



# Blackrock College RSE Policy Document

## Our school

Blackrock College is a Catholic boys' school founded in the Spiritan tradition. Our mission statement has at its core the aim of creating an environment which nurtures Faith, one which will provide students with an informed understanding of the Catholic Faith, but which also motivates them to live their lives in accordance with Gospel values. It is within this context that the College delivers its Relationship and Sexuality Education programme. We aspire to provide a community environment in which each student can develop his full human potential and encourage our students to become responsible members of society.

The College's Social, Personal and Health Education (SPHE) and Relationship and Sexuality Education (RSE) Programmes are relevant to the Mission Statement of Blackrock College in that they aim to help young people to develop healthy attitudes and values in a moral, spiritual and social framework. The College's characteristic spirit will inform the teaching of the programme.

## Definition of RSE

RSE is a lifelong process of acquiring knowledge and understanding and of developing attitudes, belief and values about sexual identity, relationships and intimacy. "This education is delivered consciously and unconsciously by parents, teachers, peers, adults and the media" DES Guidelines for developing a RSE policy 1997. In addition, the *Draft Guidelines for RSE* (NCCA, June 1995, 1.2) state that Social, Personal and Health Education is "spiral, developmental in nature and age appropriate in content and methodology".

## *Aims of RSE*

RSE, within the overall framework of SPHE, has its specific aims:

- To help young people understand and develop friendships and relationships.
- To promote an understanding of sexuality and relationships.
- To promote a positive attitude to one's own sexuality and in one's relationships with others.
- To promote knowledge of and respect for reproduction.
- To enable young people to develop attitudes and values concerning their sexuality in a moral, spiritual and social framework.

- To provide opportunities for pupils to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

It is acknowledged that these aims are aspirational as the course is of limited duration and Relationship and Sexuality Education (RSE) is a lifelong process.

### ***Objectives of RSE***

RSE should enable students to:

- acquire the understanding and skills necessary to form healthy friendships and relationships.
- identify and accept the personal qualities they bring to relationships and to identify qualities they admire in others.
- develop a positive sense of self-awareness, and the skills for building and maintaining self-esteem.
- be aware of the variety of ways in which individuals grow and change, especially during adolescence, and develop respect for difference between individuals.
- understand the importance of boundaries.
- understand human physiology, with particular reference to the reproductive cycle, human fertility and sexually transmitted infections (STIs).
- have an understanding of sexuality, its identity and development including an understanding of stereotyping, gender issues and cultural influences on sexuality.
- value family life and appreciate the responsibilities of parenthood.
- develop strategies for decisions and actions consistent with personal moral integrity and that respect the rights and dignity of others.
- develop skills for coping with peer pressure, conflict and threats to personal safety.

### **Relationship of RSE and SPHE**

The Education Act (1998) highlights that every school is obliged to promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents having regard for the characteristic spirit of the school (DES Inspectorate, Looking at SPHE 2013). Relationships and Sexuality Education (RSE) Interim Curriculum and Guidelines (NCCA, 1996) was introduced into post-primary schools with the



premise that RSE would be taught within the context of SPHE. A curriculum for SPHE was introduced in 2000 (DES, Junior Cycle SPHE Curriculum Framework 2000) composing of a flexible three-year junior cycle programme which incorporated Relationships and Sexuality education as one of ten modules. The RSE Interim Curriculum and Guidelines outline the RSE programme for the senior cycle under three key themes: Human growth and development; Human sexuality; Human relationships.

The aim of the SPHE programme is to promote physical, mental and emotional health and wellbeing. It also encourages the development of a healthy attitude to sexuality. Relationships and Sexuality are key elements of healthy social and personal development in all our lives, but particularly in the life of an adolescent.

### **Scope**

The policy will apply to school staff, students, Board of Management, parents/guardians, visiting speakers and external facilitators (see circular 0023/2010 – Visiting Speakers Best Practice. The policy will apply to all aspects of teaching and learning about relationships and sexuality. Discussion about relationships and sexuality also takes place in classes other than SPHE/RSE therefore, it is important that all teachers are familiar with the RSE Policy.

### **Rationale**

- RSE addresses a range of issues that affect the lives of young people (e.g. puberty, emotional issues, romantic relationships and so on).
- Young people need accurate knowledge about sex and relationships, and without school- based RSE there is a risk that they will depend on friends and other unreliable knowledge sources.
- Relationships and sexuality are not openly discussed in the homes of all children.
- Young people need skills to enable them to make informed choices and to cope with peer pressure.
- The Education Act, 1998 requires that schools should promote the social and personal development of students and provide health education for them.
- Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and suitable RSE programme in place for all students at both junior and senior cycle. At Junior Cycle, the RSE programme is part of Social, Personal and Health Education (SPHE).

