

Scoil Íosagáin

Policy on: Relationships and Sexuality Education

Policy on Relationships and Sexuality Education

Introductory statement

Scoil Íosagáin has a responsibility to put in place an R.S.E policy as part of the wider Social, Personal, and Health Education curriculum. The process was initiated in Term 1 2013 when the existing policy was reviewed by the teaching staff to include the sexually sensitive aspects of the Growing and Changing and Taking Care of My Body Strands of the curriculum. Next an RSE policy committee was charged with setting parameters for the organization and management of RSE in the school. This policy committee included representatives from all partners in the school community i.e. Parents' Association, B.O.M & Staff of Scoil Íosagáin. Following this consultative process, the draft policy was put forward to the B.O.M for final approval & ratification. This policy is an approved approach to the teaching of R.S.E in Scoil Íosagáin.

Our Vision/ School Ethos

The school ethos affirms and supports close links between school and home. To this end parents were encouraged to play a meaningful role in the RSE policy formation through a series of meetings, full representation on the steering committee and the ratification of the finished product. Parents also have the right to withhold their child(ren) from participating in RSE classes. The general aim of our school policy is to contribute to the development of all aspects of the child, the aesthetic, creative, critical cultural, emotional, intellectual, moral, physical, social and the spiritual to prepare him/her for personal and family life, for working life, for living in the community and for leisure. There is a broad agreement in our school that R.S.E is clearly part of this aim.

Definition of R.S.E

RSE is an integral part of Social, Personal and Health Education and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human growth and development, human sexuality and relationships, parenting, personal and social skills through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

Relationship of R.S.E to S.P.H.E

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

Relationships and Sexuality Education encourages children to examine and explore the relationships in their lives and to learn how to develop and enjoy friendships which are based on responsibility and respect. Children build the foundation for developing more intimate relationships in later life. They learn about themselves as sexual beings, about their social, emotional and physical growth and about the various changes that occur as they progress towards adolescence and adulthood.

Overall Aims of our RSE programme

- To enhance the personal development, self-esteem and well-being of each child.
- To help children 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 each child to gain an understanding of and respect for human love, reproduction and sexual activity in a sensitive and measured way.
- 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.

Objectives of the RSE programme

The RSE programme should enable the child:

- To acquire and develop knowledge and understanding of self.
- To develop a positive sense of self-awareness, self-esteem and self-worth.
- To develop an appreciation of the dignity, uniqueness and well-being of others.
- To understand the nature, growth and development of relationships within families, in friendships and in wider contexts.
- To develop an awareness of differing family patterns.
- To come to value family life and appreciate the responsibilities of parenthood.
- To develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts.
- To become aware of the variety of ways in which individuals grow and change, and to understand that their developing sexuality is an important aspect of self-identity.
- To develop personal skills which will help them to establish and sustain healthy personal relationships.
- To develop some coping strategies to protect themselves and others from various forms of abuse.
- To acquire and improve skills of communication and social interaction.
- To acquire and use an appropriate vocabulary to discuss feelings, sexuality, growth and development.
- To develop in the child a critical understanding of external influences on lifestyles and decision making.

Guidelines for the Management and Organisation of RSE in our School

Parents have the primary responsibility for educating their children in sexual matters. The school R.S.E. programme acts as a support only to parents, and parents retain the right to withdraw their children from classes. The programme is taught within the ethos of the school and contemporary issues/topics are dealt with by the teacher at a level appropriate to the age and stage of development of pupils within a moral and spiritual framework. Teachers are present at all times if/when guest speakers are visiting a class.

All questions answered will reflect the parameters of the curriculum. Certain topics will not be discussed i.e. abortion, masturbation, homosexuality, contraception. Questions to the teacher may be written or oral within the group setting and answered within the boundaries of the curriculum and policy. Any questions asked by the children that are judged to be inappropriate, the teacher will refer the child to their parents. The school cannot guarantee confidentiality if a child asks a question of a personal nature to themselves or discloses personal information.

