



Relationships and Sexuality Education Draft Policy

Version 3: 2018

Contents

Introductory Statement

Scope of the RSE Policy

Rationale

Aims and Objectives of RSE

Objectives of the RSE Policy

Key Measures

Links to Other Policies and Curriculum Delivery

Implementation, Arrangements, Roles and Responsibilities

Monitoring, Evaluating and Reviewing the RSE Programme

Ratification of the RSE Policy

Appendices

Introductory Statement

Relationships and Sexuality are key elements of healthy social and personal development in all our lives, but particularly in the life of an adolescent. Adolescence is marked by the onset of physical sexual maturity. Many parents and educators are concerned that the adolescent needs a thorough preparation for properly ordering sexuality and relationships and so, in Irish schools, Relationships and Sexuality Education (RSE) is a formal programme integrated in the context of the Social, Personal and Health Education (SPHE) curriculum.

This RSE policy was developed in accordance with:

- Our School Ethos and Vision (*Ár bhFís*)
- Guidelines as set out in Circular M4/95, M20/96, C23/10 *Social and Personal Health Education (SPHE) and Relationships and Sexuality Education-Best Practice Guidelines for Post Primary Schools* and C37/2010.
- Guidance from SPHE Department and RSE Co-Ordinator
- Consultation with Principal, Deputy Principal, PTA, BOM and members of the school community.

School Ethos and Vision

Coláiste De Lacy is a school of academic excellence and as such, it implements a modern and innovative approach to teaching and learning. It aims to provide the best educational experience and developmental opportunities for its students. Students are encouraged to strive for individual excellence in a happy, supportive, positive, caring and challenging environment. The Coláiste De Lacy values include: effort, hard work, respect, positivity, personal responsibility, integrity and kindness. Coláiste De Lacy aims to foster these values and promote a growth mind-set¹ in students. The Coláiste also aims to nurture a sense of belonging for students. The philosophical principles of the Coláiste are as follows: *Fás* (growth as individuals and as a learning community) *Ag foghlaim le chéile* (a continual focus on learning for all) *Caidrimh dhearfacha* (positive relationships between all members of the school community) and *Solas agus Soirbheachas* (an emphasis on the positives and joy in life and learning).

¹ The development of a Growth Mind Set is the psychological tenet of BLP. Growth Mindset and BLP are based on the work of Carol Dweck, Guy Claxton and Graham Powell respectively.

Scope of the RSE Policy

This RSE policy is a written statement of the aims of the RSE programme within Coláiste De Lacy. The policy will apply to all aspects of teaching and learning about relationships and sexuality in the Coláiste. Discussion about relationships and sexuality also takes place in classes other than SPHE/RSE e.g. Science, Biology, Religious Education, Home Economics etc. and it is therefore important that all teachers are familiar with the RSE policy. The policy will apply to all school staff-teaching staff and non-teaching staff, to students, Board of Management, parents/guardians, visiting speakers and external facilitators.

Rationale

RSE is a lifelong process of acquiring knowledge and developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parents, teachers, other adults, peers and the media. According to the 1998 Education Act, the aim of education is to contribute towards the development of all aspects of the individual and RSE is a required part of this aim. Parents are, in law and in fact the primary educators and home is the natural environment in which Relationships and Sexuality Education should take place. However, while parents have the primary responsibility for RSE, schools also have a role to play in this process through our structured programme.

As the Coláiste undertake this role, an RSE policy is necessary because:

- Young people are exposed to a wide variety of messages about sexuality and sexual activity. Schools, in consultation with parents/guardians, need to reflect on how to provide for the needs of their students.
- 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 the Social, Personal and Health Education (SPHE).
- Circulars M4/95, M20/96, C23/2010 and C37/2010 request schools to commence a process of RSE policy development.
- The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, members of the Board of Management and students.

