

Social, Personal and Health Education. (S.P.H.E.)

Scoil Ide, Ardnamara, Salthill.

OVERVIEW

- 1. Introduction**
- 2. Our vision for S.P.H.E.**
- 3. Aims and objectives**
- 4. Policies**
- 5. Content of the plan.**
- 6. Approaches and methodologies**
- 7. Special Needs/Sensitivities.**
- 8. Community Links**
- 9. Provision for Training and Staff Development**
- 10.Key Considerations**
- 11.Success criteria/assessment.**
- 12.Roles and responsibilities**
- 13.Timeframe**
- 14.Review and evaluation.**

Please note: The specific content of the SPHE Curriculum for each class level is available to view at:

https://curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSECO6_SPHE_curriculum.pdf

APPENDIX 1: RSE Policy pages 10-16

APPENDIX 2: Sample RSE Letter home Pages 17 & 18

APPENDIX 3: List of Resources available in school for use in SPHE pages 19 & 20

1.Introduction

SPHE is a life long process and as such begins before the child comes to school. In this school we will provide a foundation that will inform the child's actions and decisions and provide a basis for further development.

2. Our Vision for S.P.H.E

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. (Education Act 1998, 9(c))

SPHE in our school will enable each child to value the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs formally and informally in each classroom and in the school. Through our SPHE programme we wish to enable children develop feelings of self worth and self confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents will be involved in the SPHE education of their children as much as possible.

In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform his decisions and actions and in the future enable him to respect and relate to himself and others and become an active and responsible citizen in society.

3. Aims and Objectives

Our aims are as follows: *(See page 9 of the Curriculum Statement)*

- To promote the personal development and well being of the child.
- To foster in the child a sense of care and respect for himself and others and an appreciation of the dignity of every human being.
- To promote the health of the child and provide a foundation for healthy living in all aspects.

- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future.
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

Objectives (See page 10 of the Curriculum Statement)

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

- be self-confident and have a positive sense of self-esteem
- develop a sense of personal responsibility and come to understand his sexuality and the processes of growth, development and reproduction
- develop and enhance the social skills of communication, co-operation and conflict resolution
- create and maintain supportive relationships both now and in the future
- develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- develop a sense of safety and an ability to protect himself from danger and abuse
- make decisions, solve problems and take appropriate actions in various personal, social and health contexts
- become aware of, and discerning about, the various influences on choices and decisions
- begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- respect the environment and develop a sense of responsibility for its long-term care
- develop some of the skills and abilities necessary for participating fully in groups and in society
- become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- begin to understand the concepts of personal, local, national, European and global identity
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

4. Policies

The following policies related to SPHE issues have been drawn up in consultation with parents, the Board of Management and other interested parties in the local community. When reviewing, schools are asked to consider Circular 22/2010 'Guidelines and best practice for schools', Circular 65/2011 'Child Protection Procedures' and www.webwise.ie Internet Safety Information and advice for schools

- **RSE Policy (Last term - ALL lessons, for specific details re same as Appendix 1)**
- **Stay Safe (January to Mid-term/Easter each year, ALL lessons)**
- **Walk Tall Programme**

- **Code of Discipline and Anti-Bullying Policy.**
- **Enrolment**
- **Health & Safety**
- **Child Protection.** We have adopted the National Guidelines for the Protection and Welfare of Children and the Department of Education and Skills 'Child Protection Guidelines' and 'Procedures' – Children First.

5. Content of the Plan

We have children in straight classes. Since SPHE is spiral in nature, to ensure the children experience every strand we address all strands throughout the school, every year. Each lesson in RSE and the Stay Safe Programme must be taught annually.

Teaching/Learning Content (*see details of lessons for each class in Appendix 4*)

Teaching/Learning contexts.

We will maintain a **positive school climate** and atmosphere and adopt strategies such as

- Building effective communications within the school.
- Catering for individual needs.
- Creating a health-promoting physical environment
- Developing democratic processes.

- Enhancing self-esteem.
- Fostering respect for diversity.
- Fostering inclusive and respectful language.
- Developing appropriate communication between home and school.

