

# GUIDANCE FOR RSE PROVISION FOR PRIMARY SCHOOLS

## Supporting Continuity of Learning during School Closures

- What RSE content objectives have been covered at each class level to date?
- Establish agreed good practice in relation to communicating with parents/carers/ guardians
- Consider suitable resources at each class level
- Consider suitable resources for pupils with SEN and/or Additional Needs
- Consider signposting parents to additional supports and resources
- How can we plan to continue to use assessment and feedback to inform teaching and learning in relation to RSE?

Step	Key Considerations	Support Materials and Resources
<p><b>Identify aspects of RSE which have yet to be covered at each class level</b></p>	<p><b>In the first instance schools should:</b></p> <ul style="list-style-type: none"> <li>• Establish what still needs to be covered from the RSE curriculum</li> <li>• Consider what element of the RSE programme you want the children to learn for this term and how they will experience the learning at home.</li> </ul> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Have the objectives from the SPHE strand units Taking Care of My Body and Growing and Changing been achieved?</li> <li>• Have the sensitive areas of the RSE curriculum been covered this year?</li> <li>• Which class groupings need special consideration?</li> </ul>	<p><b>PDST RSE Supports</b> <a href="https://www.pdst.ie/primary/healthwellbeing/RSE">https://www.pdst.ie/primary/healthwellbeing/RSE</a></p> <p><b>NCCA SPHE Curriculum and Teacher Guidelines</b> <a href="https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social-Personal-and-Health-Education-Curriculum/">https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social-Personal-and-Health-Education-Curriculum/</a></p> <p><b>RSE Manuals</b> <a href="https://www.pdst.ie/primary/healthwellbeing/RSE">https://www.pdst.ie/primary/healthwellbeing/RSE</a></p> <p><b>Walk Tall Manuals</b> <a href="https://www.pdst.ie/walktall">https://www.pdst.ie/walktall</a></p>

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<p><b>Communicating with parents/ carers/ guardians</b></p>	<p><b>The following norms could be agreed at a whole staff level:</b></p> <ul style="list-style-type: none"> <li>• How do we communicate with parents/ carers/ guardians about aspects of RSE in the SPHE curriculum?</li> <li>• How do we ensure that the consistency of key messages are communicated to each family?</li> <li>• How do we ensure consistency in our chosen approach to RSE provision at this time?</li> </ul> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Sharing a copy of your school's RSE policy with your parent body.</li> <li>• When devising content to share, has account been taken of time limitations in the home learning environment or a situation where there may be a number of siblings involved in learning at home?</li> <li>• When choosing material for your pupils to cover at home, consider if the learning activity motivates children to learn independently or with support.</li> <li>• Consider how you will disseminate information and/or RSE resources to your parent body.</li> <li>• Consider if the resources you intend to share require specific infrastructure for use e.g. the internet, a printer, a financial cost for the family etc.</li> <li>• Sharing the <i>Information Sheet for Parents on RSE</i> which can be accessed on <a href="https://www.pdst.ie/node/811">https://www.pdst.ie/node/811</a></li> </ul>	<p><b>Information Sheet for Parents on RSE:</b>  <a href="https://www.pdst.ie/primary/healthwellbeing/RSE">https://www.pdst.ie/primary/healthwellbeing/RSE</a></p>

