

Patrician Primary School

RSE Policy

(Relationships and Sexuality Education)



School Philosophy

Patrician Primary School is a community which welcomes and cherishes the children in its care. Our aim is to promote the children's independence, to develop a good level of self-esteem and sense of responsibility in an atmosphere of mutual respect and contentment. The health and well-being of the children will be promoted in the context of their emotional, moral, social and spiritual growth, as well as their intellectual, physical, political, religious and creative development. Patrician Primary School is a Roman Catholic school and our RSE policy recognises that this programme encompasses the values of the Catholic faith.

RSE in our school

At primary level, RSE aims to help children learn, at home and in school, about their own development and about their friendships and relationships with each other. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with appropriate information. It is recognised that a partnership exists between the school and home in the area of RSE, as in all areas of the curriculum. The school always recognises parents as being the primary educators of the child.

Relationship of RSE to SPHE (Social, personal and health education) programme

The Department of Education Circular 0027/2008 explicitly states that all primary schools are required to fully implement the SPHE curriculum, including RSE. 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 feeling and rights of others. RSE provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant personal and social skills and aspects of parenting. All of the RSE programme will be delivered within the context of SPHE.

Aims of RSE Programme

- To help young people develop healthy friendships and relationships
- To promote a healthy attitude to sexuality and to relationships
- To foster an understanding of healthy attitudes and values towards their sexuality in a moral, spiritual and social framework
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing
- 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

Policies which support and link in the school's RSE programme

- Child Safeguarding Statement
- SPHE policy
- Anti-bullying policy
- Code of Behaviour

Approaches and methodologies: How will RSE be taught?

When implementing the programme, staff at Patrician Primary School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from 2nd Class to 6th Class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

The RSE curriculum may be taught through: (this list is not exhaustive)

- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
- guest speaker (In this instance, the class teacher will stay in the room at all times in accordance with Circular 42/2018)
<https://circulars.gov.ie/pdf/circular/education/2018/42.pdf>

Current Resources include:

- See Appendix 1 of this policy
- This list is not prescriptive. i.e. not all materials need to be used. However, any new RSE teaching materials that are not on this list, will be approved by post holders with responsibility for RSE before being used in classes

Management and Organisation of RSE in our school

Parental Involvement

- Parents/guardians will receive advance notice of when formal lessons covering the sensitive areas of the programme are scheduled for all classes. This note acts as a notification form rather than a consent form. The teaching of RSE is mandatory in all primary schools.
- If a parent/guardian wishes their child to be withdrawn from a formal RSE class they must first discuss this with the teacher involved and the principal, and then inform the principal in writing.
- Parents/guardians will be informed that in the event of withdrawal, the school does not take responsibility for their children hearing conversations between their classmates (e.g. on the yard) that may use the appropriate terminology that was taught during the RSE lesson.
- Children will be encouraged to discuss the material being covered in class with their parents, guardians or older siblings. Where possible handouts, worksheets etc. will be provided to facilitate this.
- Parents/guardians have the responsibilities to become involved, to inform themselves of the programme content, to prepare children for the information they will acquire around the sensitive areas and to discuss areas covered in school in RSE/SPHE with their children.
- In the event of a parent/guardian withdrawing their child from RSE lessons, they will have to sign a written agreement with the school that they will teach their child this material at home themselves at a time and in a manner that suits their family. As the primary educators, it is the sole responsibility of the parent/guardian to ensure that this is done.
- In a class situation children will be encouraged to recognise that certain information is for them only i.e. that it is inappropriate for them to discuss information received about puberty, intercourse and birth with younger siblings, friends from outside school, etc. It will be explained that other children will be given this information by their own parents/guardians and teachers when they reach the appropriate age.
- Parents/guardians will be informed if the teacher feels a particular child would benefit from more in depth discussion, at home, of a topic covered.
- If a parent/guardian has a particular concern/issue which has arisen as a result of an RSE discussion in school, they would be encouraged to discuss same with the teacher
- As always, parents/guardians are requested to inform teachers of various family situations. These will be dealt with in confidence. It is the experience of the teachers that it is to everyone's benefit if they are kept informed.
- The school RSE policy will be available on request to any parent/guardian via info@patricianprimary.ie