Aims and Objectives of RSE Programme

Aims

- to help young people understand and develop friendships and relationships
- to encourage students to think and act in a moral, caring and responsible way.
- to promote an understanding of sexuality
- to promote a positive attitude to one's sexuality and in one's relationship with others
- to promote knowledge of reproduction

Objectives

- 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
- to become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop respect for difference between individuals
- to understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections
- to understand sexual development and identity and explore aspects of sexuality including sex role stereotyping, gender issues and cultural influences on sexuality
- to develop strategies for decisions and actions consistent with personal moral integrity and respectful of the rights and dignity of others
- to develop skills for coping with peer pressure, conflict and threats to personal safety.

Objectives of the RSE Policy

- The policy will ensure clarity and consensus on how RSE is taught in Coláiste De Lacy.
- It will articulate the relationship of RSE to SPHE.
- It will articulate the aims of the RSE programme.
- It will clarify the rights, roles and responsibilities of all within the school community in relation to the RSE programme with particular reference to school staff, students, parents/guardians and the Board of Management/patron.
- It will ensure that teachers, parents/guardians and students understand how the teaching of RSE is linked to the school ethos.
- It will provide information on the practicalities of delivering the programme.

KEY MEASURES:

A. Provision of Training and Staff Development

Arrangements regarding the deployment of staff will be made by the Principal. However, it would be preferable to consult with and timetable teachers who express an interest in teaching SPHE/RSE. All teachers involved in this work do not have to be “experts” on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and preparedness to refer to more expert advice if necessary. The skills acquired in general teaching apply also to RSE. The Coláiste will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the Coláiste to continue with as little disturbance as possible. In service training for the teaching of RSE will be provided by the SPHE support service. Staff will be encouraged to attend by the Principal and the SPHE coordinator. The appropriate teaching resources will be made available to staff subject to budget constraints.

B. Inclusion of Parents/Guardians

Parents/Guardians are the primary educators of their children and their role in education concerning relationships and sexuality education is seen by the Coláiste as very important. The policy has been designed in consultation with the Parents’ Association representatives and the views expressed by parents will be taken into account when the policy is being reviewed.

A copy of this policy will be made available to any parent/guardian on request to the general office and will be available on the Coláiste website.

Parents will also be advised to look at the publication *Relationships and Sexuality - Going Forward Together* <https://www.education.ie/en/Schools-Colleges/Information/Post-Primary-School-Policies/1997-RSE-Going-Forward-Together-an-Introduction-to-RSE-for-Parents-.pdf>

Participation and Parents Request for Withdrawal

SPHE at Junior Cycle is a core curricular subject. However, *The Education Act 1998* provides that a student is not required to attend instruction in any subject which is contrary to the conscience of the parents or in the case of a student who has reached the age of 18, the student. Each parent therefore has the right to withdraw their child from some or all RSE classes but parents are encouraged to provide alternative RSE at home. Parents do not have to give reasons for withdrawal and the Coláiste will respect this choice as their right. It will be necessary for parents of any student opting out of RSE to make suitable arrangement with school management for the welfare of their child at these times. Where students are withdrawn from RSE the Coláiste cannot take responsibility for any versions of class content passed onto them by other students. Parents must meet with the Principal in person to discuss their decision to withdraw their child from the RSE module in September of each year. See Appendix A for letter for Parents.

If a student is withdrawn from the RSE module classes, it is the practice of our school that the student will be placed in the classroom of their Caomhnóir. See Appendix B for the detailed procedures for when a parent requests a withdrawal.

C. Ethical/Moral Considerations:

RSE is a complex area of the curriculum. A school's RSE policy will provide guidance for teachers on the moral and ethical framework within which the programme will be taught. Issues include the following:

Discussing and Answering Questions about Sensitive Issues

Class discussion will be of a general nature, and will not be personally directed, in accordance with the previously agreed class ground rules. Inappropriate questions will not be answered in class by a teacher, or from student to student. Only questions directly pertinent to the lesson content will be addressed in class. On these, and on all questions, teachers will use their professional judgment, guided by the age of the students, the RSE curriculum and the RSE policy for the Coláiste. The SPHE teacher may also exercise his or her own professional judgement in deciding whether to answer the question privately after the class has finished. If a teacher becomes concerned about a matter that has been raised, he/she should seek advice from the Principal.