- Circulars M4/95 and M20/96 request schools to commence a process of RSE policy development. Circular 0027/2008 – Board of Management Responsibility for RSE teaching and Circular 0023/2010 – Best Practice Visiting Speakers.
- The effectiveness of an RSE Programme is dependent on a collaborative policy process involving teachers, parents/guardians, members of the Board of Management and students.

### **Relationship to characteristic spirit of the school**

The RSE policy acknowledges the importance of SPHE/RSE being taught in the context of a whole school climate that is inclusive and respectful. The RSE policy reflects the educational philosophy of the Spiritan Education Trust, the trustees of the College, and the core values and ethos of the College, as outlined in the College's mission statement.

Spiritual, moral and ethical issues will arise when teaching RSE. Teachers of RSE understand that their role is to express the views of the whole school community on these sensitive issues and not their own personal views and to use their professional judgement. Schools are required to deliver all aspects of the RSE curriculum, including those in relation to sexual orientation, contraception, sexually transmitted infections etc., this will be done within a context in which teaching of the programme is informed by the College's ethos.

As teachers, we will express our ethos while at the same time facilitating students in discussing a range of views in relation to topics within the RSE Programme, within a moral and spiritual framework.

### **What the School currently provides:**

- SPHE is timetabled, one class per week at Junior Cycle.
- RSE is one of the 10 modules of the SPHE
- RSE is done as a three week module in Transition Year.
- In 5<sup>th</sup> and 6<sup>th</sup> years RSE is incorporated into the Religion classes.

It is recognised that aspects of the SPHE Programme and more specifically RSE are currently formally addressed and supported in other subject areas, such as Physical Education; Religious Education; Civic, Social and Political Education; Science at Junior Cycle level and Biology at Senior Cycle level. This programme is also supported less formally through the Pastoral Care system – the Deans, Chaplains and Guidance Counsellors as well as the College's feature days and weeks.



### **Provision of Training and Staff Development**

Ongoing CPD is seen as an essential element in delivering the programme. The objectives of such training are to enhance the personal growth of the teacher and to enable the teacher to acquire the knowledge, understanding and skills necessary to facilitate the SPHE programme. Teaching staff will be encouraged to attend in-service in SPHE & RSE. Teachers are released to attend training as needed and requested.

### **Parents/Guardians**

Parents are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the College as being very important.

- A copy of the RSE policy will be posted on the College website.
- An information leaflet summarising the topics which will be taught within the Junior Cycle SPHE programme (including RSE modules) and the Senior Cycle RSE programme will be made available to all parents.
- Parents/Guardians will be encouraged to look at the policy on the school website to familiarise themselves with the curriculum for the relevant year groups.
- If parents wish to withdraw their child from the RSE Programme, visiting speakers or sensitive issues, they must notify the school in writing and alternative arrangements can be made. Arrangements regarding the teaching of the programme and the deployment of staff will be made by the principal.

### **Visiting Speakers**

It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors can enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of RSE.

Visitors will be provided with a copy of the College's RSE policy, in advance of their visit. In accordance with Circular 0023/2010 *SPHE/RSE – Best Practice Guidelines for Post-Primary Schools*, a member of the teaching staff will be present with the visitor during the talk to safeguard adherence to the RSE policy and the dissemination of information which is age appropriate.

### **Additional Educational Needs**

Students with additional education needs may need more assistance than others in coping with the physical and emotional aspects of growing up. They may also need help in learning what behaviours are and are not acceptable in some cases. It is important that teachers and parents/guardians are mindful of this and use professional judgement to guide the teaching of RSE in a way that is

appropriate to the ability, understanding of and composition of the student group.

### **Ethical/Moral/Considerations**

#### **Answering Questions:**

While it is important to create an environment in SPHE/RSE in which students can discuss topics openly, teachers may not be able to answer all questions asked by students and can set appropriate limits. Students may ask questions about issues which are not included in the curriculum. On these, and on all questions, teachers should use their professional judgement, guided by the age of the students, the RSE curriculum and the RSE policy of the College. If a teacher becomes concerned about a matter that has been raised he/she should seek advice from the SPHE Head of Department or the Principal.

#### **Offering advice:**

The College's function is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception – however sources of professional information and advice will be identified when appropriate.

Teachers may provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment e.g. their doctor or suitable agency. Advice offered should not be directive and should be appropriate to the age of the pupil.

