the time Maeve had found her shoes and socks and washed her teeth and combed her hair they were all late. Nobody was very happy with Maeve. Even the twins were grumpy. Maeve wasn't very happy either. She missed meeting her friends in the yard before school started.

That's the way it went all week. Daddy had a word with Maeve. 'Really Maeve you're a 'Big Girl' now and you'll have to be a bit more helpful around the place. You're not the baby any more.' 'But, I liked being the baby!' thought Maeve.

Things didn't get any better. Mammy spoke to Maeve: 'Maeve you are six now. You should be well able to get out of the bed when you're called and get ready for school in the morning.'

Then one evening Granny rang. 'How would you like to come to stay with me for a little holiday and have a rest from all these babies?' asked Gran. 'I'd love that,' said Maeve.

Resource Materials for Relationships and Sexuality Education

First Class Theme 8 Growing Means Changing



Home-School Links First Class 8 Growing Means Changing

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to recognise that growing up brings increased and changing responsibilities for oneself and others. Parents/guardians and teachers find opportunities in many everyday situations to help children recognise this growth in their personal maturity.

The following are suggested **Home Activities** for parents/guardians to undertake with their children on the theme **Growing Means Changing**:

Talk about your child being in First Class:

Now you are in First Class there are many ways you can help to look after yourself. These are called your **responsibilities**. For example you are old enough to dress yourself in the morning. Nobody would have expected you to be able to do this when you were a new-born baby or a toddler. What other responsibilities do you have now?

Or

Talk about your child helping other children:

Now you are in First Class there are many ways you can help to look after younger children. This is called being responsible. Tell me about all the ways you help (name younger brothers/sisters/cousins/neighbours).

Or

Talk about other people's responsibilities towards your child:

Who were the people who helped you when you were younger? What did they do for you? What were their responsibilities?

Who are the people who help you now? What do they do for you? What do they do with you? What are their responsibilities?

Or

Taking turns, complete sentences such as the following

When I was ... I could ...
I needed help to ...
The people who helped me were ...

Now I am older I can ...
I need help to ...
The people who help me are ...



Option 2

Let's Investigate:	How Our Bodies Work
Let's Talk:	About Things We Say and the Way We Say Them

Let's Investigate: How Our Bodies Work

The purpose of this option is to give children an opportunity to learn/revise names for organs of the body and their associated functions. The teacher could introduce the topic by leading the children through a series of questions and answers on:

The Heart

- ▲ Can you show me where your heart is?
- ▲ How do you know it is there?
- ▲ How quick is your heartbeat?
- ▲ Where else can you feel your heartbeat?
- ▲ What work is your heart doing in your body?
- ▲ What can you do to keep your heart healthy and strong?

The Lungs

- ▲ How many lungs have you?
- ▲ Where are they?
- ▲ What work do they do for you?
- ▲ Can you show me how you fill your lungs with air?
- ▲ Can you name anything that damages the lungs?
- ▲ What can you do to keep your lungs healthy?

The Stomach

- ▲ Where is your stomach?
- ▲ What other word do you have for it?
- ▲ What goes into your stomach?
- ▲ Does your food stay there?
- ▲ Where does it go?
- ▲ What happens to the waste part of the food?

Resource Materials for Relationships and Sexuality Education



Home-School Links Second Class 7 When My Body Needs Special Care

Dear Parents/Guardians,

The aim of this lesson is to provide children with an opportunity to revise the names of the external parts of the male and female body, and some associated functions, in the context of the body's occasional need for special care.

There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children the vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis. This will be at the discretion of the teacher, in accordance with the school's RSE Policy.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **When My Body Needs Special Care**:

Discuss with your child an occasion when s/he had to visit the doctor:

Do you remember when you had to go to Dr. ...?

What did the Dr. do?

Did you mind being examined? Why/why not? etc.

Or

Talk about the wonderful work of the body:

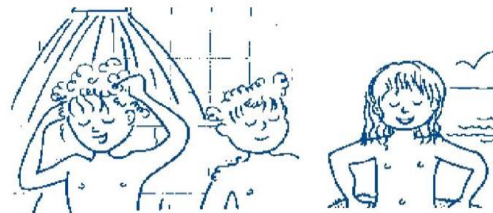
Heart - pumps blood

Lungs - take in and let out air

Stomach - digests food and separates good from waste, etc.

Or

Use everyday situations to give correct names for all parts of the body.