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<p><b>Key Resources &amp; Supports for Junior Infants-2nd Class</b></p>	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>Your RSE policy and whole school SPHE plan.</li> <li>Decide what topics you will prioritise for term 3, bearing in mind topics you feel can realistically be covered at home and those that you feel are best delivered by the relevant teacher on return to school.</li> <li>RSE topics that should be prioritised on return to school.</li> <li>What resources will enhance the delivery of these topics.</li> <li>Consider looking at the PDST RSE webpage for additional resources and supports to guide your discussions on <a href="https://www.pdst.ie/primary/healthwellbeing/RSE">https://www.pdst.ie/primary/healthwellbeing/RSE</a></li> </ul> <p><b>Topics from the RSE programme JI- 2nd Class</b></p> <ul style="list-style-type: none"> <li>Keeping safe</li> <li>Bodily changes from birth (birth-9)</li> <li>Making age-appropriate choices</li> <li>Appreciating the variety of family types and the variety of family life that exists in our school and community</li> <li>Recognising and expressing feelings</li> <li>Self-care, hygiene, diet, exercise and sleep</li> <li>Expressing opinions and listening to others</li> <li>Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)</li> <li>Naming the parts of the male/ female body using appropriate anatomical terms and identifying some of their functions (1st/2nd).</li> </ul>	<p><b>Tom's Power Flower</b>  <a href="https://www.pdst.ie/sites/default/files/Toms%20Flower%20Power.pdf">https://www.pdst.ie/sites/default/files/Toms%20Flower%20Power.pdf</a></p> <p><b>Talking to Your Young Child about relationships, sexuality and growing up</b>  <a href="https://www.pdst.ie/sites/default/files/Talking-to-Your-Young-Child-about-Relationships-Sexuality-and-Growing-Up.pdf">https://www.pdst.ie/sites/default/files/Talking-to-Your-Young-Child-about-Relationships-Sexuality-and-Growing-Up.pdf</a></p> <p><b>Bláth Chumhachtach Thomáis</b>  <a href="https://www.pdst.ie/sites/default/files/Bla%CC%81th%20Chumhachtach%20Thoma%CC%81is%20-%20RSE%20Gaeilge%20resource%20.pdf">https://www.pdst.ie/sites/default/files/Bla%CC%81th%20Chumhachtach%20Thoma%CC%81is%20-%20RSE%20Gaeilge%20resource%20.pdf</a></p> <p><b>Ag labhairt le do pháiste óg faoi caidrimh, gnéas agus fás aníos.</b>  <a href="https://www.pdst.ie/sites/default/files/Bla%CC%81th%20Chumhachtach%20Thoma%CC%81is%20-%20RSE%20Gaeilge%20resource%20.pdf">https://www.pdst.ie/sites/default/files/Bla%CC%81th%20Chumhachtach%20Thoma%CC%81is%20-%20RSE%20Gaeilge%20resource%20.pdf</a></p> <p><b>Order free hard copies of above resources here:</b>  <a href="https://www.healthpromotion.ie/publication/fullListing?category=Sexual_Health">https://www.healthpromotion.ie/publication/fullListing?category=Sexual_Health</a></p>

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<p><b>Key Resources &amp; Supports</b> <b>3rd- 6th Class</b></p>	<p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Your RSE policy and whole school SPHE plan.</li> <li>• Decide what topics you will prioritise for term 3, bearing in mind topics you feel can realistically be covered at home and those that you feel are best delivered by the relevant teacher on return to school.</li> <li>• RSE topics that should be prioritised on return to school.</li> <li>• What resources will enhance the delivery of these topics.</li> <li>• Consider looking at the PDST RSE webpage for additional resources and supports to guide your discussions on <a href="https://www.pdst.ie/primary/healthwellbeing/RSE">https://www.pdst.ie/primary/healthwellbeing/RSE</a></li> </ul> <p><b>Topics from the RSE programme 3rd- 6th Class</b></p> <ul style="list-style-type: none"> <li>• Bodily changes</li> <li>• Healthy eating, personal hygiene and exercise</li> <li>• Keeping safe</li> <li>• Expressing feelings</li> <li>• Appreciating the variety of family types within our school and community and how these family relationships shape us</li> <li>• Making healthy and responsible decisions</li> <li>• Forming friendships</li> <li>• Discuss the stages and sequence of development of the human baby in the womb(3rd , 4th class)</li> <li>• Introduction to puberty and changes (3rd , 4th , 5th and 6th class)</li> <li>• Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)</li> <li>• Reproductive system of male/female adults (5th and 6th class)</li> <li>• Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th , 6th class).</li> </ul>	<p><b>Busy Bodies Booklet</b> <a href="https://www.healthpromotion.ie/hp-files/docs/HCP00478.pdf">https://www.healthpromotion.ie/hp-files/docs/HCP00478.pdf</a></p> <p><b>Aistear na n-Óg (Busy Bodies as Gaeilge)</b> <a href="https://www.healthpromotion.ie/hp-files/docs/HPM00478GA.pdf">https://www.healthpromotion.ie/hp-files/docs/HPM00478GA.pdf</a></p> <p><b>Busy Bodies Video Clips</b> <a href="https://www.healthpromotion.ie/health/inner/busy_bodies">https://www.healthpromotion.ie/health/inner/busy_bodies</a></p> <p><b>Order free hard copies of above resources here :</b> <a href="https://www.healthpromotion.ie/publication/fullListing?category=Sexual_Health">https://www.healthpromotion.ie/publication/fullListing?category=Sexual_Health</a></p>