Relationships and Sexuality Education is an integral part of SPHE and will be taught in this context. The curriculum is spiral in nature (i.e. similar content is revisited at different stages throughout the child's time in school). Content will be taught developmentally with age appropriate lessons being taught at each class level in primary school. RSE-specific education or core RSE education will be covered in the following strand units over a 10-12 week period in Term 2 each year.

Myself - Self identity, taking care of my body, growing and changing, safety and protection.

Myself and Others - Myself and family, friends and relating to other people.

Taking Care of My Body - Naming parts of the male and female body using appropriate terminology (Junior and lower middle classes). Identifying physical changes, understanding puberty and the reproductive system (Senior Classes).

Growing and Changing – The stages of development of a baby from conception to birth (Middle Classes). Understanding sexual relations within the context of a committed loving relationship (Senior Classes).

Teachers do not cover topics such as contraception and same sex relationships. Children who ask questions in class on content outside the curriculum are encouraged to discuss concerns or unanswered questions at home.

All issues will be discussed with sensitivity, professionalism and awareness of the varying levels of development within a class.

Possible sensitive issues such as naming the body parts and growing and changing will be covered within the strand units "Taking care of my body", "Growing and changing" and "Safety and Protection".

Outline of Lesson Content & Objectives for each class level

→ See Attached Appendix

Child Protection

The school follows the DES child protection guidelines and has a Child Protection Policy in place with the Deputy Principal as Designated Liaison Person. In cases of disclosure; the DLP will follow the procedures as set out in the Children First Guidelines.

Organisational Matters

1. R.S.E policy will be made available to all parents prior to the implementation of the programme. RSE policy will subsequently be made available to parents on enrolment of new pupils to Scoil Íosagáin.
2. Parents must return a consent form regarding participation of their child in the programme.
3. If children are not participating they will be withdrawn by their parents/guardians for the duration of the lesson and returned to class afterwards. The school cannot be responsible for providing supervision for pupils opting out of the programme.
4. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard, classroom or school bus.
5. If a child is withdrawn, the school cannot guarantee that other children will not inform the child in question of the content of the lesson(s) or that children will not refer incidentally to aspects of the lesson during subsequent days/weeks.
6. Any teacher has the right to opt-out from teaching the sexually sensitive issues in RSE. It is the responsibility of the Board of Management to ensure that the curriculum will be taught to the children by another teacher or an outside speaker.
7. R.S.E programme will be completed annually over 10-12 weeks during Term 2.
8. Class groupings – Junior and Senior Infants Class, First and Second Class, Third Class separately, Fourth Class separately, Fifth and Sixth Class.
9. An outside facilitator will revisit and consolidate Theme 6 and 7 (Growing and Changing, Relationships and New life) in 5th and 6th class annually (subject to review).

Approaches and Methodologies

1. Active Learning
2. Group work
3. Drama activities
4. Discussion
 - open-ended statements
 - brainstorming
 - agree or disagree
 - creating pictures and posters
 - interviews
 - stories
 - poems
 - exploring a piece of music.
5. Pictures, photographs and visual images
 - question the content of an image
 - explore different points of view
 - compare their own experience with reality

- explore attitudes and understanding of certain concepts
 - examine stereotyping and the similarities and differences between people.
 - reading a photograph
 - using pictures as a stimulus for discussion or in determining previously acquired knowledge about an issue
 - ranking pictures
 - using captions
 - creating speech/thought bubbles
 - classifying and setting
 - exploring a television advertisement
6. Co-operative games
7. Written activities
8. The media and information and communication technologies
- access and retrieve information
 - explore some techniques used in the media and the various technologies for communication available to them
 - learn to make decisions and become more discerning in their use of technology and the media.

Integration:

We plan for integration in various ways:

- By adopting a thematic approach where a theme is explored from a number of different perspectives, i.e. linkage with our Oral Language Programme and the Alive-O Programme which includes the exploration of some of the following themes:
Myself
My Family
The People who help us.
- By exploring a specific R.S.E. Issue e.g. Growing and Changing i.e. skills and information from other subjects are used to enhance the Learning e.g. Science and Maths.