Confidentiality

While an atmosphere of trust is a pre-requisite of SPHE class, it is important that the students must be made aware of the limits of confidentiality and that teachers do not give unconditional guarantees of confidentiality. Students must be made aware that any incident may be conveyed to the Principal in compliance with our school's *Child Safeguarding Statement* and possibly to parents if the Principal decides that it is in the best interests of the student. Teachers will inform students when the content of a conversation can no longer be kept confidential. The following limits of confidentiality must be observed. The limits are:

- Child Abuse – physical, emotional, sexual, neglect.
- Intention to harm self or others
- Substance misuse
- Underage sexual intercourse

If a teacher becomes aware that a student is at risk, the appropriate action should be taken e.g. follow the procedures set down in the Child Protection Procedures and Guidelines for Post-Primary Schools (2017).

Sexual Activity

In a rapidly changing society, parents, students and teachers can experience a sense of confusion in relation to sexual mores. What is essential in RSE is that an emphasis is placed on the importance of consent. It is therefore advisable for teachers to give young people information on the definition of and age of consent. The definition of consent, according to the *Criminal Law (Sexual Offences) Act, 2017* is: "A person consents to a sexual act if he or she freely and voluntarily agrees to engage in that act". The age of consent following the passage of the *Criminal Law (Sexual Offences) Act, 2017*, is 17 years of age for both males and females. This age of consent applies to both heterosexual and homosexual relationships.

Sexual Orientation

The post-primary RSE Curriculum Guidelines include the subject of sexual orientation. The Coláiste may decide if the topic needs to be addressed before Senior Cycle, especially if homophobic bullying is an issue. Teachers do not promote any one lifestyle as the only acceptable one for society. One of the many advantages of exploring issues concerning

sexual orientation is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of sexual orientation should be appropriate to the age of the pupils.

The *Equal Status Act 2000* and the *Equality Act 2004* prohibit discrimination across nine grounds, including sexual orientation. Consideration needs to be given to the messages that are conveyed if the subject of sexual orientation is not discussed in schools.

It is important that any student who is coming to terms with their sexual identity should not experience any harassment, embarrassment or isolation which may impact on their mental and emotional health and they should be offered support from the Student Support Team (once established).

Sexually Transmitted Infections

While awareness of STIs is one of the objectives of the Second Year SPHE/RSE syllabus, STIs are mainly addressed in Senior Cycle. Given that rates of STI transmission are increasing, it is important that the subject is addressed in schools.

Sexting, Sexual Imagery and Pornography

In a digital age, the risks and threats faced by children growing up today include the exposure to more sexual imagery online. The results of the *Secondary School Digital Trend Report* released in January 2018 have found that 13% of Secondary school students have sent a nude or semi-nude photo of themselves. Unfortunately, once material is sent via mobile or online, the individual loses control of that information. Pictures may be distributed beyond the intended recipients either online or through mobile phone. Sending sexts also increases the young person's risk of victimisation (i.e. cyberbullying) where the young person can be harassed, intimidated even blackmailed for sending such material. Most importantly, the sharing of explicit images of minors is captured by the Child Trafficking and Pornography Act 1998. Self-produced explicit images exchanged by adolescents, under the age of 17, could be considered as child pornography. As a result, there is a need for education programmes that teach adolescents how to critically assess the content and potential risks associated with sexting. Other sexual imagery and pornography is increasingly becoming easier to access. Students must be taught about how to eliminate the exposure to this content and also the implications of viewing such imagery.