#### **Confidentiality:**

While students should not be encouraged to disclose personal or private information in SPHE/RSE classes, there may be times when they do talk about their own lives. Ground rules regarding group discussion should be outlined and discussed at the beginning of the class. Confidentiality of all our students will be respected unless a teacher becomes aware that a child is at risk, at risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the DLP (Designated Liaison Person). The DLP, in accordance with Child Protection Procedures for Primary and Post-Primary Schools 2017. It is important that students are made aware of the limits of confidentiality and that teachers do not give unconditional guarantees of confidentiality. Pupils should be made aware that any incident may be conveyed to the DLP and possibly to the parents if the DLP decides that it is in the best interest of the pupil to notify parents. Teachers should use their professional judgement to decide whether confidence can be maintained having heard information. Teachers must indicate clearly to pupils when the content of a conversation can



no longer be kept confidential – the pupil can then decide whether to proceed or not.

### **Sexual Activity:**

It is advisable for teachers to give young people information on the age of consent which, following the passage of the Criminal Law (Sexual Offences) Act 2006, is 17 years of age for both males and females. In cases of under-age sexual activity teachers should familiarise themselves with the procedures as outlined in the Child Protection Procedures for Primary and Post-Primary Schools 2017.

The Child Protection Procedures for Primary and Post-Primary Schools 2017 state in 4.2.2 that,

“Every registered teacher should note that as a mandated person the statutory obligation under the Children First Act 2015 to make a mandated report to Tusla rests with the individual teacher and this applies regardless of whether or not the DLP reports the concern in question. However a registered teacher who makes a mandated report to Tusla jointly with the DLP meets his or her statutory obligations to report to Tusla under the Children First Act 2015”.

It is acknowledged in this policy that in light of the rapid pace of social change in Ireland over the last number of years the lived experiences of the students with regards to sexual activity may cause both a sense of confusion among parents, teachers and students and a sense of conflict with the religious ethos of the school.

### **Family Planning:**

The post-primary RSE Curriculum Guidelines state that the subject of family planning should be covered within the Senior Cycle RSE programme. The RSE programme requires that young people are provided with information about methods of contraception, but consideration needs to be given to the moral and values framework within which it is taught. This topic will be dealt with in an age appropriate, open manner, looking at all sides in a non-directive way.

### **Sexual Orientation:**

The post-primary RSE Curriculum Guidelines include the subject of sexual orientation. It is inevitable and natural that homosexuality and identity issues will be discussed during a programme of sex education. One of the advantages of exploring these issues is the opportunity to correct false ideas, assumptions and address prejudice. Discussions should be appropriate to the age of the pupils.

### **Sexually Transmitted Infections (STIs):**

While awareness of STIs is one of the objectives of the second year SPHE/RSE subject specifications, STIs are mainly addressed in Senior Cycle.

**Monitoring, evaluating and reviewing the RSE programme:**

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically important to the RSE programme are:

- Pupil feedback (through surveys and interactions with Year Counsellors);
- Staff review and feedback (subject dept. meetings);
- parental feedback (annually through the Parents' Council).

The co-ordinator is Ms. A. Ni Riain

This Policy was ratified by the Board of Management on \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chair, Board of Management

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Principal, Blackrock College



RSE Policy : October 2019

This policy has been ratified by the Board of Management on 22<sup>nd</sup> October 2019,

Signed:

  
Chairperson, Board of Management

Signed:

  
Secretary, Board of Management

## **BLACKROCK COLLEGE S.P.H.E DEPARTMENT**

### **Scheme of Work**

**Social, Personal and Health Education (S.P.H.E) provides students with an opportunity to develop the skills and competence to learn about themselves and to care for themselves and for others. S.P.H.E can help students to make informed decisions about their health, personal lives and social development.**

#### **Second Year Curriculum Overview:**

- Who Am I? (Strand One)
- Minding Myself and Others (Strand Two)
- Team Up (Strand Three)
- My Mental Health (Strand Four)

#### **Aims of the Syllabus**

- To promote self-esteem and self-confidence
- To provide opportunities for reflection and discussion
- To enable the students to develop a framework for responsible decision making
- To promote physical, mental and emotional health and well-being.

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**Literacy and Numeracy:** Expressing emotions and opinions is fundamental to S.P.H.E. Students may express these by making a poster or through a word game. Throughout the academic year new words and ideas will be highlighted, explained and written on posters and in student reflections. Numeracy will be particularly important when we are exploring self-management and time management.

**Cross Curricular:** The SPHE course will have links with the Art Department, the P.E Department, the Science Department and the English Department.