Assessment

Teacher observation

- the ability of the child to co-operate and work in groups or to work independently
- the informal interactions between the child and adults and between the child and other children
- the quality of presentation of work
- particular interests or aptitudes displayed by the child
- the participation and interest of the child in a variety of activities
- the level of personal or social responsibility exhibited by the child
- the reliability of the child in carrying out established routines
- the perseverance of the child in carrying out a task
- the child's awareness of the difficulties of others and his/her willingness to help
- the questions the child asks and the responses the child makes to questions and suggestions made by the teacher
- various behaviour, for example shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges
- physical and emotional maturity
- the ability of the child to engage in assessing his/her progress and reflecting on his/her learning.
- behaviour in contexts such as yard, school outings re: co-operative spirit and self-esteem

Special Educational Needs Pupils

In the case of pupils with special educational needs, Learning Support/Resource Teachers will provide extra support/ clarification where appropriate.

Resources:

- Resource Materials for RSE → Teacher's Manuals for class levels (Dept of Education and Science)
- Baby boy/Baby girl Dolls for Infants Classroom
- 'Busy Bodies' – information booklet and DVD for 5th/6th Class pupils/parents.

Responsibility / Success Criteria

As outlined in our S.P.H.E policy, R.S.E. is a shared responsibility. We recognise that within our school community parents/guardians, teachers, the Board of Management and members of the community all have a responsibility for the relationships and sexuality education of our children. We recognise that their contribution and involvement is essential to the effective implementation of the R.S.E. Programme in our school. Therefore we endeavor to promote partnership, participation and consultation as we plan for this curricular area. We consult with all the above personnel to discuss R.S.E.

- At Board of Management Meetings.
- During informal conversations with Parents and Caregivers.
- By sharing and discussing our own observations at our school planning meetings.

Implementation and Review:

This policy will be implemented in 2013 and will be reviewed after the initial 12 month period has passed by the RSE Policy Committee and/or B.O.M, and every three years thereafter. This policy will also be reviewed should a need arise. Parents and staff will be informed of any amendments made by the RSE Policy Committee.

Ratification and Communication:

This policy was ratified by the Board of Management in Dec. 2013. It will be communicated to the school community by the following means:

- Circulated to all parents via Hard copy before initial implementation of the programme
- Parents on Enrolment via hard copy in Enrolment pack
- Parents' Association via hard copy
- Teachers via School Plan/Hard copy
- Board of Management via Hard copy

Signed

A. Cunningham

Date:

2-12-2013

Chairperson, Board of Management

Signed

Alma Quinn

Date:

2-12-13

Principal

Appendix

Junior & Senior Infants

Content Objectives

Theme 1 – Look what I can do

- Personal Strengths
- Recognise knowledge, skills & talents
- Building Children's self-esteem

Theme 2 – Friends

- To develop an appreciation of the value of friendship
- Relating to others/interacting & sharing with others
- Appreciating friends with a focus on peer friendship
- Playing with others

Theme 3 – This is My Family

- Identify & learn about the roles of different members of the family
- Appreciating roles of family members
- Understanding how these roles may vary
- Appreciating their own role in everyday life of the family
- Developing a sense of belonging, caring & sharing together

Theme 4 – I can be safe

- To develop a sense of road safety
- To recognise people who help them to be safe on the road
- To learn how to keep safe in a variety of familiar situations at home & in school in relation to fire, electricity, water etc.....

Theme 5 – Feelings

- To identify & name feelings
- To understand that other people have feelings too
- To recognise the emotions evident in a person's facial expression or body language

Theme 6 – New life

- To become aware of human life in relation to the care of a new born baby
- To become aware of new life in the world e.g. New life – Springtime, baby animals, Nature walk, growth, new life in the Garden.
- The wonder of New Life
 - Explored in story 'New Baby Sister'
 - Explored through poetry: poem called 'Baby'
 - Explored through Art 'Picture of New Life'
 - Discussion on new babies (following Story & Poem)
 - Associated Vocabulary/Language
 - Before birth you were in Mammy's womb
 - Feeding babies: Breast feeding/bottle feeding
 - Where milk comes from
 - Why babies need winding

Theme 7 – My Body

Note:

It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their bodies physical changes so that they can communicate confidently about themselves.