Family Planning/Contraception

The post-primary RSE Curriculum Guidelines state that the subject of family planning should be covered within the Senior Cycle RSE programme. The RSE programme requires that young people are provided with information about methods of contraception, including Natural Family Planning. The topics of contraception and abortion will be dealt with in an

age appropriate, open manner, looking at all sides of the issues in a non-directive way. Schools can use their discretion with regard to the age at which students receive any aspect of the RSE programme.

D Practical Issues

Curriculum and Class Organisation

All students in the Junior Cycle and Senior Cycle have one period of SPHE per week. RSE will be included as a module as part of the SPHE programme. The teaching methods for the RSE module will be based on sound pedagogic principles as used in SPHE and in other areas of the curriculum. The size of the class groups will be determined by the base class. Boys and girls will be taught all aspects of RSE together.

Visiting Speakers

Most of the RSE programme is best discussed openly with teachers who are known and trusted by the students. However, visitors can also enhance the quality of the provision of a planned programme of RSE. The SPHE Co-ordinator will provide the visitor, well in advance of the visit, with a copy of this RSE policy. Any such visitor or visiting group to the Coláiste should adhere to the guidelines of good practice as set out in the SPHE Handbook Section 7. 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 young people for whom the programmes are designed. Evaluation of the speakers is compulsory. See also Appendix C for DES Circular 0023/2010.

A Climate of Equality in the Coláiste

It is vitally important that the equality promoted between the girls and boys and varying sexual orientations in the context of RSE be reflected, and witnessed to, in the Coláiste as a whole. In so far as it is possible, women and men should take an equal role in the promotion and facilitation of RSE in the Coláiste. This sharing of responsibility should be apparent to both parents and students at all times. The Equal Status Act, 2000 and the Equality Act, 2004 prohibit discrimination across nine grounds, including sexual orientation. Consideration needs to be given to the messages that are conveyed if the subject of homosexuality is not discussed in a clear and open way in schools. However, teachers will need guidance from the policy committee on the parameters within which such a discussion will take place.

Guidelines for Students with Special Educational Needs

If learning activities are to be made meaningful, relevant and achievable for all students, it is important that the teacher finds ways to respond to students' diversity by using differentiated approaches and methodologies. Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. See NCCA Guidelines for Teachers of Students with Mild General Learning Disabilities: Post – Primary (SPHE) for more information. Also see Appendix D for Relationships and Sexuality Education Special Needs Resource List.

Resources

- SPHE Resource materials for Relationships and Sexuality Education prepared by the NCCA and approved by the Department of Education and Science (1999).
- Healthy Living (First Year Book), Healthy Times (Second Year Book) and Healthy Choices (Third Year Book)
- On your own two feet
- B4U Decide
- Busy Bodies
- Cancer Awareness Programme
- Web sites:
 - www.sphe.ie
 - www.pdst.ie
 - www.sess.ie
 - www.healthpromotion.ie
 - www.webwise.ie
 - www.thinkcontraception.ie
 - www.crisispregnancy.ie
 - www.glen.ie
 - www.belongto.org

The Coláiste will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal, within the normal budgetary framework and as general school resources allow. See Appendix E for Supplementary List of Resources for Relationships and Sexuality Education – Post Primary.

Links to other Policies and Curriculum Delivery

Links to Related School Policies

School policies need to be consistent with one another, within the framework of the overall School Plan. Relevant school policies already in place, being developed or reviewed, will be examined with reference to the RSE Policy and any implications which may impact upon them will be addressed. Similarly, the implications of other college policies and guidelines/plans for the RSE policy also need to be considered.

The relevant school policies that are already in place, that compliment the aims of our RSE policy are:

- Child Safeguarding Statement
- Anti-Bullying Policy
- Code of Conduct
- Substance Misuse Policy
- ICT Acceptable Use Policy
- Health and Safety Statement
- Data Protection Policy
- Critical Incident Management Plan

Curriculum Delivery

Social, Personal and Health Education (SPHE) contributes to developing the work of the Coláiste in promoting the health and well-being of students. This happens in the context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development. This includes providing information on relationships and sexuality.