Teaching and Learning

- Guidelines as laid down by the Department of Education and as discussed in this document will be followed. It is recognised that during any year a special teacher-pupil relationship develops within a class. A trust and understanding of each other is acquired and having regard to this special relationship, we recognise the need to allow the teacher's flexibility/discretion when dealing with certain areas of the curriculum.
- It is envisaged that the programme will be taught in an integrated manner where possible.

- Visiting speakers may be used at a senior level to cover certain areas of the programme, or indeed, to reiterate/elaborate on certain aspects already covered. The visiting speaker will be fully versed as regards the school's RSE policy. Where possible though, the school will endeavour to teach the material ourselves.
- Sensitive Issues will be dealt with under the strands of Taking Care of my Body, Growing and Changing, Safety and Protection in the following class groupings. These topics follow the class levels of "Resource materials for Relationships and Sexuality Education DES 2000"

2nd Class

- Recap names for body parts
- Understanding private vs public body parts
- Basic personal safety, safe/unsafe touches
- Building confidence to say "no" and seek help

3rd Class

- Early physical changes (basic intro to puberty)
- Hygiene and self-care
- Personal boundaries, recognising inappropriate behaviour

4th Class

- More detail on puberty changes beginning
- Understanding bodily autonomy and consent (age-appropriate)
- Continuing personal safety and help-seeking

5th Class

- Detailed puberty for boys and girls (menstruation, wet dreams, hormonal changes)
- Human reproduction: conception and pregnancy
- Personal hygiene, emotional changes
- Consent and respect in friendships
- Personal safety online/offline

6th Class

- Recap & deepen puberty and reproduction learning
- Birth process
- Relationships, empathy, and consent (age-appropriate)
- Handling peer pressure and conflict
- Online and personal safety strategies

The school plan for SPHE works on a two year cycle (which can be found in the school SPHE policy), however, the teaching of puberty, sexual intercourse and birth will be taught every year for 5th and 6th class.

For the most part, all RSE lessons will be taught to both boys and girls together, regardless of which gender it is referring to. In some instances, classes will be divided into gender groups with two different teachers in order to encourage deeper discussion on specific topics.

Children's Questions

- Children, by their nature, are curious and inquisitive about many things. Sometimes their questions in an RSE lesson cannot be answered by the teacher for various reasons (see below).
- Staff should not invalidate questions but use limits.
- The main aim of talk and discussion is to create an atmosphere where children feel comfortable to ask important questions and that the relationship fostered in these sessions is open, controlled and safe for all pupils. While you may not be able to answer all questions, our hope is that children will not be put off seeking answers in the school setting but will talk to their parents/guardians and ask the questions again at different stages of schooling or education, and are not put off because they perceived the topics or questions be embarrassing.
- All children's questions will be dealt with, taking into account the following criteria, when relevant:
 - *By being aware of circumstances in which the question has arisen.*
 - *By clarifying what information is required*
 - *By deciding, if the issue is relevant, who it is relevant to*
 - *By giving an age-appropriate answer*
 - *By deferring the question as one which will be answered in the next lesson, one which should be answered at home or one which will be answered more fully in the future.*
- There will be ongoing assessment of the programme through observation by and feedback from parents, teachers and pupils.
- This policy will be re-examined as part of the school five-year policy review system or sooner if necessary. All the relevant stakeholders will be consulted in the review.
- We use some simple principles when fostering discussion and questioning:
 - No personal questions of the teacher
 - The Question Box will be availed of by the children (see below)
 - The teacher will be mindful of their reaction to any questions
 - Questions do not have to be answered straight away

Sample responses:

- I'll do my best to answer your questions but I may not be able to answer all of them
- That's something you'll learn about as you get older
- Is that something you could talk to your parents / guardians / family about?
- We agreed in our contract that we wouldn't ask anyone personal questions
- Somebody asked a question and the language they used was slang language, what they meant to ask was....
- A question was asked, and we cannot talk about that particular topic but I think that question was about.