When children begin school, it is not unusual; indeed it is quite normal, for them to have other names for their genitals. However, the use of proper terms for parts of the body and bodily functions should be encouraged from the earliest age, so that these terms are given a status and an acceptability.

As children get older and become comfortable with these words, they can discuss aspects of their growth and development with greater ease. They are also less likely to resort to inappropriate or vulgar language when referring to the body or bodily functions.

Lessons objectives:

- To help children learn about their bodies
- To recognise the difference between a boy & girl
- To learn correct names for all parts of the body including external parts of the male & female body: breasts, vagina, penis.

The following opportunities are used to introduce the terminology for body parts in relevant contexts.

- Giving a doll a bath – demonstration & discussion
- Hygiene practice – How to keep clean, Bath time, Toilet hygiene, Washing body hair/teeth/nails
- Discussion about a trip to the beach/swimming pool
- Discussion about a visit to the doctor & need for use of correct terms.

Theme 8 – I Grow & Change

- To become aware that growth involves change
- Rates of growth are unique for each individual
- How to know you are growing e.g. new shoes, clothes too small, height chart, things you can do now that you couldn't do last year
- What a child needs to grow strong and healthy – Food, sleep, exercise etc...
- Growth in nature e.g. The story of the Caterpillar changing to a butterfly.

Theme 9 – Making decisions

- To help children become aware of factors which influence choices
- To help children solve problems, make decisions & choices in everyday situations e.g. in the playground, at home, at a friend's house, in class etc...
- Giving children opportunities to identify decisions made & consequences of decisions made by characters in fairy tales & other stories.
- Giving children opportunities to make choices/decisions through play activities & mime.
- Giving children opportunities to discuss situations/scenarios which require making decisions, the options involved & their consequences.

1st and 2nd Class

Content Objectives

Theme 1 – Other People are Special

- To provide children with opportunities to become more aware of other people and to appreciate that other people are special too.
- To identify similarities and differences, a process which helps children to build and develop self esteem while simultaneously developing tolerance which promotes harmony in society.

Theme 2 – Being Friends

- To provide children with opportunities to explore the theme of friendship as it relates to children's own experience.

Theme 3 – My Family

- To provide children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by children.
- To discuss with children the importance of saying 'Thank You'.

Theme 4 – Keeping Safe

- To provide children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.

Theme 5 – Coping with Our Feelings

- To provide children with opportunities to identify feelings and ways of coping with their feelings.

Theme 6 – The wonder of New Life

- To provide children with opportunities to appreciate and celebrate the wonder of new babies by teaching them to understand new life, caring for a new baby's needs and behaviours.
- To explore the cycle of Life, through imagining parents, grandparents etc as babies.

Theme 7 – When my Body Needs Special Care

- 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.
 - a) Part of the boy that passes urine – penis
 - b) Part of the girl that passes urine – urethra
 - c) Opening where a baby 'leaves its mothers' womb – vagina
 - d) Part of the body where a baby was joined to its mother before being born – umbilical cord.
 - e) The parts of a mother's body that feed the baby after it is born – breasts.

Theme 8 – Growing and Changing

- To provide children with opportunities to realise that as they grow and change their relationships with family and friends grow and change.

Theme 9 – Personal Decisions

- To provide children with opportunities to discuss the factors which may influence personal decisions and choices.

3rd Class

Content Objectives

Theme 1 – Special Gifts

- Individuality, characteristics, abilities, achievements
- Building self-esteem
- Feeling special
- Pride in your achievements
- Complimenting others

Theme 2 – Sometimes Friends Fight

- What makes a good friend?
- How do you make friends?
- Reasons arguments start
- Resolving conflict through role play

Theme 3 – My Family

- Appreciating all members of the family
- Relationships within the family
- Identifying ways to help your family
- Dealing with arguments in your family
- Importance of gestures

Theme 4 – Keeping Safe

- Personal safety
- Identifying people whose job includes child safety
- Dangers connected with traffic, fire, electricity, water
- Role play various personal safety scenarios

Theme 5 – Expressing Feelings

- Identify, acknowledge, accept and manage various feelings and emotions
- Identify appropriate ways to express these feelings and emotions in various scenarios
- Rate your feelings
- Discuss ways to identify others feelings and different ways to approach them
- Identify certain people who you would tell if you were feeling a certain way

Theme 6 – Preparing for new life

- Nutrition in the womb
- Function of the umbilical cord
- Nutrition for the mother
- Taking care with medicines, alcohol and smoky environments
- Identify ways other family members can help
- Helping a mother at work or while travelling
- Medical check ups – what happens during a regular check up?