Option 2

Drama: How To Make Friends Again

Let's Talk: About Making Friends Again

Drama: How To Make Friends Again

The children are asked to consider an imaginary problem and to act out a solution. In this case, the problem is how to make up with a friend after a falling out. For example:

When Darren kicked Mark's new football over the high wall at the back of the school, Mark was furious. The high wall surrounded Mr. Manning's prize flowers. Mr. Manning never returned a ball even when the boys asked. He gave out to the children who dared to ask.

Mark said to Darren, 'You are so stupid and you can't play football for peanuts.' 'You're not so great yourself' replied Darren. 'I was only helping you improve your game. That's the last time I'll ever play football with you'.

Mark went home after school thinking 'Darren is no friend of mine if he thinks I'm a use-less footballer'. Darren went home thinking Mark would never play with him again. That night they both remembered all the good times they had together. They were both worried that they might have lost a good friend.

They both came to school the next day still a bit hurt about what the other had said but hoping they could make friends again. Both of them were afraid to make the first move because of all the things that had been said the previous day.

The teacher picks children to play the parts of Mark, Darren and Mr. Manning. The rest of the class are the audience. If drama is an unfamiliar medium for the children, they will need to discuss the story in depth. If they are experienced in dramatic activities they will be able to improvise. The scene is enacted once without interruption. Then it is done a second time.

During the second acting-out of the scene the teacher freezes the action at key points, e.g.,

The boys ask

'Can we have our ball back please?'

Mr. Manning replies

'No you can't'.

The teacher says 'freeze' and asks

Why does Mr. Manning say that? What is he thinking/feeling?

Mark says

'You're so stupid you can't play football for peanuts'

The teacher says 'freeze' and asks

Why does he say that? What is he thinking/feeling?

Likewise, when Mark and Darren are walking home alone from school, the teacher asks

What will happen next? How can Mark and Darren make friends again?

What might stop them making friends? What could help them to make friends?



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide the children with opportunities to explore what happens when friends fall out. Friends play a significant role in the lives of children. As children interact with friends and share their experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others children learn to see themselves as others do. Providing children with opportunities to help them understand the nature of friendship in their lives helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older.

The following are suggested activities which you might like to undertake at home with your child.

▲ Ask your child to think about a good friend or friends:

When did you first meet? What do you remember about the first time you met each other?

How did you make friends? Who said hello first? What did you talk about? What did you do?

What did you like about your friend that first time? Why do you think you became friends?

What kinds of things do you like doing together?

Can you remember the funniest/the kindest/the most surprising thing your friend ever did?

Did you ever have any adventures together?

▲ Your child may be willing to talk about an argument s/he had, or is having, with his/her friend:

Are you having an argument with someone today or have you had one recently?

How did the argument start?

How did you feel when you were arguing?

How do you think your friend is feeling?

Can you think of a way you could be friends again? What would stop you from making friends?

Why not decide to make friends again very soon? What will you do?

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 8 Growing And Changing

A boy changes shape. His body becomes more muscular and stronger. His shoulders broaden. A boy's penis grows too. He is changing into a man.

Menstruation

A girl begins to menstruate and this is called 'getting her periods'. This is another way nature prepares for a baby. Every month an egg travels down a tube into the womb. Do you remember we heard about the way the womb prepares a special lining, in case there is a baby? The womb does this every month. When there is no baby, the lining dissolves, mixes with a little blood and leaves the body through the vagina. A period lasts for about three to five days and a girl will need to wear special towels (pads) to protect her clothing while she has her period.

Menstruation can begin at any time from 9-18 years. It is normal for a girl's period's to be irregular during the first years.

Voice Changes

A girl's voice begins to sound more like a woman's. A boy's voice becomes lower. He begins to sound more like a man.

Changes in Friendship Patterns

Boys become interested in girls and girls get interested in boys. They begin to share more of the same interests. Establish with the children the 'gender composition' of their friendships group. A pattern is likely to emerge where the majority of friends that children of this age have are 'same sex' friends. Ask the children why they think this is. Why do they think this might change?

Mood Changes

As boys and girls grow and change they may find that their moods change quickly. One moment they may feel very happy and the next they may feel lonely and sad. The special hormone that is travelling around the body is part of the reason this happens. Feelings and emotions may change too. This is because young people are growing up. It wouldn't do for the body to grow up and the mind and feelings to stay the same as a child's. These changes are exciting but sometimes they can leave people feeling confused.

Increases in Body Hair

Boys of course start to get hair on their face. Eventually they will need to shave unless they want to grow a beard. Boys also grow hair on their chests and legs. In both boys and girls hair grows underarm. Hair also grows around a boy's penis and a girl's vagina. These areas are called the pubic areas and the hair is known as pubic hair.