Question Box

For older children a 'question box' will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc.

- Questions arising from lesson content will be answered in an age-appropriate manner
- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
- Teachers may exercise discretion to contact parents/guardians themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with teacher after the lessons.
- If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school.

Language

Language reflects values, attitudes, beliefs, prejudices and principles. It not only helps to express a culture but influences and shapes that culture as well. It is essential that children are enabled to use language in a precise and appropriate manner.

The language that is promoted in the school must be one that nurtures both children and adults as unique and valuable human beings. It should respect cultural and other differences between people and be used in a way that encourages inclusiveness. Language can significantly contribute to building positive self-esteem, whereas if used in a negative manner it can cause frustration and hurt. These messages about language will be communicated to children in the school primarily by the manner in which language is used. The way in which children are addressed in class, the manner in which they are reproached or affirmed and the tone of voice used in exploring issues of a personal nature will all reflect the values that are upheld in the school.

The words 'gay' and 'lesbian' can sometimes be used to hurt others. The use of such language in a derogatory way diminishes respect for gay and lesbian people.

As part of "Anti-Bullying Procedures for Primary and Post-Primary Schools (Circular 045/2013)"

<https://circulars.gov.ie/pdf/circular/education/2013/45.pdf> schools must address identity-based bullying, such as homophobic bullying and include preventative educational strategies. In order for the RSE policy to be fully in line with these procedures, if questions arise as to the definition of LGBTQ+ terms and/or attitudes or opinions about LGBTQ+ people are expressed, age appropriate definitions will be given (from Stay Safe programme) and children will be informed that being gay is okay, and that all people in various types of relationships and families deserve respect. If the teachers deem it necessary, any moral questions around same-sex relationships, will be directed to home.

The use of language and choice of words will be carefully considered by teachers when covering RSE:

- Appropriate vocabulary will be used in formal teaching of RSE (e.g. body parts – penis, vulva, vagina etc.)
- Relating to sexuality, growing up, physical changes, parts of the body and feelings, the use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books.

Roles and Responsibilities

People who have particular responsibility for aspects of this policy are:

- BOM are responsible for ratifying and reviewing this policy.
- Principal and class teachers are responsible for ensuring implementation of policy at whole school level.
- Each pupil is responsible for co-operation with the policy.
- Parents/ Guardians are responsible for supporting the implementation of the policy

Ratification, Communication and Review

This policy was developed with the staff and shared with representatives of the Parent Association before being ratified.

This policy was ratified at the meeting of the Board of Management in September 2025

This policy will be reviewed as part of the school policy five-year review plan or before if necessary

Signed:



Brian Mulvey (chairperson of BoM)


26/11/2025

Date

David Dempsey (principal)

Date

Version Control

Document Name	PPS RSE Policy	
Version Reference	1.4	
Document Owner	Aileen Branagan and David Dempsey	
Approved by	BoM	
Date	25/11/2025	

Appendices List

- 1) Current list of RSE resources used in the school.

Note : This list is not prescriptive. i.e. not all materials need to be used. However, any new RSE teaching materials that are not on this list, will be approved by post holders with responsibility for RSE before being used in classes

- 2) Links to home school communications required to be sent prior to teaching RSE from 2nd – 6th class
- 3) Copies of home school communications required to be sent prior to teaching RSE from 2nd – 6th class
- 4) Overview of sensitive topics per class
- 5) Sensitive Language grid

RSE Policy - Appendix 1

Current list of RSE resources used in the school.