#### **Active Methodologies to be used:**

- Think, Pair, Share
- Peer debate and discussion
- Mind Mapping
- KWL (What you know, what you want to know, what you learned)
- Role-play



## **SECOND YEAR -TERM ONE**

<b>August/September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>Strand One:</b>	<b>Strand One:</b>	<b>Strand Two:</b>	<b><u>Strand Two:</u></b>
1. Self-Management 2. How I see myself and others?	3. Being an Adolescent	1. Being Healthy 2. Substance Use	3. Respectful Communication 4. Anti-Bullying
<b>Statements of Learning:</b> 5,6,11	<b>Statements of Learning:</b> 11	<b>Statements of Learning:</b> 5,6,11	<b>Statements of Learning:</b> 11
<b>Key Skills:</b> -Managing Myself -Communicating	<b>Key Skills:</b> -Communicating -Staying Well	<b>Key Skills:</b> -Staying Well -Managing Myself	<b>Key Skills:</b> -Communicating -Staying Well -Working with Others
<b>WELLBEING INDICATORS:</b>  RESPONSIBLE  CONNECTED  AWARE  RESILIENT	<b>WELLBEING INDICATORS:</b>  RESPONSIBLE  CONNECTED  AWARE  RESILIENT	<b>WELLBEING INDICATORS:</b>  RESPONSIBLE  CONNECTED  AWARE  RESILIENT	<b>WELLBEING INDICATORS:</b>  RESPONSIBLE  CONNECTED  AWARE  RESILIENT

## **SECOND YEAR-TERM TWO**

<b>January</b>	<b>February</b>	<b>March</b>
<b>Strand Three:</b>	<b>Strand Three:</b>	<b>Strand Four:</b>
1. Having a friend and being a friend 2. The Relationship Spectrum	3. Sexuality, Gender Identity and Sexual Health 4. Media Influences on Relationships and Sexuality	1. Positive Mental Health

<b>Statements of Learning:</b> 5,11	<b>Statements of Learning:</b> 5,6,11	<b>Statements of Learning:</b> 11
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<b>Key Skills:</b> -Working with Others -Communicating	<b>Key Skills:</b> -Working with Others -Communicating	<b>Key Skills:</b> -Staying Well - Managing Information and Thinking
<b>WELLBEING INDICATORS:</b> RESPONSIBLE CONNECTED AWARE RESILIENT	<b>WELLBEING INDICATORS:</b> RESPONSIBLE CONNECTED AWARE RESILIENT	<b>WELLBEING INDICATORS:</b> RESPONSIBLE CONNECTED AWARE RESILIENT

### **SECOND YEAR-TERM THREE**

<b>April</b>	<b>May</b>
<b>Strand Four:</b>	<b>Strand Four:</b>
2.Mental Health and Mental Ill-Health	3. Dealing with Tough Times 4. Loss and Bereavement
<b>Statements of Learning:</b> 6,11	<b>Statements of Learning:</b> 6,11
<b>Key Skills:</b> -Staying Well	<b>Key Skills:</b> -Communicating -Staying Well

### **Term One**

<b>Topic/Unit</b>	<b>Learning Outcomes</b>	<b>Content/ Method</b>	<b>Resources</b>	<b>Subject Links</b>



<b>Strand One</b>  Unit 1:Self-Management 2(Looking Ahead)	-The students will learn how to motivate themselves  -The students will explore ways of making decisions.	-Group work /Brainstorming  -I Can model(Goals )  -Biped model-(decision - making)	-Activity 1-Target Board  -Activity 10-p.22  Learning Log/Reflection Sheet	
Unit 1:Self-Management 3(Learning how to Study)	-The students will discover different learning styles  - The students will learn how to study effectively.	-Quiz  -Formulate a nightly subject based study plan  -Mind maps -Flashcards	-Activity 1-p.27  Flashcards A4 paper  Learning Log/Reflection Sheet	
Unit 2:How I see Myself and Others	-The students will explore ways of enhancing their self-esteem  -The students will discover the benefits of self-acceptance and self-awareness	- Make a Collage  -Group Work-giving compliments	Whiteboard  A gratitude diary  Learning Log/Reflection Sheet	Art
Unit 3: Being an Adolescent	-The students will review the physical,social,emotional and psychological changes which occur during adolescence  -The students will appreciate that we are all individual and	-Group Work  -Class discussion	Whiteboard  Activity 3-p.63  Learning Log/Reflection	

	all different		Sheet	
<b><u>Strand Two</u></b> Unit 1: Being Healthy	-The students will learn about the causes of obesity and the physical and psychological costs of the obesity epidemic in Ireland  -The students will appreciate the importance of feeling a sense of belonging	Pair work - Advertising  Writing a menu  Class Discussion  Class Survey	Calorie counter website www.nhs.ukk  Powerpoint-p.74  <b>H.S.E resources</b> <b>(Healthy Eating)</b>  Learning Log/Reflection Sheet	Home Economics
Unit 2: Substance Use	-The students will understand how the main categories of drugs work on your body and mind  -The students will learn about cannabis and its effects	-Crossword in pairs -Filling in gaps in text -Group discussion -Write the ending of a story	Activity 4-p.89  Activity 5- Newspaper extracts  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  Learning Log/Reflection Sheet	Biology and Chemistry
Unit 3: Respectful Communication	-The students will practise appropriate assertive communication  -The students will understand how to give and take constructive criticism	-Group discussion -Pair work	Activity 2-p.97  Powerpoint-p.98  Animation-p.100	



