



Relationships and Sexuality Education (RSE) Policy

Scoil Mochua, Celbridge

1. Introductory Statement

This RSE policy is a written statement of the aims of the RSE programme, the relationship of RSE to Social, Personal and Health Education (SPHE), and the organisation and management of RSE within the school.

This policy was developed by a committee of teachers between December 2023 and March 2024. A draft policy was created and a consultation process involving parents and teachers then ensued. The policy was ratified by the Board of Management, shared on the school website and with all parents via the Aladdin online communications system.

2. Scope

The policy will apply to all aspects of teaching and learning about relationships and sexuality. Discussion about relationships and sexuality may take place incidentally in lessons outside SPHE/RSE; it is therefore important that all teachers and SNAs are familiar with the RSE policy.

The policy will apply to school staff, pupils, board of management and parents/guardians/carers.

3. Ethos

Scoil Mochua is a co-educational, Catholic primary school, which strives to provide a well-ordered, caring, happy and secure environment where children can enjoy their schooling.

Through our SPHE/RSE programme we wish to assist children to develop feelings of self-worth and self-confidence, while encouraging their ability to relate to others in a positive way. The curriculum encourages children to be aware of their rights as an individual, while at the same time accepting responsibility for their actions as members of the school and wider community.

Our school values the uniqueness of all individuals within a caring school community. Our ethos values respect, inclusion and diversity of all members of our school community. Our school acknowledges that parents/guardians/carers have the primary role in the social, personal and health education of their children and as such, their involvement will be encouraged. SPHE/RSE is a key component in supporting our pupils to develop into healthy young adults.

4. Definition of RSE

The following definition of RSE is taken from the SPHE curriculum toolkit online:

“Relationships and Sexuality Education (RSE) is teaching and learning about the cognitive, emotional, physical and social aspects of relationships and sexuality. It aims to equip children and young people, in an age-appropriate manner, with the knowledge, skills, attitudes and values that will enable them to develop self-awareness and self-esteem; realise their health, wellbeing and dignity; develop positive and respectful, social and intimate relationships; consider how their choices affect their own wellbeing and that of others; and understand their rights and responsibilities in relation to themselves and others.”

5. SPHE/RSE

SPHE/RSE is

- A lifelong and continual process throughout primary school and should not be confined to once off inputs or solitary lessons
- A shared responsibility and collaboration between family, school, health professionals and the community
- A subject which develops a child’s skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- Child-centred. RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made to suit individual requirements and individual school situations

- Spiral in nature. SPHE/RSE formally begins in Junior Infants and is developed throughout the child's time in school. This will provide opportunities to consolidate and build on previous learning in a developmentally appropriate manner
- Taught through active learning methodologies. RSE provides a range of learning opportunities that requires children to actively participate in their learning in a wide variety of ways e.g. discussion, circle time, drama
- Free of bias. Lessons, language and resources selected by the school should reflect this. SPHE/RSE encourages children to be inclusive with each other, challenge prejudice and learn how to live together in an intercultural society

5.1 Aims of our RSE Programme

Taken from the Interim curriculum and guidelines for primary schools (DE 1996 ,p.9)

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

5.2 Broad Objectives, taken from the Interim curriculum and guidelines for primary schools (DE 1996, p.9)

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

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships

- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making

5.3 Current Provision Included in the School Curriculum

- SPHE lessons (provided through discrete curricular time and integration)
- Use of the RSE Manuals and Busy Bodies resources
- Stay Safe Programme
- Walk Tall Programme
- Webwise resources
- All Together Now – homophobic and transphobic anti-bullying lessons

6. Policies which support RSE/SPHE (this is not an exhaustive list)

- Child Safeguarding Statement & Risk Assessment
- Substance Use Policy
- Healthy Eating Policy
- Anti-Bullying Policy
- Code of Behaviour
- Intimate Care Policy
- Pupil Internet Safety - Acceptable Use Policy (AUP)
- Data Protection Policy
- Admissions Policy

7. Curriculum Planning of SPHE/RSE

7.1 There are three strands in the SPHE curriculum. There are nine strand units within these strands for Junior Infants to Second Class and ten strand units for Third Class onwards. *Making Decisions strand unit only applies to 3rd- 6th Class.