Skin Changes

In boys and girls, skin becomes more oily. They also perspire more. Because the skin will be more oily and the body will perspire more, it is also a time to remember to wash well all over daily. (The teacher may wish to talk about personal hygiene during puberty in more detail. This topic is dealt with more fully in fifth class.) During this important time you will need the right food, exercise and sleep to grow properly. These are some of the changes that happen when you are growing up. They are all part of nature's wonderful plan to turn you into a man or

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Worksheet(1): Growing And Changing

The following worksheet deals with a variety of the changes that occur as we grow and change. The teacher could discuss it with the children and ask them as individuals or in groups to fill it in.

Fourth Class Theme 8 Growing And Changing

Name: Growing And Changing

When I was a baby

Now I am In Fourth Class

When I was hungry

When I am hungry I

When I was happy I

When I am happy I

When I was lonely I

When I am lonely I

When I wanted to play I

When I want to play I

When I wanted sweets I

When I want sweets I

When I was sick I

When I am sick I

I looked like

I look like

Ask the children when will be they be teenagers?

Are they looking forward to being teenagers? Why?/Why not?

When do they think they will be a grown up?

Are they looking forward to being a grown-up? Why?

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Fourth Class Theme 8 Growing And Changing



Home-School Links

It is recommended that this Home-School Links page be sent home in advance of doing the lesson in class

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to understand the changes that take place in both males and females during growth to adulthood. Children experience a range of life changes as they grow. As changes occur physically, socially and psychologically, they learn to adapt to societal and cultural changes around them. A focus on some of these changes advances the development of self-knowledge and self-esteem in children. The following information is given here so that you will be familiar with the content of the class lesson and you may wish to prepare or revise information with your child.

In the materials that follow there is a very simple explanation of menstruation. Before this is taught, the children need to recognise and understand that just as the womb prepares to receive a fertilised egg, there are other kinds of readiness required for pregnancy such as emotional and psychological maturity.

The subject of menstruation ideally should be presented when children have been given the opportunity to learn about the wonder of how the human body operates. You might begin with a series of experiments on the five senses. Your child could, for example, examine the eye's response to changes in lighting and identify foods by taste alone. Other topics might include the skeleton, the nervous system and the digestive system. The latter, tracing the passage of food through the body, is an ideal preliminary to other lessons as, with the right approach, the embarrassment factor can be dispensed with. So by the time the topic of menstruation is introduced the children are comfortable with talking about the human body.

Introduction

You are part of the world of nature. You have seen how things grow and change in the natural world. You have seen how a seed goes through many changes to become a flower. Do you remember the changes that butterfly eggs go through as they grow into butterflies? Do you remember the changes that happen in the nine months it takes a fertilised egg to grow into a baby that is ready to be born.

Once born, compared to most of the world of nature, we grow very slowly. Most other mammals can stand and run within minutes of being born. It took you at least a year. Because of this, you had time to learn and develop safely and healthily. From photos you can see how you have grown since you were born. This didn't happen overnight and we didn't see it happen. We grow fastest as a baby. In the first year a baby triples in size. If this were to happen every year, by the time baby was three s/he would weigh the same as a fully grown adult.

How tall you grow depends mostly on chemicals which move around your body. These are called hormones. Hormones are like messages from the brain. The growth hormone reaches every cell in your body. This is what makes cells grow, so that your body can grow. You grow in other ways too. You will grow up to be a man or woman. Hormones cause these changes in your body too. When you reach a certain age a special hormone travels around your body. This special hormone starts the changes that turn boys into men and turn girls into women.

Girls usually start to change at an earlier age than boys. Most of the important changes take place in girls between the ages of nine and eighteen. Most of the important changes in start when they are eleven and by the time they are fourteen boys start to be taller and to weigh more than girls. Have you noticed this? A group of boys and girls may be the same age

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Debate: Families On Television Are True To Life

Guidelines for conducting a debate are given on page 20 of the Methodologies.

- 1 The motion to be debated is that 'Families On Television Are True To Life'.
- 2 Draw a line down the middle of the blackboard. Write a simple statement on each side of the blackboard to keep the children's minds clear about what they are debating:

For

I agree with the motion.
I think families on television
are true to life.

Against

I disagree with the motion.
I think families on television
are not true to life.

- 3 The lesson concludes with the teacher drawing attention to the three most important points made by both sides.

Let's Talk: About Families On Television

As a class discussion, the children talk about the families they see portrayed on television. A number of programmes may be commented upon simultaneously with families being compared and contrasted. The teacher co-ordinates the discussion.