Language in the RSE Programme (see Appendix 1): There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, we will use everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis. The Junior Infants have dolls for their play and should a situation arise the teacher should supply the appropriate word to enrich their language development. In Senior Infants, all biological names, rather than colloquial names, for the body should be used to reinforce language enrichment. (See Appendix 1)

6. Approaches and Methodologies.

We will adopt the following approaches and methodologies:

- **Active learning** which includes drama activities, co-operation games, use of pictures, photographs and visual images, written activities, use of media and information technologies and looking at children's work.
- Talk and Discussion
- Skills through Content.
- Collaborative learning.
- Problem solving.
- Use of the environment

7. Special Needs/Sensitivities.

Consideration is taken for the range of abilities and different family circumstances in planning our S.P.H.E. so that every child is given the opportunity to obtain max benefit from the programme.

8. Community Links

- Involved with the parish by supporting parish based programmes for sacramental preparation, Masses, Carol Services, feast days etc.
- Involved in Healthy Eating, Green Flag and Active Flag.
- Visits from local Historian/Garda/Health Worker.
- Health Board provide Health checks and encouraged to talk to parents/children around SPHE issues.
- Christmas Shoe-Box Appeal
- Contributions from various Class choirs – carol singing etc. for selected charity/performances for Active Retired etc.
- Links with Salerno to aid transition of 6th class to Second Level; visits for SEN pupils, provide work experience for past pupils in Transition Year Programme; links with local boys' school Scoil Einde – use of their halla for P.E., collaboration for Confirmation preparation, Services and choir.
- Variety of projects organised by community and Education interests

9.Provision for Training and Staff Development.

In order to successfully implement this plan some of the teaching staff have attended:

- Full staff Training in the Child Abuse Prevention Programme (Stay Safe training Jan 2010)
- Training in the Substance Misuse Programme (Walk Tall).
- Two full days in-service seminars in 2003-4 by the Primary Curriculum Support Programme.
- Further training and up-skilling will be identified and the resources of the local Ed. Centre will be used to fulfil these needs. R.S.E. training courses attended on a regular basis in Education Centre.
- Continuous updates at Staff Meetings in relation to Child Protection

10 Key Considerations for our school

- Wide variety of family backgrounds.

- SEN children will be included/involved in class lessons unless need specific individual programme which will be done through an IEP with parent and Support teachers.
- Pupils without English as a first language may need a variety of teaching methodologies – visually, auditory, kinaesthetically etc.
- Sixth Class will receive R.S.E. one day seminar - Mary Grealis

11.Success Criteria/Assessment.

Self Assessment for teachers: Have I covered the agreed strand units? What do we need to change?

Pupil Assessment: Teacher observation. Teacher designed tasks and tests, Self-Assessment by the children, Projects and Portfolios..

DES/outside assessment: Informal family and community feedback. DES WSE or incidental Visits

12.Roles of Responsibilities.

We, the Principal and teaching staff, believe the SPHE is a shared responsibility between, school, health professionals and the community. We see ourselves supporting the home in this lifelong process and will seek at all times to develop positive relations with all these parties. The plan will be supported, developed and implemented collaboratively by all members of the teaching staff. Specific roles are as follows:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework e.g. Stay Safe worksheets.
- Principal → oversees implementation and supports staff.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → Co-operate and participate in class lesson.

Other staff → be aware of contents of this plan and follow procedures re. same.

13. Timeframe

The staff will endeavour to implement the SPHE curriculum comprehensively in a spiral nature before the pupils graduate from this school.

14. Review and Evaluation

This school plan was formulated by the principal and staff and approved by the Board of Management of Scoil Ide and will be reviewed every three years or as required.

We will evaluate our teaching of SPHE at staff meetings each school year. We will check that all teachers are using the available resources to cover the full S.P.H.E. Curriculum.

Date Policy adopted in January 2015

Date this policy was reviewed: December 2021

Signed: _____ Chairperson BOM

Date: _____

Introductory Statement

RSE is taught in schools as part of the SPHE curriculum. RSE begins long before the child attends school and continues after the child has left Primary school. Parents, therefore as the primary educators of children have a significant role to play in this part of their child's development. However, research has shown that very little sex education at home is planned or clearly thought through. The RSE curriculum aims to provide structured opportunities for young people to learn about relationships and sexuality in ways that help them to think and act as moral, caring and responsible way. The DES material for RSE points out that schools support families so that children develop as well-rounded individuals. RSE is therefore a partnership between parents, teachers and management.