The Department of Education (DE) advises to follow a two-year plan when planning for SPHE. Sharing the strand units over a two-year period ensures pupils will have covered the entire content relevant to their class grouping with a balanced offering from the three strands. It also ensures adequate time is allocated to each strand unit.

Our school follows a two-year plan for SPHE as outlined on the table below.

Scoil Mochua S.P.H.E. and Wellbeing Outline Years 1 & 2

Strand	Strand Units (Year 1: Junior Infants, 1st, 3rd & 5th classes)	Strand Units (Year 2: Senior Infants, 2nd, 4th & 6th Classes)
Myself	<i>Self-identity (Stay Safe- Sen Infs, 2^o, 4^o, 6^o. Revised in 1st, 3^o and 5^o classes.</i>	<i>Safety and Protection (Jan - Feb: Stay Safe- Sen Infs, 2^o, 4^o, 6^o. Revised in 1st, 3^o and 5^o classes.)</i>
	<i>Taking care of my body</i>	<i>Taking care of my body</i>
	<i>Growing and Changing</i>	<i>Growing and Changing</i>
Myself	<i>Wellbeing</i>	<i>Making Decisions This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
		<i>Wellbeing</i>
Myself and others	<i>Myself and My Family</i>	<i>My friends and other people</i>
		<i>Relating to others</i>
Myself and the wider world	<i>Developing Citizenship</i>	<i>Media Education</i>

7.2 Guidelines for the Implementation of RSE in Scoil Mochua

The SPHE curriculum allocates 30 minutes of discrete teaching time each week. RSE will be included in the content taught during this time. Teachers can use their professional discernment if extra time is required. Teachers are encouraged to use an integrated approach for the delivery of SPHE/RSE.

- The strand units “Growing and Changing” and “Taking Care of My Body” are covered in every class.
- Lessons containing sensitive material are covered as part of these strand units.
- Special consideration will be taken to ensure that the needs of all children are met, including those with SEN.

The following table outlines the objectives, content and language covered at each class level.

7.3: Whole School Plan RSE

Strand Units for all Classes: Growing and changing & Taking care of my body

Class	Curriculum Objectives	Language	Pages in Walk Tall for sensitive objectives	Pages in RSE book for sensitive objectives	Supplementary resources
Junior/ Senior Infants	<p>Growing and changing</p> <ul style="list-style-type: none"> identify what babies need to help them to grow and develop develop an awareness of human birth become aware of new life and birth in the world <p>Taking care of my body</p> <ul style="list-style-type: none"> name parts of the male and female body, using appropriate anatomical terms 	<p>Language informally introduced without undue emphasis in</p> <p>Junior Infants:</p> <p>Penis Vulva Vagina Womb</p> <p>Senior Infants:</p> <p>Stay Safe covers correct anatomical terms as above and Breast Breastfeeding Urethra</p>	<p>Junior Infants</p> <p>Unit 1, lesson 4, pg 28</p> <p>Senior Infants</p> <p>Unit 4, lesson 2, pg 95</p> <p>https://pdst.ie/walktall</p>	<p>Junior Infants</p> <p>Theme 7- New life, pg 67</p> <p>Theme 8- I grow, pg 77</p> <p>Senior Infants</p> <p>Theme 6: Caring for New Life, pg 138</p> <p>Theme 7: My Body, pg 147</p> <p>Theme 8: I Grow and Change, pg 157</p> <p>https://pdst.ie/node/811</p>	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Baby bath Baby Clothes Stay Safe Programme covered in S.Infants <p>https://www.staysafe.ie/teachers/Infants.pdf</p>