Theme 7 – Our Senses

- Identifying the five sensory organs and their functions
- Investigate the functions of the sensory organs through various simple experiments
- Children become familiar with the terms muscles, tissue, nerves and the brain. The function of these are explained in simple examples and comparisons.

Theme 8 – As I grow I change

- Discuss the children's growth & development when they were:
 - A baby
 - Starting school
 - Starting 3rd Class
- Discuss things they could do, how they communicated thoughts and feelings, people they were close to and how they helped out at home.
- The following headings could be used
 - Height
 - Hair
 - I loved to
 - I was able to
 - My first toy was
 - My was good
 - My wasn't great
 - I liked playing.....

Theme 9 – Making Decisions

- Discuss factors which influence personal decisions and choices
- Issues addressed would include
 - Personal wishes
 - Moral values
 - Identify right and wrong
 - Social constraints
 - Peer and media influence
- Various scenarios will be presented and appropriate decisions will be discussed
- Ways to solve arguments will be highlighted

4th Class

Content Objectives

Theme 1 – Special Gifts

- Opportunities to appreciate the importance of interacting with others
- Compose an acrostic poem about a friend, highlighting their gifts
- Discuss appropriate communication skills
- Use group work activities to show the value of decision making and how it's best achieved

Theme 2 – Bullying Behaviour

- Identify various scenarios where bullying is prevalent
- Highlight the steps needed to address the problem
- Discuss reasons why somebody could be a bully
- Empathise with people being bullied and show how you could help them
- Identify difficulties in helping a person being bullied
- Identify people who could help

Theme 3 – My family

- Discover the origin and meaning of the family name
- Identify who their ancestors were and what they did for a living
- Design a family crest including a motto for your family

Theme 4 – Reasons for Rules

- Identify why rules exist
- Discuss why rules are different in different places i.e. Home, school, state
- Discuss the rights and responsibilities of each person in a classroom, lunchtime and in the sports field
- Identify and discuss the consequences of breaking rules in various situations

Theme 5 – Feelings and Emotions

- Discuss experiencing feelings which they do not like eg. Waking up in the dark, being bullied
- Discuss a particular scenario, identifying how each person feels and solutions to make them feel better
- Discuss times when the children themselves ever felt isolated?

Theme 6 –The Wonder of New Life

- Identify and sequence the stages of development of the human body from conception to birth
- Discuss the various stages of new life including:
 - Starting out as a fertilised egg

- Changes after four weeks – heartbeat, 2mm long
- The womb as home for the baby
- The function of the umbilical cord
- Changes after six weeks – size of a 2c coin
- Eight weeks – 20c coin, hands and feet, kicking gently
- Three months– boy or girl, eyes closed, curled toes
- Four months– teacup size, 16cm, finger prints
- Five months– 25cm long, mother can feel movement
- Six months– can hear mothers heartbeat, voices, music, some time awake, mostly asleep, grasping fingers and toes, practicing sucking
- Near birth – less room in womb, not much air, sometimes gets hiccups, getting ready to leave
- Nine months – leave the womb, no umbilical cord, breathe and eat by itself
- Sequence the stages in an art activity

Theme 7 – Being Clean – Keeping Healthy

- Importance of food and exercise and good hygiene
- In groups think of five ways to care for you feet, hands, teeth, hair, nose, ears, whole body or clothes
- Become aware of various issues such as dandruff, lice, plaque
- Design and make a poster to promote the area discussed

Theme 8 – Growing and changing

Note: The information given in this lesson will be simple and appropriate to the children's developmental level. The headings are for teacher guidance rather than for use with the class. The lesson itself may be taught over a number of sessions. Some of the information is revision of third class materials and will be repeated in more detail in the senior classes.