Relationships and Sexuality Education (RSE) encompasses the acquisition of knowledge and understanding, and the development of attitudes, beliefs and values about relationships, sexual identity and intimacy. In Scoil Ide, we seek to promote the overall development of the child which involves the integration of Relationships and Sexuality into personal understanding, growth and development within the context of our Catholic ethos.

RSE is a partnership involving parents, teachers and management. The school has a responsibility to put in place an RSE policy as part of the wider, Social, Personal and Health Education strand of the curriculum.

Definition of Relationships and Sexuality Education

Relationships and Sexuality Education seeks to provide children with opportunities to acquire knowledge and understanding of relationships and human sexuality, through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

Rationale

It is the responsibility of the BOM to ensure that Scoil Ide has an RSE Policy. There have been many changes in society requiring us to review our 2001 RSE policy.

- Earlier maturation of children;
- Evidence of earlier sexual activity;
- Health issues related to sexual practices;
- The informal and unsupervised contexts within which children acquire information about sexuality;
- Young people becoming aware through travel, the media and the revolution in communications of different traditions and cross cultural influences on sexual norms and behaviour.

The need for this policy arises from our schools obligation to provide for all the needs of the student body and respond appropriately to sensitive and emotive issues relating to emerging sexuality.

There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give the children this vocabulary the teacher uses everyday situations to include words for the body and bodily functions, naturally and without undue emphasis.

The programme is taught within the Catholic 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. All content objectives will be covered by the time children leave 6th class.

Aims

- To enhance the personal development, well being and self-esteem of each child.
- 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 enable the child develop healthy friendships and relationships.
- To develop and promote a sense of wonder and awe at the process of birth and new life.

Relationships to School Ethos

The school ethos affirms and supports close links between school, home and the Catholic Church. To this end parents were encouraged to play a meaningful role in the RSE policy formation through discussion, feedback through the B.O.M. and Parents' Association and the ratification of the finished product. Parents should involve themselves in the worksheets and activities that are associated with the programme. Parents also have the right to withhold their children from participating in RSE classes.

Outline of Content of the RSE Programme

RSE will be provided throughout primary school from Infants to Sixth class, each year. It is a spiral curriculum which means that it will return to similar topics each year. It will develop them to suit the age and maturity of the children.

4 Strand Units: Myself, Myself and others, Taking care of my body and Growing and changing.

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 (Juniors upwards). Identifying physical changes, Understanding puberty and the Reproductive System (5th & 6th)

Growing and Changing - The stages of development of a baby from conception to birth (4th class) Puberty and changes in my body (5th class). Understanding sexual relations within the context of a committed loving relationship (6th class).

Methodologies: Best Practice Approaches as in the SPHE Programme

The following approaches represent best practice in the implementation of RSE:

- A whole school approach to the consistent implementation of RSE is essential.
- The classroom teacher is responsible for the implementation of RSE curriculum.
- The teaching of RSE is founded on ongoing relationships between pupil and teacher based on trust, understanding, mutual respect and consistency of implementation.
- The RSE curriculum is developmental and aims to foster the growth of pupils' social and personal skills in a holistic way.
- RSE must include a substantial skills development element in addition to fostering health promoting values and attitudes using age appropriate information.
- Active Learning is the principal teaching and learning approach recommended for the implementation of RSE.
- Individual themes such as RSE, Substance Misuse Prevention, Bereavement, Racism and Child Abuse Prevention should not be treated in isolation but rather in the context of the overall SPHE curriculum.

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

Scare tactics: information that induces fear, exaggerates negative consequences;

Sensationalist interventions: interventions that glamorise or portray risky behaviour in an exciting way;

Testimonials: stories focussed on dangerous lifestyles, creating heroes/heroines of individuals who give testimony;

Information only interventions

Information that is not age appropriate

Once Off/short term interventions

Normalising young people's risky behaviour: giving the impression that all young people engage in risky behaviour;

Didactic approach

These approaches will be explored using the following methodologies:

Classroom discussion, Group work, Quiet time, DVD's, Circle Times, The Alive O 8 resource materials may be used in Senior Classes etc.