<p>First/ Second Class</p>	<p>-Growing and changing</p> <ul style="list-style-type: none"> ● appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world ● begin to understand that reproduction, birth, life, growth and death are all part of a life cycle* <p><u>*Reproduction is not covered until 6th class</u></p> <p>- Taking care of my body</p> <ul style="list-style-type: none"> ● name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions 	<p>1st Class:</p> <p>Penis Vulva Vagina Womb Breast Breastfeeding Urethra</p> <p>2nd Class:</p> <p>As above. Also covered under Topic 3 of Stay Safe Programme “Touches” (in the context of helping children differentiate between appropriate/safe and inappropriate/unsafe touches)</p>	<p>First Class</p> <p>Unit 2, lesson 1, pg 33</p> <p>Second class</p> <p>Unit 2, lesson 1, pg 37</p> <p>https://pdst.ie/walktall</p>	<p>First Class</p> <p>Theme 6: The Wonder of New Life, pg 59</p> <p>Theme 8: Growing means Changing, pg 77</p> <p>Second Class</p> <p>Theme 6: The Wonder of New Life, pg 151</p> <p>Theme 7: When my Body needs Special Care, pg 161</p> <p>https://pdst.ie/node/811</p>	<p>Picture books of going to the doctors</p> <ul style="list-style-type: none"> ● Stay Safe Programme 1st & 2nd Class <p>https://www.staysafe.ie/teachers/1+2%20class.pdf</p> <ul style="list-style-type: none"> ● Books/activities on Life cycles
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<p>Third/ Fourth Class</p>	<p>- Taking care of my body</p> <ul style="list-style-type: none"> realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal understand the physical changes taking place in both the male and female body <p>- Growing and changing</p> <ul style="list-style-type: none"> discuss the stages and sequence of development of the human baby* <p>*Reproduction is not covered until 6th class</p> <ul style="list-style-type: none"> recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty* 	<p>3rd Class:</p> <p>Revise above.</p> <p>Changes in puberty: height, weight, need for more care for personal hygiene.</p> <p>How baby gets nutrition in the womb, umbilical cord.</p> <p>4th Class</p> <p>Puberty in more detail- hair growth, sex hormones (oestrogen & progesterone, testosterone, personal hygiene.)</p> <p>Menstruation (this lesson will be delivered to <u>girls</u> in 4th class only): the video briefly refers to parts of female genitalia: vulva, vagina, labia, clitoris, pubic hair.</p> <p>As part of learning about menstruation, the female reproductive system is labelled but conception is not covered until 6th class: ovaries, uterus/womb, fallopian tubes, cervix, ova, ovulation</p>	<p>Third Class</p> <p>Unit 7, lesson 1, pg 175</p> <p>Fourth Class</p> <p>Unit 7, lesson 1, pg 142</p> <p>Unit 7, lesson 2, pg 146</p> <p>Unit 7, lesson 3 pg 150</p> <p>https://pdst.ie/walktall</p>	<p>Third Class</p> <p>Theme 6: Preparing for New Life, pg 70</p> <p>Theme 8: As I Grow I Change, pg 93</p> <p>Fourth Class</p> <p>Theme 6: The Wonder of New Life, pg 169</p> <p>Theme 8: Growing and Changing, pg 195</p> <p>https://pdst.ie/node/811</p>	<ul style="list-style-type: none"> Picture books on Growing and Changing Stay Safe Programme: https://www.staysafe.ie/teachers/3+4%20class.pdf Busy Bodies Videos (Shown in 4th class only): <p>Puberty: https://www.youtube.com/watch?v=e00Zle7Swi8</p> <p>Looking after your body: https://www.youtube.com/watch?v=CIR4icMUJ3Y&list=PLltgannki2UG1oLFaDGGQsaCfUboF17aH2&index=6</p> <p>Menstruation (this lesson will be delivered to <u>girls</u> in 4th class only.) https://www.youtube.com/watch?v=WFS_B9k0n7E&list=PLltgannki2UG1oLFaDGGQsaCfUboF17aH2&index=4</p>