- General introduction about people changing from Junior Infants to 4th class, changes from birth to starting Junior Infants in relation to height, strength, ability to do things.
- Growing from boy to man and from girl to woman
 - Hormones cause this change
 - Everyone grows at different rates
- Changes in shape
 - Girls hips get wider to hold baby in her womb
 - Girls breasts develop to help feed her baby
 - Boys become more muscular and stronger
 - Shoulders broaden
 - Penis grows
- Menstruation
 - Nature's way to prepare for a baby by providing a lining for the baby in the womb
 - When there is no baby the lining dissolves, mixes with blood and leaves through the vagina
 - Last 3-5 days
 - A girl wears pads to protect her clothing
 - Can begin from age 9-18 years
- Voices changes
 - Girls' voices sound more like a woman's
 - Boys' voices become lower like a man's
- Changes in friendship patterns
 - Boys become interested in girls and vice versa
 - Share more of the same interests

- Discuss why same gender friendships are more popular at this stage
- **Mood Changes**
 - As the children grow and change they may find their mood change quickly
 - Discuss the reasons why these hormones are occurring
 - Highlight the relationship between the body growing physically but that the mind and feelings are growing and changing also
- **Increase in body hair**
 - Boys begin to get hair on their face, chests and legs
 - Both boys and girls get hair underarm
 - Hair also grows around a boys penis and a girl's vagina, known as pubic hair
- **Skin changes**
 - Skin becomes more oily
 - Perspire more
 - Importance of hygiene at this stage as well as the right food exercise and proper sleep

Theme 9 – Problem Solving

- Children are presented with various problems and are given three options to pick the right thing to do

Examples of problems

- Best friends arguing with each other
- A pupil finds it difficult to help a new child in their class
- Two sisters don't have as much time to be with each other as they used to
- A bully invites a girl she is bullying to a party
- A boys Granny lives with him and he is embarrassed to invite friends over in case they make fun of her
- Two friends have different houses and background and don't want the other visiting their house
- One girl is upset but won't tell her friend why
- A boy finds out his friend is telling untrue stories about him
- All solutions are analysed and the influences of the decisions are discussed

5th and 6th Class

Content Objectives

Theme 1 - Me and My Aspirations

- The child will be enabled to discuss how they see themselves, what qualities they each value and what this reflects.
- Positive attitudes towards others will be promoted, along with self-confidence.
- They will be given chance to reflect on what they aspire to do in the future and why they would like this.

Theme 2 - Different kinds of Love

- The child will identify all different types of love, whether it is that between family members, friends, or loved ones, then explore them using drama.
- Recognise that love is about being caring, forgiving, selfless, considerate, thoughtful, sharing and a friend to others.
- Understand that love is used in many different contexts and means different things to different people.

Theme 3 - Families

- Using role-play, explore the diversity of family life, the dynamics of families, how conflicts can arise within and how they can be resolved.
- Discuss why the family unit is important and see the similarities underpinning every family unit, as well as each family's differences.
- Help understand how differences in opinion can cause conflict and learn about

compromise.

- Brainstorm ideas for conflict resolution, through a family charter, and practise strategies through role-play.
- Compare family life to that shown on TV and state what is similar and what is unrealistic.

Theme 4 - Keeping Safe and Healthy

- Understand and appreciate health and safety practice permeating their daily lives.
- Appreciate the importance of healthy eating, good hygiene habits and exercise.
- The children will be presented with an information lesson on viruses, and bacteria; how they are transmitted, how the body defends itself, how it can be protected and how spreading can be stopped. This lesson will also briefly explain HIV.

Theme 5 - Feelings and Emotions

- Recognise that different feelings have different causes, discussing how we can react to different feelings and express different emotions, remembering different occasions we felt different ways.
- Explore how our own actions and those of others affect how we feel.
- Identify different points of view in stories and empathise with how others feel.