The teachers in the school follow a whole school plan on RSE which ensures all strands/strand units are combined at each class level. Guest speakers are invited to speak to Senior Classes where issues such as physical and emotional development, bodily changes and sexual awakening can be explored.

Content (See Appendix 4 for specific details or www.ecdrumcondra.ie)

The content as outlined in the RSE programme will be covered as it is provided by the Department of Education, with one exception - in the section 'The beginning of Puberty', menstruation will not be included in the 3rd and 4th class content. It will instead be taught in 5th and 6th class. *Sensitive issues to be taught in Term 3 are in Italics..*

Topics covered from Infants to 2nd class:

- Making and keeping friends
- Making age appropriate choices
- Appreciating family life and developing an understanding that reproduction, birth, life, growth and death are all part of the circle of life
- Recognizing and expressing feelings
- Self care, hygiene, diet, exercise and sleep (link with PE Healthy Eating Policy and SPHE)
- Expressing opinions and listening to others
- Keeping safe
- *Naming bodily parts using correct terminology*
- *Bodily changes during growth and development.*

Topics covered in 3rd and 4th Classes include:

- Healthy eating, personal hygiene, exercise
- Keeping safe
- Expressing feelings
- Family relationships
- Making healthy and responsible decisions
- Forming friendships
- *Bodily changes*
- *The beginning of Puberty (Menstruation not to be included)*
- *The stages and sequence of development of a baby from conception to birth*

Topics covered in 5th and 6th Classes include-

- Healthy eating, personal hygiene, exercise
- Keeping safe
- Expressing and coping with changes in feelings
- Family relationships including the responsibilities of being a parent
- Making healthy and responsible decisions
- Different types of love

- *Bodily changes*
- *Puberty and Menstruation (from 3&4 Curriculum content)*
- *Reproduction, sexual intercourse and conception.*

Guidelines for Management, Organisation and communication of the RSE Programme

Relationships and Sexuality Education is an on-going process throughout life. A child's first experience of love, of intimacy and of relationships takes place in the family. Parents and the family are acknowledged as the primary educators of their children. We work in a supportive role with the parents of our school, by complementing their role with a school based programme in RSE. 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.

- The sections within the RSE programme which have been identified as sensitive issues will be taught **in Term 3, each year, in each class. All the content objectives** of the RSE Programme will be covered by the time children leave sixth class.

The **teachers' right to opt out** will be honoured which will not affect the teaching of the subject. A teacher wishing to withdraw from the teaching should inform the Principal directly, well in advance of Term 3, to allow for time to organise someone else to teach the lessons.

If a visitor or guest speaker is invited to a class to enhance the delivery of the RSE programme, the BOM has to approve the speaker initially and are guided by DES Circulars in relation to RSE Speaker as follows:

1. The class teacher plans the specific material to be covered.
 2. The visitor is always under the guidance and supervision of the class teacher who is always in attendance
 3. Must only use material that has been approved by the BOM and the Principal as being age and stage appropriate
 4. Parents must be made aware that a visitor will engage with the class.
- **Parents will be informed by letter (Appendix 2) two weeks prior to the teaching of sensitive issues.** This will allow time for parents to discuss topics with the child and meet the teacher, if required, and/or follow the appropriate procedure for opting out of the RSE programme. Parents are encouraged to use this opportunity to discuss these topics with their children beforehand.
 - Parents have the primary responsibility for educating their children in sexual matters. The school RSE programme acts as a support only to parents, and parents retain the right to withdraw their children from classes. A **parent's right to withdraw** a pupil from the sensitive issues process will be honoured on the understanding that the parent(s) is taking

full responsibility for this aspect of education themselves. Parents are obliged to *inform the school in writing* of their decision to withdraw the child from the sensitive issues classes. However parents who opt to withdraw their child from discrete RSE lessons should be aware that the teacher or other pupils may use language from the RSE lessons in other areas of the curriculum, in keeping with the overall climate and atmosphere of the school. Any parent who wishes to withdraw their child are asked to discuss with the principal how this may be facilitated.