Social, Personal and Health Education looks at issues such as relationships at home and in school, building self-esteem, and learning skills of communication, decision-making and expressing feelings in an appropriate way. All of these can contribute to the effectiveness of the RSE programme. Aspects of RSE are also delivered across the curriculum, through subjects such as Religious Education, Science, Biology and Home Economics. In Coláiste De Lacy our aim is to ensure that all students receive a full and balanced RSE programme from First Year through to Sixth Year.

Implementation, Arrangements, Roles and Responsibilities:

An RSE policy committee may be assigned the role of coordinating the implementation of the policy. Teaching Staff, along with outside agencies such as Accord, will have responsibility for delivering the RSE programme at Junior Cycle and Senior Cycle. Various other staff that deal with students and also liaise with parents have a role in the wellbeing of students, including aspects RSE. These include Coamhnóirí, Special Education Needs Co-ordinator and ASD Co-ordinator.

Monitoring, Evaluating and Reviewing the RSE programme

This policy will be made available to school personnel, the parent's association and members of the school community. The implementation of the policy shall be monitored by the principal and updates reported to the Board of Management when necessary.

The policy will be revised as necessary in the light of such reviews and evaluation and within the framework of school planning. It will be reviewed and adopted by the Board of Management once in every year. On-going review and evaluation should take cognisance of changing information or guidelines (e.g. from the Department of Education and Skills or the Department of Children and Youth Affairs), legislation and feedback from parents/guardians, students, school staff and others.

The RSE programme will be reviewed and evaluated on an annual basis by the SPHE team. The opinions of the students will be included as part of the review. The RSE policy will be reviewed in line with the Coláiste's Development Plan. The SPHE co-ordinator will monitor this.

Ratification of the RSE Policy

This policy was adopted by the Board of Management on _____

By and on behalf of Board of Management Date _____

Date of Implementation _____

Date of next review: _____

Appendices

Appendix A - Letter to Parents

Dear Parent/Guardian,

I am writing to inform you about the Social, Personal and Health Education Programme which is a core part of the national school curriculum. S.P.H.E. provides a unique and exciting opportunity for students to develop skills and competence, to learn about themselves and others and to make informed decisions about their health, personal lives and social development.

Relationship and Sexuality Education (RSE) is one module within the S.P.H.E. curriculum. It is a developmental process through which pupils participate in order to cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships. One timetabled period per week is allocated to S.P.H.E. and out of the S.P.H.E. Programme in the year; six timetabled periods will be assigned to Relationships and Sexuality Education. This module will be taught to all year groups. A complete breakdown of the S.P.H.E. curriculum, which includes comprehensive details on the RSE module, is available for your information on <http://www.sphe.ie/resources.aspx>.

As you are the primary educators of your children, we recognise the right of any parent/guardian who so wishes to request that his/her child should not participate in the programme. The school will respect this choice. Where students are withdrawn from RSE the school cannot take responsibility for any versions of class content passed on to them by other students. Any Parents/Guardians wishing to withdraw their child must contact the Deputy Principal to make their wishes known. This request should be made in writing in order to allow for the provision of supervision for these students; otherwise the student will take part in the RSE classes.

We take this opportunity to express our appreciation of your interest and we look forward to welcoming your daughter into our school,

Yours sincerely,

Appendix B – Procedures for Withdrawal of Student from RSE lessons.

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them (initially such discussion takes place at a meeting with the Coamhnóir and SPHE Co-ordinator, the Principal may become involved if necessary)
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the RSE programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the RSE programme;
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education
- We make arrangements to place the student with their Caomhnóir for the duration of time that the lesson/talk is taking place
- We offer the parents access to appropriate information and resources.



Circular 0023/2010

**To Chairpersons of Boards of Management and Principals
of all Post-Primary Schools**

**Social, Personal and Health Education (SPHE) & Relationships and
Sexuality Education (RSE)
Best Practice Guidelines for Post-Primary Schools**

INTRODUCTION

The Department of Education and Science wishes to advise management authorities of the necessity to adhere to best practice guidelines in the mandatory implementation of SPHE/RSE in the junior cycle and RSE in the senior cycle.