			Activity 6-p.107	
			Learning Log/Reflection Sheet	
Unit 4: Anti-Bullying	<p>-The students will understand the difference between teasing or 'slagging' someone and bullying them</p> <p>-The students will become aware of the serious effects of bullying on mental and physical health</p>	<p>-Fill in gaps in text</p> <p>-Mock Trial</p>	<p>Bullying Mind Map</p> <p>Activity 1-p.113</p> <p>Activity 3-The Court Case</p> <p>Learning Log/Reflection Sheet</p>	Drama

### Term Two

Topic/Unit	Learning Outcomes	Content/ Method	Resources	Subject Links
<p><b><u>Strand Three</u></b></p> <p>Unit 1: Having a friend and being a friend</p>	<p>-The students will understand that friendships can change throughout their life</p> <p>-The students will learn how to handle difficulties in their friendships</p>	<p>-Diamond 9</p> <p>-Quiz and class discussion</p> <p>-Writing possible scenarios</p>	<p>-Activity 2</p> <p>-Activity 3</p> <p>-Activity 4</p> <p>-Activity 7</p> <p>Learning Log/Reflection Sheet</p> <p><a href="http://www.barnardos.ie">www.barnardos.ie</a></p>	

Unit 2: The Relationship Spectrum	<p>-The students will understand the different relationships in their life</p> <p>-The students will explore the importance of having boundaries in relationships</p>	<p>-Group work</p> <p>- Collage</p> <p>-Compose 'interview' questions</p>	<p>A4 paper</p> <p>-Activity 1</p> <p>-Activity 2</p> <p><a href="http://www.childline.ie">www.childline.ie</a></p> <p>Learning Log/Reflection Sheet</p>	Art
Unit3:Sexuality,Gender Identity and Sexual Health	<p>-The students will learn about fertility,conception, prenatal development and birth</p> <p>-The students will explore some personal and social dimensions of sexual orientation</p>	<p>-Pair work</p> <p>-Class discussion</p>	<p>-Activity 2- Powerpoint</p> <p><a href="http://b4udecide.ie">http://b4udecide.ie</a></p> <p>Learning Log/Reflection Sheet</p>	
Unit 4:Media Influences on Relationships and Sexuality	<p>-The students' awareness of the different types of media will be increased</p> <p>-The students will be able to describe some of the media messages they receive</p>	<p>Brainstorming</p> <p>Pair work</p> <p>Class Discussion</p>	<p>Whiteboard</p> <p>Learning Log/Reflection Sheet</p>	

<b>Strand Four:</b>  Unit 1: Positive Mental Health	-The students will understand the role of positive thinking in their life  -The students will develop skills on how to think positively.	Pair work	-Activity 1  -Activity 2  Short film clips  Learning Log/Reflection Sheet	
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### Term Three

Topic/Unit	Learning Outcomes	Methodology	Resources	Subject Links
Unit 2:Mental Health and Mental Ill-Health	-The students will explore various attitudes to mental health  -The students will find common sources of help for mental health problems	-Class discussion  Pair work  Presentations in groups of three	<a href="http://www.yourmentalhealth.ie">www.yourmentalhealth.ie</a>  Activity 2-p.175  Activity 3-Powerpoint  Learning Log/Reflection Sheet	
Unit 3:Dealing with tough times	-The students will understand how <b>resilience</b> can help you handle life's challenges	-Pairwork	-Activity 1  -Activity 2 <a href="http://www.childline.ie">www.childline.ie</a> Learning Log/Reflection Sheet	



Unit 4: Loss and Bereavement	<p>-The students will become aware of the five stages in the journey through grief</p> <p>-The students will explore how someone who is grieving can be helped and get help.</p>	<p>- Pairwork</p> <p>-Crossword</p>	<p>-Activity 1</p> <p>-Activity 2</p> <p>-Activity 3</p> <p><a href="http://www.rainbowsireland.com">www.rainbowsireland.com</a></p> <p>Learning Log/Reflection Sheet</p>	
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**Note:** The above scheme of work might change slightly in order to link in with Anti Bullying day or Mental awareness day in the College. Please also note that there are additional soft copy S.P.H.E resources available on the server and hard copy resources are available in the filing cabinets in the Resource room.

## Appendix 2

### Third Year SPHE Curriculum Overview:

- Who Am I? (Strand One)
- Minding Myself and Others (Strand Two)
- Team Up (Strand Three)
- My Mental Health (Strand Four)

### Aims of the Syllabus

- To promote self-esteem and self-confidence
- To provide opportunities for reflection and discussion
- To enable the students to develop a framework for responsible decision making
- To promote physical, mental and emotional health and well-being.