Theme 6 - Growing and changing

- Discuss the physical changes the children have undergone since they were babies, before introducing puberty as the time of transition in boys and girls developing into young men and women. They will be assured that puberty starts at different times for everyone and its duration varies. It will be highlighted that changes are not only physical but psychological and social too.
- The children will discuss the physical changes in reproductive organs, as the teacher refers to a labelled diagram of the following; (girls) **The ovaries** (eggs ripen only before their release each month), **the fallopian tubes** (passage from ovaries to womb), **Womb/Uterus** (if a sperm fertilises an egg here it will attach to the womb's lining, otherwise the lining will break down and menstruation will follow), and **Menstruation** (shedding the womb's lining for 3 to 5 days beginning from 9 to 13 years of age. It ceases during pregnancy. It can cause discomfort but is alleviated by exercise)
- The following physical changes in girls will be discussed;
 - **breasts develop, menstruation/periods begin, growth spurt occurs, underarm and pubic hair grows, hips broaden, perspiration increases and oily skin and pimples develop.**
- The children will discuss the physical changes in reproductive organs, as the teacher refers to a labeled diagram of the following; (boys) **Penis** (mostly only urine passes through this, though when semen does, the bladder is closed off), **Testicles** (two, both plum sized, for sperm and testosterone production), **Scrotum** (controls the temperature of the testicles, keeping it lower than the rest of the body), **Sperm Production** (microscopic reproductive cells, shaped like tadpoles, smaller than female eggs, produced constantly, carried in tube to penis in white fluid called semen during ejaculation), **Erection** (sexual excitement causes blood flow into tissues of penis, making it stiff and erect), **'Wet Dreams'** (release of semen during sleep), **skin changes** (common in boys and girls, due to skin becoming more oily and more perspiration), **body hair**, and **voice changes.**
- The following physical changes in boys will be discussed;
- **growth spurt occurs, facial, underarm and pubic hair grows, testicles, penis and scrotum enlarge, the voice deepens, nocturnal emissions/'wet dreams' occur,,**
- **perspiration increases and oily skin and pimples develop.**
- Children will also consider their growing responsibilities as they mature and how getting older means more freedom and more responsibilities.

Theme 7 - Relationships and New Life

- Discuss that becoming a parent is something that requires a lot of thought and preparation and is something they are not ready for emotionally or socially.
- Conception and birth are taught in the context of a loving, stable and committed

relationship where life is respected, valued and cherished.

- Conception will be taught in terms of happening in the context of a committed and loving relationship, as in marriage, where sexual intercourse is the most intimate expression of love, during which a man's penis enters a woman's vagina. About midway through the woman's cycle an **ovum** is released and travels along the fallopian tube to the womb, where if fertilised by sexual intercourse during this time, conception takes place. It then embeds itself in the soft lining of the womb, where the growth of a baby begins. The woman's periods then stop during the pregnancy. If conception does not occur the lining is shed during menstruation.
- Children learn through the story of a newborn baby the various stages of development in the womb.
- Children will learn about how as babies, regardless of their family situations, we need love, which we learn from and return, as we grow as children we need friendships, then as adults we look for a stable committed relationship before becoming parents ourselves, which is the most responsible job you can have.

Theme 8 - A Baby is a Miracle

- They will learn about a baby's reflexes and survival instincts from birth.
- They will learn that baby development is a slow process, with detail to the stages of development in the womb
- Children will consider caring for new life and discuss their physical, psychological and social needs, comparing them to their own.
- They will also consider the important job of being a parent, and the changes parenthood brings after taking on the responsibility of a child.

Theme 9 - Choices and Decision Making

- Appreciate that decision-making can vary from the simple everyday decisions, to greater, more difficult decisions.
- Look at the decisions we make, what influences my decisions, who my decision influences, what other options there are, looking for advice and evaluating our decisions. Children will use **DOCAD** to help make decisions (D-What **D**ecision needs to be made, O-What are my **O**ptions? C-What are the **C**onsequences? A-Who can I ask for **A**dvice? D-**D**ecide)
- Learn about delayed gratification, rather than making decisions that will cause only short term happiness.
- Appreciate that we need to take into account what is right and wrong, developing personal integrity. Recognise that this is sometimes difficult, especially with peer pressure but once experienced, it is rewarding. They will look at different scenarios where difficult decisions need to be made and assess if they are easy or hard, and if the benefits are short term or long term.