- ▲ Name the families you see most frequently on television
- ▲ Who are the members of these families?
- ▲ How are the television characters related?
- ▲ How do they behave towards each other?
- ▲ How do they show they care for one another?
- ▲ How do you behave towards your family members?
- ▲ How do you show that you care for one another?
- ▲ In what way are the families that you see on T.V. similar to your family ?
- ▲ What messages are these programmes or the advertisements sending to children of your age about families?
- ▲ What do you think of these messages?
- ▲ Are the families you see on television believable?

**Home-School Links**

Dear Parents / Guardians,

In class we will help children to look at how family members show their feelings to each other and how they communicate. We will also be looking at how families are shown on TV, in books etc and compare this with real life.

You could talk about:

- ▲ Who in the family do you usually play a game with? Why?
- ▲ Who would you ask to help you with your homework? Why?
- ▲ Who would you ask for money for a school tour? Why?
- ▲ Who would you offer help to in the kitchen? Why?
- ▲ Who would you tell a joke to? Why?
- ▲ Who would you like to go on holidays with? Why?

Families on
TV are/are not
true to life?

You might also chat about:

- ▲ A TV programme you are watching together, or a radio programme you are listening to or a book you are reading together
- ▲ How the people behave towards each other/treat each other
- ▲ How they show they care for one another
- ▲ How the families on TV are the same/different from our family
- ▲ How we behave towards each other in our family
- ▲ How young people relate to older people on TV/within the family
- ▲ How it is the same or different to the way things are in real life.

In our family
people show
they care for one
another by...

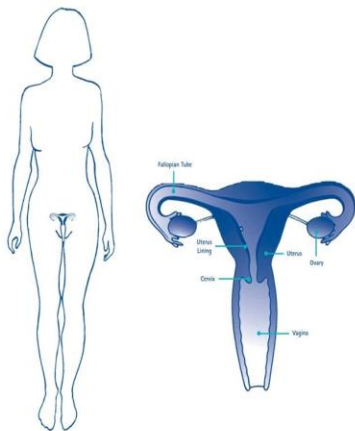
Physical Changes in Girls

From the previous discussion children will have talked about the various physical changes that have occurred since infancy and how in most instances they were unaware of these changes happening. As they now have greater awareness, it is important that they understand why these changes are taking place.

Referring to the diagram of the female reproductive organs teacher talks through the physical changes that usually occur in girls and the functions of the reproductive organs.

- ▲ Breasts develop
- ▲ Menstruation/periods begin
- ▲ A growth spurt occurs
- ▲ Underarm and pubic hair begin to grow
- ▲ Hips broaden
- ▲ Perspiration may increase
- ▲ Oily skin and pimples may develop.

The Female Reproductive Organs



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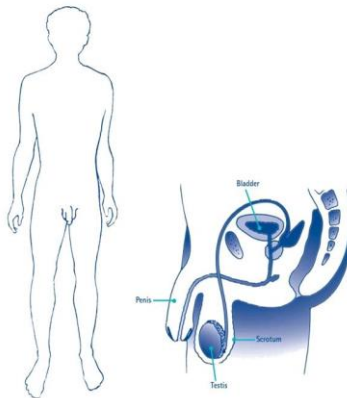
Physical Changes in Boys

Teacher will begin by explaining that no two boys grow and develop at the same time. Each boy has his own individual 'growth clock' and growth cannot be delayed or rushed.

Teacher introduces the topic by asking the children about physical changes that have happened since they were babies. They will not have been aware of many of these milestones but now with their increased maturity and understanding they are more conscious of changes happening. Teacher explains that puberty is a time of transition when boys are growing and developing into young men and girls are growing and developing into young women. Teacher refers to the diagram of the male reproductive organs and discusses the physical changes that usually occur in boys at puberty.

- ▲ A growth spurt occurs
- ▲ The testicles, scrotum and penis enlarge
- ▲ Pubic, facial and other body hair begin to grow
- ▲ The voice deepens
- ▲ Nocturnal emissions/'wet dreams' occur
- ▲ Perspiration may increase
- ▲ Oily skin and pimples may develop.

The Male Reproductive Organs



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Home-School Links

Dear Parents/Guardians,

In class we will help the children to understand better how their bodies grow and change, especially the natural changes that happen during puberty that prepare them for being adults. We want each child to be happy that s/he will grow and change in his/her own good time and that this is different for each child. We want to help your child realise that these changes cannot be hurried.