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<p>Fifth/ Sixth Class</p>	<p>Growing and changing</p> <ul style="list-style-type: none"> discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent identify and discuss the changes that are experienced in growing from child to adult understand sexual intercourse, conception and birth within the context of a committed, loving relationship <p>Taking care of my body</p> <ul style="list-style-type: none"> understand the reproductive system of both male and female adults identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone 	<p>5th Class</p> <p>Puberty as a <u>whole class</u> (girls and boys learning together): sex hormones, hair growth, menstruation (see language covered in 4th class for menstruation), wet dreams (penis, erection, scrotum, testicles, semen, sperm, foreskin, circumcision, ejaculation, urethra- these words covered in context of wet dreams and pubertal changes, not reproduction; this is covered in 6th class.)</p> <p>Boys will have the opportunity to be grouped together to seek clarity on any of the topics covered above. The girls will be afforded the same opportunity.</p> <p>6th Class</p> <p>Revise above.</p> <p>Conception: sperm, egg, fertilisation, semen, sexual intercourse, erection, ejaculation, ovulation.</p> <p>Consent</p>	<p>Fifth Class</p> <p>Unit 1, lesson 1, pg 26</p> <p>Unit 11, lesson 1, pg 345</p> <p>Sixth Class:</p> <p>Unit 2, lesson 2, pg 31</p> <p>Unit 3, lesson 1, pg 121</p> <p>Unit 3, lesson 2, pg 128</p> <p>Unit 7, lesson 2, pg 221</p> <p>Unit 12, lesson 1, pg 340</p> <p>https://pdst.ie/walktall</p>	<p>Fifth Class</p> <p>Theme 6: My Body Grows and Changes, pg 81</p> <p>Theme 7: The Wonder of New Life, pg 93</p> <p>Theme 8: Caring for New Life, pg 103</p> <p>Theme 9: Making Healthy Decisions, pg 113</p> <p>Sixth Class</p> <p>Theme 6: Growing and Changing, pg 183</p> <p>Theme 7: Relationships and New Life, pg 199</p> <p>Theme 8: A Baby is a Miracle, pg 209</p> <p>https://pdst.ie/node/811</p>	<ul style="list-style-type: none"> Stay Safe Programme: https://www.stavsafe.ie/teachers/5+6%20class.pdf Busy Bodies videos and workbook <p>Changes for boys and girls:</p> <p>https://www.youtube.com/watch?v=ZWcZtJ8Wm0&list=PLltgannki2UG1oLFaDGGsaCfUboF17aH2&index=3</p> <p>https://www.youtube.com/watch?v=WFS_B9k0n7E&list=PLltgannki2UG1oLFaDGGsaCfUboF17aH2&index=4</p> <p>Looking after your body:</p> <p>https://www.youtube.com/watch?v=CIR4icMUJ3Y&list=PLltgannki2UG1oLFaDGGsaCfUboF17aH2&index=6</p> <p>Conception:</p> <p>https://www.youtube.com/watch?v=QekcR7JI4Po&list=PLltgannki2UG1oLFaDGGsaCfUboF17aH2&index=5</p> <ul style="list-style-type: none"> HSE Parent Booklets- To be sent home in a sealed envelope before commencing RSE sessions Question Box
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8. Pupil Voice