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**Cross Curricular:** The SPHE course will have links with the Art Department, the P.E Department, the Science Department and the English Department.

### Active Methodologies to be used:

- Think, Pair, Share
- Peer debate and discussion
- Mind Mapping
- KWL (What you know, what you want to know, what you learned)
- Role-play

August/September	October	November	December
Strand One:	Strand One:	Strand Two:	Strand Two:
1. Setting Goals and Targets 2. Making the Most of your Study Time	3. How I See Myself and Others 4. Being an Adolescent	1. Being Healthy 2. Substance Use	3. Respectful Communication. 4. Anti-Bullying

STATEMENTS OF LEARNING: 11	STATEMENTS OF LEARNING: 5,6 11	STATEMENTS OF LEARNING: 5,6,11	STATEMENTS OF LEARNING: 11
<b>Key Skills:</b> - Managing Myself -Communicating	<b>Key Skills:</b> -Communicating -Staying Well	<b>Key Skills:</b> -Staying Well -Managing Myself	<b>Key Skills:</b> -Communicating -Staying Well -Working with Others
<b>WELLBEING INDICATORS:</b> RESPONSIBLE CONNECTED AWARE RESILIENT	<b>WELLBEING INDICATORS:</b> RESPONSIBLE CONNECTED AWARE RESILIENT	<b>WELLBEING INDICATORS:</b> RESPONSIBLE ACTIVE CONNECTED AWARE RESILIENT	<b>WELLBEING INDICATORS:</b> RESPONSIBLE CONNECTED AWARE RESILIENT

January	February	<u>March</u>
Strand 3	<u>Strand 3</u>	<u>Strand 4</u>
1.Having a friend and being a friend 2.The Relationship Spectrum	<u>3.Sexuality,Gender Identity and Sexual Health</u> <u>4.Media influences on Relationships and Sexuality</u>	1.Positive Mental Health
<b>STATEMENTS OF LEARNING:</b> 5,11,	<b>STATEMENTS OF LEARNING:</b> 5,6,11	<b>STATEMENTS OF LEARNING:</b> 11
<b>Key Skills:</b> -Working with Others -Communicating	<b>Key Skills:</b> -Managing Information and Thinking -Staying Well	<b>Key Skills:</b> -Staying Well - Managing Information and Thinking
<b>WELLBEING INDICATORS:</b>	<b>WELLBEING INDICATORS:</b>	<b>WELLBEING INDICATORS:</b>



RESPONSIBLE	RESPONSIBLE	RESPONSIBLE
CONNECTED	CONNECTED	CONNECTED
AWARE	AWARE	AWARE
RESILIENT	RESILIENT	RESILIENT

### THIRD YEAR TERM 3

<u>April</u>	May
Strand 4	Strand 4
2.Mental Health and Mental Ill-health	3.Dealing with Tough times 4.Loss and Bereavement
<b>STATEMENTS OF LEARNING:</b> 6,11	<b>STATEMENTS OF LEARNING:</b> 6,11
<b>Key Skills:</b> -Staying Well	<b>Key Skills:</b> -Communicating -Staying Well
<b>WELLBEING INDICATORS:</b> RESPECTED      AWARE CONNECTED      RESILIENT	<b>WELLBEING INDICATORS:</b> RESPECTED      AWARE CONNECTED      RESILIENT

### Term One

<i>Topic/Unit</i>	<i>Learning Outcomes</i>	<i>Methodology/Content</i>	<i>Resources</i>	<i>Subject Links</i>
Unit 1-Self-Management	-The students will be able to set goals and	- Write down the results that they would love to see as	<a href="http://www.howtostudy.com">www.howtostudy.com</a>	All subjects

	<p>SMART targets for their third year in post-primary school.</p> <p>-The students will learn how to manage their time more efficiently</p> <p>-The students will develop strategies and techniques for success in completing assignments and preparing for exams.</p>	<p>targets for JCPA</p> <p>-Formulate a nightly subject based study plan</p>	<p>Learning Log/Reflection Sheet</p>	
Unit 2-How I see myself and others	<p>-The students will be more able to explore ways of enhancing their self-esteem and the self-esteem of others</p> <p>- The students will learn the differences between the private and public self</p>	<p>-Discussion based on statements in Activity 1(p.34)</p> <p>-Use masks to symbolise the Public and Private self</p>	<p>A3 Paper</p> <p>White board</p> <p>Learning Log/Reflection Sheet</p>	Art
Unit 3- Being an Adolescent	<p>-The students will understand what it means to be an adolescent</p> <p>-The students will learn about the tasks of adolescence</p>	<p>-Brainstorming</p> <p>-Class Discussion</p>	<p><a href="http://kidshealth.org">http://kidshealth.org</a></p> <p>Learning Log/Reflection Sheet</p>	