Note : This list is not prescriptive. i.e. not all materials need to be used. However, any new RSE teaching materials that are not on this list, will be approved by post holders with responsibility for RSE before being used in classes

- **Resource Materials for Relationships and Sexuality Education (DES 2000)**
<https://www.pdst.ie/primary/health-wellbeing/RSE>
- **Updated RSE Policy Guide (2022)**
<https://www.pdst.ie/sites/default/files/RSE%20Policy%20Guide%20Final.pdf>
- **Online resources:**
<https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/sphe-rse-toolkit/>
- **Busy Bodies programme**
<https://youtube.com/playlist?list=PLltgannkj2UG1oLFaDQGsaCfUboF17aH2&si=fwQwNSY9mMoTIIDj>
- **The Stay Safe Programme - Child Abuse Prevention Programme (2016)** <https://www.staysafe.ie/>
- **Walk Tall - PDST (2016)** <https://www.pdst.ie/walktall>
- **Equal Measures - Department of Education and Science (2006)**
<https://assets.gov.ie/static/documents/equal-measures.pdf>
- **HTML Heroes - Webwise (2021)** <https://heroes.webwise.ie/>
- **Children's Books for Wellbeing - PDST (2020)** <https://www.pdst.ie/sites/default/files/Children%27s%20Books%20for%20Wellbeing%20.pdf>

- **Making the Links and Beyond revised programme**
<https://www.staysafe.ie/PDFs/MakingTheLinks.pdf>
- **HSE resources:** <https://www.sexualwellbeing.ie/for-parents/making-the-big-talk-many-small-talks-for-parents-of-8-12-year-olds.pdf>
- **Relationship and Sexuality Education in Primary School - Tips for parents:**
<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>
- Anatomically correct dolls
- Grow in Love programme
- Supportive School Climate
- Code of Behaviour and Anti-bullying policy
- SPHE Curriculum
- Adapted resources for AEN

RSE Policy - Appendix 2

Links to home school communications required to be sent prior to teaching RSE from 2nd – 6th class

- RSE is delivered across all strands of the SPHE curriculum, every year, through various lessons
- After Christmas in 2nd Class, 4th Class, 5th Class and 6th Class, our SPHE Policy says that the 'sensitive areas' of RSE will be covered under the strand of Myself and Strand Units of Taking Care of my body and Growing and Changing.
- BEFORE embarking on these 'sensitive areas' of RSE within the SPHE curriculum, you should inform parents/guardians by sending out the attached note for information purposes only.

<C:\Users\AileenBranagan\Patrician Primary School\PPSCloud - Documents\2nd Class\SPHE\RSE\Draft RSE Letter to parents - 2nd Class.docx>

<C:\Users\AileenBranagan\Patrician Primary School\PPSCloud - Documents\3rd Class\SPHE\RSE\Draft letter to parents RSE 3rd Class.docx>

<C:\Users\AileenBranagan\Patrician Primary School\PPSCloud - Documents\4th Class\SPHE\RSE\Draft letter to parents RSE 4th Class.docx>

<C:\Users\AileenBranagan\Patrician Primary School\PPSCloud - Documents\5th Class\SPHE\RSE\Draft letter to parents RSE 5th Class.docx>

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RSE Policy - Appendix 3

Copies home school communications required to be sent prior to teaching RSE from 2nd – 6th class

2nd class

Dear Parents/Guardians,

Relationship and Sexuality Education is an integral part of the S.P.H.E Programme. The sensitive elements of the Relationship and Sexuality education programme are covered under the Strand Units “Growing and Changing” and “Taking Care of my Body”. We will be completing these strand units with all classes in the forthcoming weeks.

Topics covered in second class include:

- Keeping Safe
- Bodily changes from birth (birth - 9 yrs.)
- Making age-appropriate choices
- Appreciating the variety of family types and the variety of family life that exists in our school and community
- Recognising and expressing feelings
- Selfcare, hygiene, diet, exercise and sleep
- Expressing opinions and listening to others
- Naming the parts of the male and female body using appropriate anatomical terms and identifying some of their functions

The class teacher will send home appropriate home-school links pages from the Relationship and Sexuality manual which outlines the material that will be covered in class and encourage further discussion on the topics at home.