Growing and
changing is a
natural part
of life

You could talk about:

- ▲ How your child has changed since s/he was born
- ▲ Some of the changes that happen to boys and girls when they reach puberty

(You may have talked to your child about this before but as this topic is now being covered in school it is a good time to have another chat about it. Take your lead from your child about how much s/he wants to talk about.)

This could lead on to a discussion about:

- ▲ Mood changes that might take place during puberty
- ▲ Changes that may happen in friendships between some boys and some girls
- ▲ Some ways you might like to celebrate the changes from childhood to adulthood.

Growing and
changing can
be an exciting
time

Option 1

Role Play:	All Kinds of Love
Worksheet:	Love is ...
Media Studies:	Different Kinds Of Love

Role Play: All Kinds of Love

Using cartoons/pictures illustrating different kinds of love, ask the pupils to identify the type of love being shown:

- 1 Cartoon of father feeding a young baby
- 2 Cartoon of brother and sister sharing their toys
- 3 Cartoon of a couple holding hands
- 4 Cartoon of a nurse looking after a baby
- 5 Cartoon of two friends laughing together
- 6 Cartoon of mother bandaging a child's leg
- 7 Cartoon of child and pet playing together.

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Ask the pupils to say what is special about each type of love portrayed:

- ▲ Have you ever thought about love in this way before?
- ▲ Which of the types of love do you know best?
- ▲ Do you think any of the types of love are more important than the other? Explain your answer.
- ▲ What differences do you see between the types of love shown in the cartoons?

The class is divided into seven groups. Each group is assigned one of the above cartoons and is asked to draw a story board showing a real life example of this type of love in action. The story board may be assembled using children's drawings, cut-out pictures, words, etc. You may need a few examples.

Each group makes up a role play on their story board and acts it out for the whole class. It could involve two, three or four pupils, depending on the number of characters in each example. Following the role play the teacher asks:

- ▲ What did you think of the example of love being role played?
- ▲ Did you think it was true to life?

Love is...

Read through the following statements and tick the ones you think describe love.

Statement	Love
Love is feeling comfortable with the other person	
Love is forgiving the other person	
Love is letting the other person win all the time	
Love is considering other peoples' feelings	
Love is being with each other all the time	
Love is listening to the other person's problems	
Love is giving each other space	
Love is doing what the other person wants	
Love is having fun together	
Love is liking all the same things	
Love is respecting each other's likes and dislikes	
Love is being friends	
Love is give and take	
Love is caring for each other deeply	



Home-School Links

Dear Parents/Guardians,

In class we will help children to look at different kinds of love and friendships. Friendships are very important to our children. We will help them to understand friendships and realise that they may change over time.

You could talk about:

- ▲ Changes in friends when your son or daughter moves school or house
- ▲ Different kinds of love your child enjoys – inside the family and elsewhere
- ▲ What makes a good friend – accepting and respecting difference in each other.

Friends help us
to grow and live
with others

Other things you might like to do:

- ▲ Look at photos that mean a lot to you or your child
- ▲ Look at photos of birthdays, holidays or other important times and talk how special you or your child felt
- ▲ Talk about presents your child gave you or pictures s/he drew for you and how happy and loved you felt getting them
- ▲ Talk about how your child's feelings about pop stars are different from the love s/he has for family members
- ▲ Make a list of what makes a good friend.

The love we
feel in our
family helps us
to feel safe

Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 7 Relationships and New Life

Introduction

General Revision:
Human Anatomy
Puberty
Reproduction

You might like to go over some of the issues that were raised when Anatomy, Puberty and Reproduction were covered in 5th class. Children may remember a lot of this but may need reminding about some of the information and its context.

Below is an example of a worksheet that can be used as part of the revision of puberty. Discuss whether or not these changes usually occur, and whether these changes occur in boys, girls or both.

	Yes or No	Happens to
Hormone activity increases, bringing about body changes		
Changes in height and weight		
Voice deepens		
Hips widen		
Breasts develop		
Sweat glands are more active		
Shoulders widen		
The reproductive organs begin to function		
Wet dreams/nocturnal emissions are common		
Menstruation begins		
Changes in mood take place more often		
Girls and boys are less interested in each other		
There is usually an increased feeling of independence		
Interests and friendships change		
Body hair grows		

Option 2: Worksheet

Worksheet: Looking After A Baby's Needs

- 1 Ask the pupils to list the people who support them in the different areas of their lives.
- 2 Who are the people who support a newborn baby in all of the areas mentioned above?
- 3 Ask the pupils to discuss reasons why a parent might need support when caring for a new born baby.