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

9. Approaches & Methodologies

The teaching approach in Scoil Mochua is child-centred and will always take the age and stage of development of the children into account.

It is school policy to deal with any sensitive material covered as naturally as possible and without undue emphasis. An atmosphere of respect and sensitivity will be nurtured in the classroom at all times.

Active learning is the principal learning and teaching approach recommended for SPHE and RSE. It requires children to actively participate in their learning in a wide variety of ways, some of which include group work, discussion, ICT activities, games, art, circle time and reflection. This increases the possibility of internalising what they have explored and of being able to use this learning in their everyday lives. Interactive learning contributes significantly to fostering self-confidence, self-discipline and self-control in the learner.

10. Language

The SPHE/RSE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE/RSE. Language is a powerful tool and should be used with respect and integrity for the dignity of each person.

Teachers will teach sensitive language in an age-appropriate and spiral manner as per the whole school plan (referenced 7.3). This ensures the teaching of correct anatomical terms and the use of slang will be discouraged. Teachers will take a common approach across the school.

11. Differentiation

The age and stage of development in a class can vary widely. Strategies for differentiation can support gradual and appropriate learning. In Scoil Mochua, teachers use assessment and professional judgement to differentiate the curricular objectives and content to best suit the needs of all pupils.

Adaptations to the way in which the content is delivered may be made for children with special and additional educational needs. Both consultation with parents/guardians/carers in advance of lessons and the anticipation of the pupil's needs will be central to ensuring learning is meaningful. Some children may be pre-taught language or content in preparation for whole-class lessons. This may be reflected in the pupil's support file.

Teachers will use their professional judgement at all times and ensure the following:

- Objectives are realistic for the pupils
- Learning tasks build upon prior learning
- Opportunities are provided for interacting and working with other pupils in small groups or 1:1 when appropriate
- Language used is pitched at the pupil's level of understanding.

12. Pupil Questions

Teachers will use a variety of methodologies to create a safe, open space where pupils feel comfortable to ask RSE related questions. During lessons, teachers may give pupils an opportunity to ask questions at various times. Staff will not invalidate questions, but rather set boundaries and manage expectations around questions. Questions which may arise with regard to the sensitive content of the programme will be answered by the class teacher in an age-appropriate manner depending on the nature of the question, and provided that they relate to topics covered in the RSE programme and are in line with our school ethos and this policy.

The following sample responses may be used when addressing questions:

- I will do my best to answer your questions, but I may not be able to answer all of them.
- That is something you will learn about as you get older.
- Is that something you could talk to your parents/guardians/family about?
- We agreed that we would not ask anyone personal questions.

Children will be made aware that the class teacher may not be able to answer their question and they will be encouraged to ask an adult they trust at home.

Teachers may exercise discretion in contacting parents if a need arises.

When deciding whether it is appropriate to answer a question or not, the teacher should consider the class level of the pupils, the RSE programme content, the ethos of the school and this policy. Teachers will determine:

- If the question is a moral one, while being sensitive to the different religious and non-religious backgrounds, the child will be referred to speak to their parents or guardians

- If a question is a factual one and within the current class curriculum, the teacher will answer it sensitively
- If topics arise which do not feature in the curriculum, children will be requested to address these questions to their parents and if needed, involvement and cooperation of parents may be sought.

For older pupils a “question box” is one methodology that may be used as part of the formal RSE lessons. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues/ RSE Policy/ www.sexualwellbeing.ie/for-parents/sample-questions-and-answers/ to formulate an appropriate response.

13. Resources

All resources used will be approved by the Department of Education and the Catholic Primary Schools Management Association. All resources will consider the sample criteria outlined in the SPHE Teacher Guidelines p.103 to ensure the resource is: in line with the principles of the SPHE curriculum, free of bias, demonstrates equality, up to date and devoid of racial or sexual stereotyping. See Appendix 1 for a list of resources used in Scoil Mochua for the teaching of RSE.

14. Assessment

Assessment in SPHE/RSE is important to enable the teacher to pitch the lessons correctly to their respective class group. The teacher may use; observation and questions to assess the children’s engagement and interest, teacher designed tasks such as worksheets, quizzes or games and reflection or learning log.

15. Confidentiality

Scoil Mochua follows Children First: National Guidance for the Protection and Welfare of Children 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017. During SPHE/RSE lessons, children may wish to connect and disclose personal or related stories and information. It is important to protect children and families and their privacy. While pupils should not be encouraged to disclose personal or private information in class, there may be times when they do talk about their own lives. This will be done by ensuring there are ground rules for the sharing of information in relation to the topics covered in RSE for example by encouraging children to tell the teacher anything private after lessons.

Parents are invited to share any changes in circumstances with the school as necessary e.g. changes in family structures etc. For the welfare of some children, this information may be important for a teacher to know prior to engaging in specific topics on family/relationships etc.