All lessons can be accessed at <https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/first-and-second-class/>

You might find some useful information in this “*Tips for Parents*”

<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

If you have any concerns, please make an appointment to discuss the matter with the class teacher

Yours Sincerely,
2nd Class Teachers

3rd class

Dear Parents/Guardians,

Relationship and Sexuality Education (RSE) is an integral part of the S.P.H.E Programme. The sensitive elements of the Relationship and Sexuality education programme are covered under the Strand Units “Growing and Changing” and “Taking Care of my Body”. We will be completing these strand units with all classes in the forthcoming weeks.

Topics covered in 3rd class include:

- Keeping Safe
- Bodily changes
- Making healthy and responsible decisions
- Forming friendships
- Appreciating the variety of family types and the variety of family life that exists in our school and community and how these relationships shape us
- Recognising and expressing feelings
- Healthy Eating, personal hygiene, diet, exercise and sleep
- Expressing feelings
- Discussing the stages and sequence of development of the human baby in the womb

The class teacher will send home appropriate home-school links pages from the Relationship and Sexuality manual which outlines the material that will be covered in class and encourage further discussion on the topics at home.

All lessons can be accessed at <https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/third-and-fourth-class/>

You might find some useful information in this “*Tips for Parents*”

<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

If you have any concerns, please make an appointment to discuss the matter with the class teacher

Yours Sincerely

3rd Class Teachers .

4th Class

Dear Parents/Guardians,

Relationship and Sexuality Education is an integral part of the S.P.H.E Programme. The sensitive elements of the Relationship and Sexuality education programme are covered under the Strand Units “Growing and Changing” and “Taking Care of my Body”. We will be completing these strand units with all classes in the forthcoming weeks.

Topics covered in 4th class include:

- Keeping Safe
- Bodily changes
- Making healthy and responsible decisions
- Forming friendships
- Appreciating the variety of family types and the variety of family life that exists in our school and community and how these relationships shape us
- Recognising and expressing feelings
- Healthy Eating, personal hygiene, diet, exercise and sleep
- Expressing feelings
- Discussing the stages and sequence of development of the human baby in the womb

The class teacher will send home appropriate home-school links pages from the Relationship and Sexuality manual which outlines the material that will be covered in class and encourage further discussion on the topics at home.

All lessons can be accessed at <https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/third-and-fourth-class/>

You might find some useful information in this “*Tips for Parents*”

<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

If you have any concerns, please make an appointment to discuss the matter with the class teacher

Yours Sincerely

4th Class Teachers.

5th Class

Dear Parents/Guardians,

Relationship and Sexuality Education is an integral part of the S.P.H.E Programme. The sensitive elements of the Relationship and Sexuality education programme are covered under the Strand Units “Growing and Changing” and “Taking Care of my Body”. We will be completing these strand units with all classes in the forthcoming weeks.

Topics covered in 5th class include:

- The Person I am
- Different Kinds of Friends
- My Family
- Keeping Safe
- Feelings and Emotions
- My Body grows and changes
- The Wonder of New Life
- Caring for New Life
- Making Healthy Decisions

All lessons can be accessed at <https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/fifth-and-sixth-class/>

You might find some useful information in this “*Tips for Parents*”

<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

If you have any concerns, please make an appointment to discuss the matter with the class teacher

Yours Sincerely,

5th Class Teachers .

6th Class

Dear Parents/Guardians,

Relationship and Sexuality Education is an integral part of the S.P.H.E Programme. The sensitive elements of the RSE programme are covered under the Strand Units “Growing and Changing” and “Taking Care of my Body”. We will be completing these strand units with all classes in the forthcoming weeks.