National and international research has consistently shown that the qualified classroom teacher is the best placed professional to work sensitively and consistently with students and that s/he can have a powerful impact on influencing students' attitudes, values and behaviour in all aspects of health education.

The SPHE/RSE programme should have a substantial skills development element and should not merely be information based. Such skills are developed over time and founded on an ongoing relationship based on trust, understanding and mutual respect.

Young people flourish in an environment where there is a whole-school approach to the holistic growth of students and where there is a shared belief in their potential for development, learning and wellbeing.

RESPONSIBILITY OF SCHOOLS

The Education Act (1998) states that:

A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

School management, principals and teachers have a duty to provide the best quality and most appropriate social, personal and health education for their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

VISITORS TO POST-PRIMARY SCHOOLS: GUIDELINES

If schools wish to enhance or supplement SPHE/RSE by inviting visitors to the classroom precise criteria must apply. 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 as set out in the SPHE Handbook Section 7 and which are condensed herewith:

- 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 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.

PLEASE NOTE

Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. In light of this, schools are advised to avoid the following approaches:

Scare tactics

Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.

Sensationalist interventions

Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.

Testimonials

Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.

Information only interventions

Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counter productive in influencing values, attitudes and behaviour.

Information that is not age appropriate

Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.

Once off/short term interventions

Short-term interventions, whether planned or in reaction to a crisis, are ineffective.

Normalising young people's risky behaviour

Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.

Didactic approach

Didactic approaches which are solely directive in nature are ineffective in the successful implementation of SPHE/RSE.

FURTHER INFORMATION

Information, advice and support is available from the SPHE Support Service which is a partnership between the Department of Education and Science, the Department of Health and Children, and the Health Service Executive, in association with Marino Institute of Education.

SPHE Support Service
(Post-Primary)
Marino Institute of Education
Griffith Avenue
Dublin 9.

Tel: (01) 805-7718
Fax: (01) 853-5113
Email: sphe@mie.ie
Website: www.sphe.ie

Please bring this circular to the attention of teachers and members of the school board of management. This circular may also be accessed at www.education.ie under Education Personnel/Circulars.

Alan Wall

Principal Officer
Teacher Education Section
March 2010

Appendix D - Relationships and Sexuality Education Special Needs Resource List

RELATIONSHIPS & SEXUALITY EDUCATION

SPECIAL NEEDS RESOURCE LIST

The National Council for Curriculum and Assessment's 'Guidelines for Teachers of Students With General Learning Disabilities' contains comprehensive guidelines on teaching SPHE to students with mild general learning disabilities at primary and post primary level, and to students with moderate and severe and profound general learning disabilities.

Available from NCCA, 24 Merrion Square, Dublin 2. Tel 01 661 7177. www.ncca.ie

Email: info@ncca.ie

The Department of Education and Science does not endorse the use of any of the resources listed below. It is the responsibility of those using additional resources for RSE to ensure that the content is appropriate to the needs of the school, in line with school policy and suitable for school programmes as outlined by the National Council for Curriculum and Assessment.

RSE Resource Materials

- 'Talking Together About Sex and Relationships.' A practical resource for schools and parents working with young people with learning disabilities. Leslie Kerr Edwards and Lorna Scott. Go to: www.fpa.org.uk, click on 'Shop' then on A-Z of publications
- Sexuality and Learning Disability: A Resource for Staff. Claire Fanstone and Zarine Katrak Go to: www.fpa.org.uk, click on 'Shop', then on A-Z of publications.
- 'Lets Do It.' Creative activities for sex education for young people with learning difficulties. Over 80 drama based activities developed by Image in Action. R. Johns, L. Scott and J. Bliss. Go to: www.imageinaction.org and click on 'Resources'
- 'Living Your Life.' A sex education and personal development resource for special educational needs. Dr. A. Craft. Brook Publications. Go to: www.brook.org.uk and click on 'Publications'
- 'Becoming a Woman' A teaching pack on menstruation for people with learning disabilities. Emma Cooper, Pavilion. Go to: www.pavpub.com, click on 'Training Materials', then on 'Learning Disability'.
- 'Talk To Me' A personal development manual for women and girls with Down syndrome, and their parents. Free download available from: www.dsanw.org.au and enter 'Talk To Me' into Search
- Body Board. Go to: www.headonltd.co.uk and click on 'Products'