Physical Needs	Psychological/ Emotional Needs	Social Needs	Spiritual Needs
e.g. food, warmth, shelter, clothing.	e.g. love, understanding, comfort, reassurance.	e.g. conversation, companionship, belonging to a group.	e.g. care of soul and spirit.

Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 8 A Baby is a Miracle

The following questions may be useful in leading the discussion:

- ▲ How much free time had the mother before baby was born?
- ▲ How much free time had the mother after the baby was born?
- ▲ Why does she go to bed so early after the baby goes asleep?
- ▲ Looking after baby is a full time job. Agree/disagree? Give reasons.
- ▲ What things did she have to give up when the baby was born?
- ▲ What is better in her life after the baby's birth?

For teacher use only

Suggestion for a Typical Day in the Life of a Parent Before Pregnancy and After Baby Arrives

Before Pregnancy

7:30am Wake up. Shower. Eat breakfast.	8:00am Prepare breakfast for family.	9:00am Leave children at school.	11:00am Do shopping.	
1:00pm Have lunch.	2:00pm Collect children from school.	4:00pm Help with homework.	5:30pm Prepare dinner.	7.30 Read to children.
8.00pm Read a book/ watch T.V.	11:00pm Go to bed.			

After the Baby Arrives

4:00am First feed. Wind, change baby.	5:00am Put baby back to sleep. Cup of tea.	7:00am Sleep.	8:00am Second feed. Wind, change baby.	9:00am Baby back to sleep. Shower. Breakfast.
9:30am Wash up, put in laundry. Sterilise baby equipment.	11:00am Baby awake and crying with colic. Wind & comfort. Cup of tea.	12:00pm Third feed. Wind, change baby. Colic is worse Go for a walk to settle baby.	2:00pm Collect children from school. Return home. Baby asleep. Eat a quick lunch and rest.	4:00pm Fourth feed. Wind, change, play with baby. Help with homework.
5:00pm Begin cooking dinner. General tidy-up.	6:00pm Partner home, plays with baby.	7:30pm Bath baby.	8:00pm Fifth feed. Wind, change baby.	8:30pm Baby asleep. Cup of tea with partner.
9:00pm Iron clothes.	10:00pm Bed.	12:00am Sixth feed. Wind, change baby.		

Sixth Class Theme 8 A Baby is a Miracle



Home-School Links

Dear Parents/Guardians

In class we will help children become aware of the wonder and miracle of new life.

This is information we will be giving your child in class. You might like to talk about it before or after we talk about it in school.

A Baby Is A Miracle

In just nine months a tiny, round fertilised ovum has changed greatly to become the new-born baby. A baby is a miracle.

When only a month old, and only 2mm long in total, the baby's heart had started to beat. Find 2mm on a ruler or tape measure with your child.

At two months the baby is the size of a grown up's thumb nail, the size of a 10p piece. The baby's hands and feet have already started to grow and without the mother knowing it, (the baby is so tiny the movement can't be felt) the baby begins to move about kicking gently.

Only three months since conception and though the baby's eyes are not open yet, they are very active, moving their arms and legs around, stretching and kicking, curling their toes, making fists, frowning and making faces. The miracle continues. Babies in the womb use these exercises to help their muscles grow strong.

At four months the baby is approximately 16cm long and would fit into a teacup. Ask your child to locate 16cm on the ruler? Though so very small the baby is completely formed. All the important parts of the body have grown. The baby even has fingerprints.

At five months a baby is approximately 25cm long and can fit into the palm of a grown up's hand. Now the mother can feel the baby moving. At this stage she might tell you this felt like the flutter of a butterfly or little fish zigzagging inside her.

When the baby is six months s/he can hear his/her mother's heart beating, voices, music and other sounds. The baby spends some of the time awake and the rest of it asleep. During the baby's waking s/he is kept busy testing those reflexes that will be so important for survival after birth. They practise sucking. Some babies find their thumbs and like to suck them even before they are born. As well as kicking, they practice grasping with their fingers and toes.

By now the baby's Mum is very aware of the moving and stretching her baby is doing. With all the kicking, sometimes she feels junior must be a football player in the Premier League! And yet it is very reassuring for the mother to feel all this movement. It reassures her that her baby is healthy and active.

As the baby's birth day comes near the baby has grown so much s/he has less room to move around in his or her mother's womb. Now the baby practises breathing. There is no air in the womb, only liquid. Sometimes the baby swallows the liquid and this causes hiccups. The baby's mother may feel the baby burping and wonder what is going on. In the nine months before babies are born, they do a lot of changing and growing.