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<p><b>Key Resources and Supports for children with SEN and/or Additional Needs</b></p>	<p><b>In the first instance consider:</b> What are the specific RSE needs of pupils with SEN and/or Additional Needs right now?</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• What IEP goals have been agreed upon regarding RSE and still need attention?</li> <li>• Resources specific to the individual needs of the child.</li> <li>• Physical development of the student.</li> <li>• It is a difficult time for parents of children with SEN or additional needs. How can the school support these particular parents/ carers/ guardians in fulfilling RSE IEP targets from home?</li> <li>• Reminding parents/ carers/ guardians to use “teachable moments” to revise and reinforce previous topics and language taught e.g. use bathtime and everyday personal hygiene moments for discussions.</li> </ul>	<p><b>The Healthy Bodies Toolkit - Puberty Storyboards, Visuals and PECS for Boys with Autism</b> <a href="https://vkc.mc.vanderbilt.edu/HealthyBodies/files/HealthyBodiesAppendix-Boys.pdf">https://vkc.mc.vanderbilt.edu/HealthyBodies/files/HealthyBodiesAppendix-Boys.pdf</a></p> <p><b>The Healthy Bodies Toolkit - Puberty Storyboards, Visuals and PECS for Girls with Autism</b> <a href="https://vkc.mc.vanderbilt.edu/HealthyBodies/files/HealthyBodiesAppendix-Girls.pdf">https://vkc.mc.vanderbilt.edu/HealthyBodies/files/HealthyBodiesAppendix-Girls.pdf</a></p> <p><b>NCSE - Mild GLD</b> <a href="https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_SPHE.pdf">https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_SPHE.pdf</a></p> <p><b>NCSE - Moderate GLD</b> <a href="https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mod_SPHE.pdf">https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mod_SPHE.pdf</a></p> <p><b>NCSE - Severe and Profound GLD</b> <a href="https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Sev_SPHE.pdf">https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Sev_SPHE.pdf</a></p>

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<p><b>Additional RSE resources for parents/ carers/ guardians</b></p>	<p><b>Consider:</b> Is it beneficial to share any of the additional information on parenting courses with your parents/ carers/ guardians?</p>	<p><b><a href="http://www.sexualwellbeing.ie">www.sexualwellbeing.ie</a></b> is the HSE's sexual health website and has a section to help parents talk with their children about relationships, sexuality and growing up.</p> <p><b><a href="http://www.healthpromotion.ie">www.healthpromotion.ie</a></b> is the HSE's site for viewing, downloading and ordering free resources on a wide range of topics including sexual health</p> <p><b><a href="http://www.mychild.ie">www.mychild.ie</a></b> is the HSE site that provides information on all aspects of pregnancy, baby and toddler health including healthy sexuality development.</p> <p><b><a href="http://www.pdst.ie/staysafe">www.pdst.ie/staysafe</a></b> is a link to the Stay Safe programme which is a mandatory programme taught in all primary schools. This programme deals with personal protection. It is an anti-bullying and child abuse prevention programme.</p> <p><b><a href="http://www.webwise.ie">www.webwise.ie</a></b> offers advice and information for parents and schools to help them promote online safety to their children and students.</p>

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<b>Parenting Courses and Support</b>	<p><b>Consider:</b> Is it beneficial to share any of the additional information on parenting courses with your parents/ carers/ guardians? Each of these websites contain links to parents for further RSE related advice and resources.</p>	<p><b>National Parents' Council Primary</b> <a href="http://www.npc.ie">www.npc.ie</a></p> <p><b>National Parents' Council Post Primary</b> <a href="http://www.npcpp.ie">www.npcpp.ie</a></p> <p><b>Irish Family Planning Association</b> <a href="http://www.ifpa.ie">www.ifpa.ie</a></p> <p><b>BeLong To Youth Service</b> <a href="http://www.belongto.ie">www.belongto.ie</a></p> <p><b>Transgender Equality Network Ireland</b> <a href="http://www.teni.ie">www.teni.ie</a></p>

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<p><b>Assessment</b></p>	<p>As a school consider appropriate and realistic assessment methodologies of your pupils' learning in RSE.</p> <p><i>"Many of the benefits or outcomes of SPHE do not emerge or become evident until long after the child has left primary school, the assessment relates to that which can be effectively assessed during his/her time at school."</i></p> <p><b>(1999 NCCA, SPHE Curriculum)</b></p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Revisiting the 'Assessment' section of your RSE policy</li> <li>• Alternative assessment methodologies that may be more suitable at this time.</li> <li>• Providing opportunities to communicate with parents/ carers about their child's specific learning needs in RSE</li> <li>• Upon the children's return to school is there a way to review and revise what had been covered remotely.</li> <li>• Choosing reflective questions based on assignments given and different methods in which children could respond to these.</li> </ul> <p><b>Prompts for parents/ carers/ guardians working with their child/children at home:</b></p> <ul style="list-style-type: none"> <li>• Can your child explain what they have learned?</li> <li>• Can your child make connections between this learning and other contexts?</li> </ul>	<p><b>NCCA Assessment Guidelines</b>  <a href="https://ncca.ie/en/primary/assessment">https://ncca.ie/en/primary/assessment</a></p>