- 'How Did I Begin' Picture book with simple explanation of how babies are made. Mick Manning and Brita Granstrom. Franklin Watts ISBN 978-0-7496-5661-4 Available from bookshops.
- Anatomically correct boy and girl dolls are available from Findel Education Limited, Unit 11 Naas Road Business Park, Dublin 12. Tel 01 427 3100

RSE Related Materials

- 'Stay Safe' Personal Safety Skills for Children with Learning Difficulties. Go to www.staysafe.ie
- 'People Skills for Young Adults with a Mild Learning Disorder' Go to: www.chalkface.com and click on 'PSHE'
- 'Talkabout Relationships' Building self-esteem and relationship skills. Alex Kelly, Speechmark. Available from 'Outside the Box'. Go to www.otb.ie and go to 'Product Search'

Resources for Parents

- 'Talking Together About Growing Up' A workbook for parents of children with learning disabilities. Lorna Scott and Lesley Kerr Edwards. Go to: www.fpa.org.uk, click on 'Shop', then on 'A-Z of Publications'
- 'How Did I Begin' (see above)
- 'Lets Talk About Where Babies Come From' Robbie H Harris, Walker Books. For parents and carers who wish to talk to children aged 8-12 about sex relationships and growing up. Available from bookshops.

Appendix E – Supplementary Resource List for Relationships and Sexuality Education – Post Primary

SUPPLEMENTARY RESOURCE LIST FOR RELATIONSHIPS AND SEXUALITY EDUCATION -POST-PRIMARY

The Department of Education and Science does not endorse the use of any of the books or videos on this list. It is the responsibility of those using additional resource materials for RSE to ensure that the content is appropriate to the needs of their students, in line with the school's policy and suitable for school programmes as outlined by the NCCA

Videos:

'Busy Bodies' 20 minutes long. Adolescent development video. Produced by the

Health Promotion Department, Southern Health Service Executive. Available from local Education Centres or Health Promotion Department.

'The Human Body' BBC TV series available on dvd from HMV or other music stores. The whole dvd is 344 minutes long with a 45 minute section on what happens to the body during puberty and another 45 minute section on conception and the development of the baby in the womb.

'I Don't Believe It' The video shows the effect of an unplanned pregnancy on a young girl, her boyfriend and her parents, in a story format.

'Cura', 30 south Anne Street, Dublin 2. Telephone: 01 671 0598. Website: www.cura.ie

'Sex, Love, Relationships' The video looks at the physical, emotional and spiritual consequences of sexual activity and places an emphasis on chastity.

'Parent to Parent', PO Box 6759, Ballsbridge, Dublin 4. Telephone: 01 6606731/ 01 2888318. Costs: €19.00

Books:

'Let's Talk About Sex', Walker Books. (Available from most bookshops)

'Understanding the Facts of Life', Usborne Books. (Available from most bookshops)

'Sex Education, the Muslim Perspective'

The Muslim Educational Trust, 130 Stroud Green Road, London N4 3RZ. Tel 0044 20 7272 8502. www.muslim-ed-trust-org.uk Email: info@muslim-ed-trust-org.uk

'Faith, Values and Sex and Relationships Education'

S Blake and Z Katrak

A guide to teaching RSE in a multicultural environment. National Children's Bureau, 8 Wakely Street, London EC1V 7QE. Tel: 0044 20 7843 6000. www.ncb.org.uk