- **Teachers do not cover certain topics** such as artificial contraception and same sex unions. While our school and the Catholic Church respect the right of every individual and their sexuality, the Church does not give its blessing to the unions of same sexes. Questions arising from curriculum content will be addressed by the teacher or by the visitor in a sensible, sensitive and age-appropriate manner. Questions arising outside of the curriculum will be referred back to the parent(s). Children who ask questions in class on content outside the designated curriculum are encouraged to discuss the issue with their parents. Parents are informed and asked to talk to their child. Support is offered to the parent in the form of information, support agencies, to assist a parent to inform their child in an accurate and suitable way. The school has no responsibility for any information which the pupil may receive outside the direct teaching of the RSE lessons
- **Curriculum books and resource materials** are available in the school and parents are welcome to borrow them if desired.

Child Protection

The school follows the DES Child Protection guidelines and has a **Child Protection policy with Claire Hynes as Designated Liaison Person and Eileen Ostheimer as Deputy DLP**. In cases of disclosure the DLP will follow the procedures as set out in Children First.

Special Needs Pupils

Children with SEN will receive RSE after consultation and negotiation with their parents. These pupils will be taught on a need to know basis and the depth of knowledge given will be dependent on their level of disability

Teacher Choice/Staff Development

The teacher's right to choose is enshrined in the policy and teachers may wish not to teach specific aspects of the programme or require additional resources. In this case team teaching will apply whereby teachers will swap classes for specific lessons to cover the content as outlined by the class teacher. A suitable speaker from Accord may also be employed by the B.O.M, if deemed

necessary. The teacher may need to plan the specific material to be covered and should be present during the talk.

The staff will be encouraged to engage in training in:

- The Child House Prevention Programme (Stay Safe)
- Relationships and Sexuality Programme (RSE)
- Walk Tall Programme (SMPP).

This will be funded by the Board of Management, as appropriate.

The whole School Plan for Scoil Ide is available on our school website and hard copies are stored in the Office. Each teacher is responsible for his/her long term and short term planning comprising of a yearly and fortnightly scheme of work. Monthly Reports are retained .

The resource book, '**Making the Links**,' will be used to integrate the three programmes relevant to RSE, Stay Safe, Walk Tall and RSE.

Evaluation

This policy will be reviewed regularly.

Ratification

This policy was ratified by the B.O.M at a meeting on _____

Implementation

Reviewed in context of circular 22/10 SPHE – Best Practice Guidelines for Primary School

Signed:_____. **Chairperson BOM**

Appendix 2: RSE letter for Parents.

Dear Parent/Guardian,

Social Personal and Health Education (SPHE) is a very important element of the school curriculum. SPHE covers a wide range of topics such as **self-identity, making decisions, citizenship and relationships**, which equip children with many of the skills and knowledge needed in today's world. The Curriculum is very often sub-divided into 3 further programmes called **Walk Tall, Stay Safe and Relationships and Sexuality Education (RSE)**. We teach 1 programme each term and this term it is the **RSE Programme**. Full information about the content of each of these programmes is available from their relevant websites or via Department website.

The **Relationship and Sexuality Education** programme (**RSE**) includes the learning, understanding and the development of attitudes, beliefs and values about relationships, sexual identity and intimacy.

The main aims of the RSE programme are:

- To enhance the personal development, well-being and self-esteem of each child
- 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 enable the child develop healthy friendships and relationships
- To develop and promote a sense of wonder and awe at the process of birth and new life.

Relationships and Sexuality Education is an on-going process throughout life. A child's first experience of love, of intimacy and of relationships takes place in the family. Parents and the family are acknowledged as the primary educators of their children. We work in a supportive role with the parents of our school, by complementing their role with a school based programme in RSE. 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.

The **content of the programme** falls under the following headings:

- **Myself** - Self identity, taking care of my body, growing and changing, safety.
- **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 (from Senior Infants upwards). Identifying physical changes. Understanding puberty and the Reproductive System (Fifth & Sixth Classes only)
- **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).