It is important that pupils are made aware of the limits of confidentiality. Confidentiality will be respected unless there is a disclosure made, or a teacher has any concerns about a child, they will report these concerns to the Designated Liaison Person or the Deputy Designated Liaison Person. The school will refer to the Child Protection Procedures for Primary and Post-Primary Schools 2017.

16. Parent Involvement

16.1 Parents/guardians will be informed each year in advance of the teaching of the formal RSE lessons. This will offer parents/guardians an opportunity to contact their child's teacher if they have any concerns or questions.

Scoil Mochua recognises that parents/guardians are the primary educators of their children and that the home is the natural environment in which RSE should take place. The role of the school therefore is seen as one of support. Parents/guardians have a responsibility to become involved in educating their child in relation to the RSE curriculum.

Parents/guardians should inform themselves of the programme content and prepare children for the information they will acquire around the sensitive areas. A copy of this policy will be sent to all parents on the Aladdin app and made available on the 'Policies' section of our school website www.scoilmochnua.com/policies.

16.2 Class teachers may provide copies of specific 'Home-school Links' letters to parents/guardians in advance of the teaching of the sensitive lessons or after teaching has taken place. Should parents want further information, resources are available including: [talking to your young child about relationships, sexuality and growing up](#) and Making the 'Big Talk' many small talks [Ages 4-7](#) and [Ages 8-12](#).

In the class situation, children will be encouraged to recognise that certain information would be inappropriate to discuss with younger siblings/children.

16.3 Our RSE programme is inclusive and we discourage parents/guardians from withdrawing their children from the lessons. We believe that it is preferable that RSE lessons are presented accurately and sensitively by a professional educator.

If parents/guardians wish to withdraw their child from specific formal RSE lessons, this should be provided in writing to the school and kept on file.

A letter will need to be provided to the principal each year that the child is withdrawn.

Alternative arrangements will be considered and agreed upon by the relevant parties. The school cannot accept responsibility for indirect RSE related information being shared with a child outside of formal RSE lessons i.e. on yard, on way to/from school etc.

17. Provision of Ongoing Support

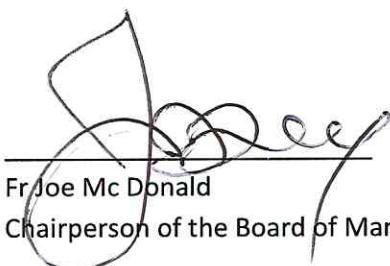
Scoil Mochua ensures the provision of ongoing support by:

- Encouraging and facilitating teachers to attend RSE CPD
- Utilising staff meetings as a platform for discussion and development of RSE
- Seeking the support from an Oide Advisor
- Create a mentor system amongst to support the teaching RSE
- Budgeting for the updating and development of RSE materials
- Reviewing RSE policy regularly
- Signposting staff to resources available from Oide/PDST and other sources

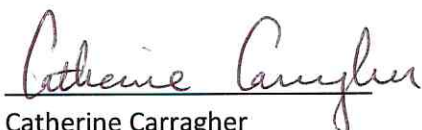
18. Review

Scoil Mochua will review this policy in consultation with parents/guardians, staff and pupils in January 2025. The policy may also be reviewed at an earlier time should a need arise. Written notification that the review has been completed will be made available to school personnel, published on the school website and sent through the Aladdin online communications system.

This policy was ratified at a meeting of the Board of Management on the 19th of March 2024.


Fr Joe Mc Donald
Chairperson of the Board of Management

19/3/24
Date


Catherine Carragher
Principal

19/3/2024
Date

Appendix 1

Resources Used to Teach RSE in Scoil Mochua

Staff may consult any of the following teaching resources when teaching RSE in addition to the Department of Education Relationships and Sexuality Education Programme:

- PDST Health and Wellbeing RSE website and resources
- NCCA SPHE/RSE Toolkit
- Making the Links and Beyond
- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls
- HSE publications (www.healthpromotion.ie)
- Busy Bodies Booklet / Videos / Workbook (PDST)
- Inclusive picture and story books
- Middletown Centre for Autism
- Stay Safe for Children with SEN
- All Together Now