When the baby is ready to be born s/he leaves the mother's womb through the vagina. The love between the baby's mother and father has resulted in the miracle of a new life. The birth of the baby will bring with it great changes in the lives of the parents.

It might be fun to talk to your child using the following suggestions:

- ▲ Why other people thought you were going to be a boy or a girl
- ▲ Whether you arrived in a hurry or on schedule
- ▲ Whether you had lots of hair/no hair at all
- ▲ Who you looked like
- ▲ What weight you were at birth
- ▲ What your first toy was
- ▲ All the people who were happy when you were born.

Let's Talk: About Choices We Make

The teacher's introduction to this section may include some of the following thoughts. Some decisions are easy to make and some are hard. Sometimes we have to choose between something nice that has an immediate benefit and something difficult that has a better result but one that is in the future. We call it 'delayed gratification' when we have the patience to wait for something rather than demand an immediate response to our wants and needs. Young people who are capable of deferring gratification show a certain level of maturity.

Sometimes we have to choose between what is right and what is wrong. As young people develop personal integrity, they recognise the value of making moral decisions. This may sometimes be difficult, especially in the face of peer pressure to do the opposite. When they exercise integrity and experience its benefit, it becomes a self-motivating factor in their behaviour.

The following scenarios may be discussed in small groups:

1 Sean was serious about football. He trained regularly, sometimes missing out on good times with the gang. Adam had a talent for football but he preferred 'kick about' football with his friends. When Sean was picked for the school team and Adam was dropped, very few people understood why. But later Sean went on to prove himself and thanks to his skills his team went to the top of the league.

- ▲ What happened to Sean as a result of making the difficult choice?
- ▲ What might have been the easy choice?
- ▲ What might the consequence of the easy choice have been?
- ▲ What influences would have encouraged the easy choice?
- ▲ Why do you think Sean made the difficult choice?

2 Tom's friends thought he was daft. He sometimes wondered if he was. His Mammy had persuaded him to visit Joe, an elderly neighbour every Saturday afternoon and offer to do some little jobs for him. Saturday afternoon was a time when all his friends got together and played football or went to the cinema. In the beginning Joe was very quiet but was particular that everything was done in a certain way. Tom kept visiting Joe for a few months and they became very good friends. Joe told great stories about when he was a boy. Three years on Tom and Joe are great pals. Joe is a great gardener and has taught Tom a lot about growing plants. Joe also gives him good advice when he is in trouble.

- ▲ In the beginning Joe was very quiet. What do you think Tom was thinking?
- ▲ Why do you think Tom decided to keep on doing jobs for Joe?
- ▲ What would he have missed out on?
- ▲ If you were Tom what do you think you would do in this situation?
- ▲ When Tom was doing jobs for Joe, his friends were playing football. How do you think he felt?

3 The life saving course was hard going. A lot of the participants dropped out. The weather was fine and there were other things to do. They were glad Alan stuck with it. Jimmy had particular cause to be glad. When he got into difficulties in the water, Alan knew what to do. At the end of the day, Alan was a hero.

Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 9 Choices and Decision-making

Group Work

Using the questions on the previous page, what decision would you make in the following situations?

- ▲ Your friend offers you a cigarette, you don't want to smoke.
- ▲ Someone in your class asks to copy your maths homework and it is not the first time this happens.
- ▲ Your mother asks you to play with your younger brother or sister. You want to go out.
- ▲ You have asked your mother for a new pair of runners. She tells you that money is tight and you have to make a choice between a new pair of runners and going on your school trip.
- ▲ Your friend suggests you mitch school together.
- ▲ You are in your friend's house and there is a programme on T.V. you know you should not watch.

Can you think of other situations where you would have to make a difficult decision?

Class Discussion: What I've learned, What I've decided

Discuss with the pupils what they've learned this year under some or all of the following headings:

- ▲ What I've learned about myself
- ▲ What I've learned about my friends and other people
- ▲ What I've learned about my own feelings
- ▲ What I've learned about other people's feelings
- ▲ What I've learned about being healthy
- ▲ What I've learned about keeping safe
- ▲ What I've learned about growing up
- ▲ Ask the pupils if what they have learned has changed them in any specific way or if what they have learned has caused them to make a decision or choice in their own lives.
- ▲ Did anything else, e.g., a television programme, or anybody else, influence you in this decision?
- ▲ Was this choice an easy one? Why?
- ▲ Was it difficult? Why?
- ▲ If other people knew about this choice or decision what would they say?
- ▲ What would your parents say? What would your friends say?