Within this content, there are a number of sensitive issues such as conception and reproduction and that these lessons will take place in the coming weeks. We encourage you to talk to your child about what she/he will learn through RSE in a mature and respectful way.

The following guidelines have been put in place to ensure everyone is happy with the delivery of the RSE programme. These are taken from our RSE policy, which, along with all other school policies, is available to parents on request from the office and is also available to view on our website. Please read through the guidelines on the respective websites and if you still have concerns please contact me.

Parents will be informed by letter 2 weeks prior to the teaching of sensitive issues from the RSE Programme. This will allow time for parents to discuss topics with the child and/or follow the appropriate procedure for opting out of the RSE programme. Parents are encouraged to use this opportunity to discuss these topics with their children beforehand.

A **parent's right to withdraw** a pupil from the sensitive issues process will be honoured on the understanding that the parent(s) is taking full responsibility for this aspect of education themselves. This **programme is mandatory for ALL children** in Ireland and we are obligated to deliver it, in full, to each child **under Child Protection**. Parents are *obliged to inform the school in writing should they wish to withdraw their child from the 2 sensitive lessons AND assure the school that they will deliver the programme themselves.* Any parent who wishes to withdraw their child are asked to discuss with the principal as to how this may be facilitated.

Teachers do not cover certain topics such as artificial contraception and same sex unions. While the Catholic Church respects the right of every individual and their sexuality, the Church does not give its blessing to the unions of same sexes. Questions arising from curriculum content will be addressed by the teacher or by the visitor in a sensible, sensitive and age-appropriate manner. Questions arising outside of the curriculum will be referred back to the parent(s). Children who ask questions in class on content outside the designated curriculum are encouraged to discuss the issue with their parents. Parents are informed and asked to talk to their child. If requested, support is offered to the parent in the form of information, support agencies, to assist a parent to inform their child in an accurate and suitable way. The school has no responsibility for any information which the pupil may receive outside the direct teaching of the RSE lessons

Curriculum books and resource materials are available in the school and parents are welcome to borrow them, if desired. They are also available online by inputting into a search engine under their particular titles.

We are very aware of the importance and sensitivity of teaching the RSE programme to our pupils and we thank you for your on-going support in ensuring your child will have received a balanced education in Scoil Ide, which will prepare them not only for secondary school, but for life.

Yours sincerely, Claire Hynes, Principal teacher

APPENDIX 3: List of Resources available in school for use in SPHE

- **RSE (DES) and Parents Booklet (on Server under SPHE, RSE Booklet)**
 - Be Safe – National Safety Council
 - **Walk Tall** (Northern Western Health Board) Walk Tall John Williams
 - Busy Bodies –booklets and DVD's.
 - Quality Circle Time by J. Mosley
 - Primary Education Curriculum
 - BeSafe National Safety Council 01-4963306
 - Visiting Speakers.
 - SPHE Curriculum Books & DVD's
 - Bi Follain.
 - 'Seatbelt Sheriff'- Senior Infants (NSC)
 - Earthlink (Folens), All Around Me (Ed. Co.), What A Wonderful World (Fallons)
 - Alive O
 - Chatterbox Oral Language Programme (Ed. Co.)
 - Healthy Eats for Midday Feasts (National Dairy Council)
 - Posters on Nutrition/Food Pyramid Dept. of Health and Children) ; The Body
 - Resource Packs from Trócaire and other NGO'S.
 - Packs on Intercultural Education in the Primary School(NCCA)
 - Making the Links
 - Rafiki by Trócaire
 - School Enrichment Programme An Post 01-8961662
 - Changing Faces European Commission
 - Molesworth/Dawson Str. 01-6057900
 - Young and Old Clanwilliam Square 01-6765754
- info@nsc.ie
- Poems for Circle Time Surgi Sales 01-4966688 HaroldsCross

- Life Education Centres
- www.timeforcitizenship.com
- Please refer to Pages 32,102,& 103 Teacher Guidelines.
- Some appropriate Library Service

DVD's

- Farming, A Way of Life - Safety on the Farm (IFA)
- Childsafe – Be Safe on the Farm (Health and Safety Authority)
- Water Safety (IWSA)
- Busy Bodies dvds

CD's, Tapes of songs – Music Box and 'Alive O