Topics covered in 6th class include:

- Keeping Safe
- Bodily changes
- Making healthy and responsible decisions
- Forming friendships
- Appreciating the variety of family types and the variety of family life that exists in our school and community and how these relationships shape us
- Recognising and expressing feelings
- Healthy Eating, personal hygiene, diet, exercise and sleep
- Expressing feelings
- Introduction to puberty and changes
- Changes that occur in boys and girls with the onset of puberty
- Reproductive system of male and female adults
- Understanding sexual intercourse, conception and birth within the context of a committed loving relationship

All lessons can be accessed at <https://www.curriculumonline.ie/primary/curriculum-areas/social-personal-and-health-education/fifth-and-sixth-class/>

You might find some useful information in this “*Tips for Parents*”

<https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

If you have any concerns, please make an appointment to discuss the matter with the class teacher

Yours Sincerely,

6th Class Teachers .

RSE Policy - Appendix 4

Overview of sensitive topics per class

Class Level	Strand and Strand Unit	Sensitive RSE Topics
2nd Class (Age 7–8)	Myself: <ul style="list-style-type: none"> • Taking Care of My Body • Growing and Changing • Safety and Protection 	<ul style="list-style-type: none"> – Recap names for body parts – Understanding private vs public body parts – Basic personal safety, safe/unsafe touches – Building confidence to say “no” and seek help
3rd Class (Age 8–9)	Myself: <ul style="list-style-type: none"> • Taking Care of My Body • Growing and Changing • Safety and Protection 	<ul style="list-style-type: none"> – Early physical changes (basic intro to puberty) – Hygiene and self-care – Personal boundaries, recognising inappropriate behaviour
4th Class (Age 9–10)	Myself: <ul style="list-style-type: none"> • Taking Care of My Body • Growing and Changing • Safety and Protection 	<ul style="list-style-type: none"> – More detail on puberty changes beginning – Understanding bodily autonomy and consent (age-appropriate) – Continuing personal safety and help-seeking
5th Class (Age 10–11)	Myself: <ul style="list-style-type: none"> • Taking Care of My Body • Growing and Changing • Safety and Protection 	<ul style="list-style-type: none"> – Detailed puberty for boys and girls (menstruation, wet dreams, hormonal changes) – Human reproduction: conception and pregnancy – Personal hygiene, emotional changes – Consent and respect in friendships – Personal safety online/offline
6th Class (Age 11–12)	Myself: <ul style="list-style-type: none"> • Taking Care of My Body • Growing and Changing • Safety and Protection 	Recap & deepen puberty and reproduction learning <ul style="list-style-type: none"> – Birth process – Relationships, empathy, and consent (age-appropriate) – Handling peer pressure and conflict – Online and personal safety strategies

RSE Policy - Appendix 5

Sensitive Language Grid PDF attachment

Class	Strand /strand Unit	Content Objectives Consult curriculum for complete objectives in <u>Growing and changing</u> and <u>Taking care of my body</u>	Language	Pages in RSE Resource Materials Book	Pages in Walk Tall	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Taking care of my body <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	womb breastfeeding penis vulva	New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p.153	Our Amazing Bodies p94 (Senior Infants book)	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	penis vulva vagina womb breastfeeding urethra	The Wonder of new life p59 /151 How my body works p67/ 161 Growing means changing p77/171 A Visit to the Doctor p.164	Our Amazing Bodies p37 (2 nd class book)	<ul style="list-style-type: none"> Picture books of going to the doctors Tom's Power Flower Books / activities on Life cycles Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand the physical changes taking place in both the male and female body Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body <ul style="list-style-type: none"> Recognise and discuss how feelings and emotions are affected by the physical changes that take place during puberty Discuss the stages and sequence of development of human baby from conception to birth 	Revise above umbilical cord changes in puberty menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 rd class book) Changing and Growing p140 (4 th class book) The Wonder of New Life p.150	<ul style="list-style-type: none"> Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body <ul style="list-style-type: none"> Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone Understand the reproductive system of both male and female adults 	Revise above wet dreams Busy Bodies language semen sexual intercourse	My body grows and changes p81 The wonder of new life p92 Caring for new life p103 Different kinds of love p141	My Amazing body p345 (5 th class book) Creation p121 (6 th class book)	<ul style="list-style-type: none"> Busy Bodies Power points recap Question Box Puberty Quiz