Unit 1-Being Healthy	<ul style="list-style-type: none"> <li>-The students will discover their rights as a young person</li> <li>-The students will become aware of what is meant by child abuse.</li> </ul>	<ul style="list-style-type: none"> <li>-Group work</li> <li>-Class Discussion</li> </ul>	<a href="http://www.itsyourright.ie">www.itsyourright.ie</a>  Learning Log/Reflection Sheet	
Unit 2- Substance Use	<ul style="list-style-type: none"> <li>-The students will understand how the main categories of drugs work on the body and the mind.</li> <li>-The students will become aware of the link between substance use and mental health</li> </ul>	<ul style="list-style-type: none"> <li>-Describe the different types of drugs and the categories</li> <li>- Place class in groups of three to complete Activity 2-p.64</li> <li>-Students will create their own powerpoint on a drug that they have researched</li> </ul>	Powerpoint-Activity 1 Book Whiteboard <a href="http://www.drugs.ie">www.drugs.ie</a>  Learning Log/Reflection Sheet	Biology and Chemistry
Unit 3- Respectful Communication	<ul style="list-style-type: none"> <li>-The students will have a knowledge of the main causes of conflict</li> <li>-The students will learn the skills of managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>-Class discussion regarding how conflicts start(making reference to famous conflicts that students would be aware of)</li> <li>-Practice making 'I' statements</li> </ul>	<ul style="list-style-type: none"> <li>-Powerpoint-p.74</li> <li>-Conflict Management Style Quiz</li> <li>-Activity 7-A story with three endings</li> <li>-Learning Log/Reflection Sheet</li> </ul>	English
Unit 4-Anti-Bullying	<ul style="list-style-type: none"> <li>-The students will understand the dangers of sexting and cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>-Class discussion regarding reasons for sexting</li> <li>-Write a script in pairs</li> </ul>	<ul style="list-style-type: none"> <li>-Whiteboard</li> <li>- 'Exposed' by CEOP( Child Exploitation and Online Protection Centre)</li> <li><a href="http://www.watchyourspace.ie">www.watchyourspace.ie</a></li> </ul>	Whole School



## Term Two

<b>Topic/Unit</b>	<b>Learning Outcomes</b>	<b>Methodology/Content</b>	<b>Resources</b>	<b>Subject Links</b>
Unit 1-Having a friend and being a friend	<ul style="list-style-type: none"> <li>-The students will learn about romantic relationships</li> <li>-The students will be able to identify qualities and values that are important in a healthy romantic relationship.</li> </ul>	<ul style="list-style-type: none"> <li>-Pairwork and class discussion based on</li> <li>-quotes from teenagers p.92-93</li> <li>-Healthy Romantic Wheel</li> </ul>	<ul style="list-style-type: none"> <li>-Healthy romantic relationship wheel-p.96</li> <li>Learning Log/Reflection Sheet</li> </ul>	
Unit 2-The Relationship Spectrum	<ul style="list-style-type: none"> <li>-The students will be able to identify possible warning signs of an unhealthy or abusive relationship</li> </ul>	<ul style="list-style-type: none"> <li>-Pairwork</li> <li>-Role-play</li> </ul>	<ul style="list-style-type: none"> <li>-Activity 1-p.100</li> <li>-Activity 2-p.101</li> </ul>	
Unit 3- Sexuality,Gender Identity and Sexual Health	<ul style="list-style-type: none"> <li>-The students will be aware of some of the issues faced by teenagers who are transgender</li> <li>-The students will have a knowledge of Sexually Transmitted Infections</li> </ul>	<ul style="list-style-type: none"> <li>-Rewrite ending to Alex and Pat's story</li> <li>-Role Play for Activity 6</li> <li>-Gain information regarding STI's using FACT or FICTION activity</li> </ul>	<ul style="list-style-type: none"> <li>Activity 1-Walk in my shoes</li> <li>Activity 6-What's your advice?</li> <li>'Charter of Relationship Rights and Responsibilities'</li> <li>Learning Log/Reflection Sheet</li> </ul>	Drama English
Unit 4-Media Influences on Relationships and Sexuality	<ul style="list-style-type: none"> <li>-The students will understand the nature of media influences on sex and</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorming</li> <li>-Groupwork</li> </ul>	Whiteboard	

	sexuality -The students will become aware that gender stereotyping is damaging to both males and females		Learning Log/Reflection Sheet	
Unit 1-Positive Mental Health	-The students will have an awareness of quick relaxation methods that they can do at school or at home	-Groupwork -Five minute stress--busters	A4 sheets and laminator	P.E