Resource Materials for Relationships and Sexuality Education

Sixth Class Theme 9 Choices and Decision-making



Home-School Links

Dear Parents/Guardians,

In class we hope to help your child be able to make decisions and to be aware of what might affect how h/she makes these decisions.

As a follow up at home you might look at ways with your child of making decisions by using **D O C A D**

- D** What decision do I need to make?
- O** What are my options?
- C** What will be the consequences?
- A** Who can I ask for advice?
- D** What will I decide?

When I make a decision I look at the choices first

You might also like to chat about:

- ▲ Some decisions your child has made this week
- ▲ If they were easy or hard decisions
- ▲ What affected these decisions – friends, TV, adults, etc
- ▲ What the short term gains were
- ▲ What the long term gains were
- ▲ Having talked about decisions would your child change any of the decisions – Why/Why Not?

There are always consequences to the decisions we make

Busy Bodies
5th & 6th Class



Busy Bodies Flyer

Introducing Puberty

This can be a very busy time in your life.

You will soon be changing school. You will be meeting lots of new people, making new friends and learning new things.

You may start to lose interest in some of the games and toys that you used to enjoy.

And you will begin to notice your body changing and that your feelings are changing too.



Busy Bodies Workbook

Activity 1

Watch the Busy Bodies video 'Why Does Puberty Happen?'



https://www.healthpromotion.ie/health/inner/busy_bodies

In the stars below, write
three things you learned.



In the cloud, write
any questions you
may have. It is a good
idea to discuss these
questions with an
adult that you trust.



Busy Body Videos

**How are babies
made?**

Teacher Resources / Curriculum Links / Parent e-booklets

curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/SPHE-RSE-Toolkit/

Google, Print, Star, Add to Clipboard, Download, Full Screen, Help

About, Contact, Clipboard, My Account, NCCA, AistearSiolta, Leagan Gaeilge

curaclam ar líne
curriculum online

Early Childhood, Primary, Junior Cycle, Senior Cycle

Search

Home > Primary > Curriculum Areas > Social, Personal and Health Education > SPHE/RSE Toolkit

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> First and Second Class

> Third and Fourth Class

> Fifth and Sixth class

ADD TO CLIPBOARD

VIEW MY CLIPBOARD

SPHE/RSE Toolkit

This toolkit is being developed to support teachers working with Relationships and Sexuality Education (RSE) as an aspect of the current SPHE curriculum. The toolkit aims to provide supports for teachers in preparing for and teaching SPHE/RSE. The toolkit has three sections – Preparing to Teach; Teaching SPHE/RSE; Resources to Teach SPHE/RSE.

[The criteria for selection of resources can be accessed here.](#) Each resource should be considered in respect to the particular needs and interests of children, their parents, the wider school community, and your school's SPHE and RSE policies.

To get started, you might find this FAQ document helpful:

[General Information about Relationships and Sexuality Education across Primary and Post-Primary Schools](#)

Click on the section of the toolkit below to find out more.

School Website

← → ↺

powerstownnet.com/r-s-e-month-november/

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Powerstown Educate Together National Sch...

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HOME ▾

ABOUT POWERSTOWN ETNS ▾

ENROLMENT ▾

PARENTS ▾

NEWS ▾

CLASS BLOGS ▾

MEET OUR STAFF

CURRICULUM ▾

Class Monthly Themes

R.S.E Month – November

Outdoor Learning @PETNS

School Self Evaluation

English Language Learners


NCCA Primary Curriculum Framework

R.S.E Month – November

FIRST AND SECOND CLASSES

Resource Framework for

Relationships & Sexuality Education



Powerstown Educate Together

RELATIONSHIPS AND SEXUALITY EDUCATION

Relationships and Sexuality Education (RSE) encourages children and young people to reflect on the relationships in their lives and to learn how to develop relationships which are based on mutual respect. This helps them to build a foundation for more intimate relationships in later life. RSE promotes a holistic understanding of sexuality and provides young people with information about their physical development and sexual health.

RSE in the school aims to support the work of parents, who are the primary educators of their children in this area.

RSE MONTH – NOVEMBER

Every year in Powerstown ETNS, the month of November is RSE month.

Translate »

<https://www.powerstownnet.com/r-s-e-month-november/>

The background is a light peach color. In the top left, there are wavy lines in shades of orange and red, with a small dark teal cloud, a small teal leaf, and a small red heart. In the bottom right, there is a large yellow shape with a red wavy line, a small yellow heart, a small red heart, a small dark teal cloud, and a small dark teal leaf.

Questions