### Term Three

<b>Unit//Topic</b>	<b>Learning Outcomes</b>	<b>Methodology/Content</b>	<b>Resources</b>	<b>Subject Links</b>
Unit 2-Mental Health and Mental Ill-Health	-The students will learn about the different types of mental ill-health -The students will discover the causes of mental ill-health  The students will become aware of strategies for minding themselves and others in tough times	-Groupwork-Students imagine that they are editing a book on mental health issues-choose the appropriate quotation  -Pairwork-How could somebody help another person with a mental health condition. -Write a story	-Powerpoint presentation p.150  -Animation- p.154  Learning Log/Reflection Sheet	
Unit 3-Dealing with Tough Times	-The students will realise that stress has mental,physical,behavioural and emotional consequences  -The students will gain stress management	-Class discussion regarding stressors  -Discuss the 4 A's of stress reduction	-Whiteboard  Learning Log/Reflection Sheet	

	techniques			
Unit 4-Loss and Bereavement	<ul style="list-style-type: none"> <li>-The students will understand that grieving is individual and personal</li> <li>-The students will appreciate that loss and bereavement are dealt with differently in different cultures</li> </ul>	Activity 1-Images of Death-Write responses on the board-Class discussion  Pairwork-Activity 2	-Whiteboard  - Poetry /Music	Music  English

**Note: The above scheme of work might change slightly in order to link in with Anti Bullying day or Mental awareness day in the College. Please also note that there are additional soft copy S.P.H.E resources available on the server and hard copy resources are available in the filing cabinets in the Resource room.**



## Appendix 3

### 5th Year RE Course Outline 2019-20

<b>Module 1</b>
<b>27<sup>th</sup> August – 15<sup>th</sup> November (11 Weeks)</b>

### Module A: Relationships & Marriage

#### 1. Topic: Love of Self

<b>Learning Objectives</b>	Understand the concepts of Self Image and Self esteem	Be aware that love of self is important for loving others
<b>Literacy/Key Terms</b>	Esteem	
<b>Numeracy</b>		

#### 2. Topic: Relationships with family, peers, and opposite sex

<b>Learning Objectives</b>	Explore different relationships eg parents siblings, friends	Identify characteristics of different relationships	Recognise the range of human emotions
	Explore what it means to be male/female in society		
<b>Literacy/Key Terms</b>		Communication, trust, openness etc	
<b>Numeracy</b>			

#### 3. Topic: Relationship Dynamics

<b>Learning Objectives</b>	Know appropriate communications in various relationships	Conflict resolution / avoidance	
<b>Literacy/Key Terms</b>	Verbal & non-verbal communication		
<b>Numeracy</b>			

#### 4. Human Love as Gift and Challenge

<b>Learning</b>	Explore the nature of human	Understand the variety of meanings of the	
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<b>Objectives</b>	love	word love	
<b>Literacy/Key Terms</b>		Definitions of Agapé, Eros, Storgé, Philia,	
<b>Numeracy</b>			
<b>5. Love is a decision</b>			
<b>Learning Objectives</b>	Explore whether love is a decision or emotion	Know St Pauls' description of Love	
<b>Literacy/Key Terms</b>			
<b>Numeracy</b>			

<b>6. The Sacredness of Sexuality and Human Life</b>			
<b>Learning Objectives</b>	Know the basics of human sexuality	Understand the development of human life in the womb	Be familiar with the papal encyclical Humane Vitae
<b>Literacy/Key Terms</b>	Contraception	Embryo, Zygote, Foetus	
<b>Numeracy</b>	Time line of menstrual cycle	Timeline of embryonic development	
<b>7. The Sacrament of Marriage</b>			
<b>Learning Objectives</b>	Understand the term sacrament	Know the elements of a Catholic wedding	Know the place of family in the modern world
<b>Course Content</b>	Read Catechism definition of marriage	Read the Wedding of Cana	
<b>Literacy/Key Terms</b>			
<b>Numeracy</b>			
<b>8. Marital Breakdown</b>			
<b>Learning Objectives</b>	Understand the terms divorce, separation, annulment	Know the Catholic church's teaching on divorce	Be aware of the Church's Meeting of Families 2018
<b>Literacy/Key Terms</b>			
<b>Numeracy</b>			

9. STI's			
<b>Learning Objectives</b>	Know the names of a variety of STIs	Know the risk factors for a variety of STI's	Be aware of abstinence as a lifestyle
	Learn skills for making choices about sexual activity		
<b>Literacy/Key Terms</b>	Contraception	Sexually transmitted	Celibate/ Monogamous
<b>Numeracy</b>			

Progress Card 27 <sup>th</sup> Sept	Progress Card 25 <sup>th</sup> Oct		
	<b>Liturgy</b>		
<b>Week of Reconciliation</b>	<b>9<sup>th</sup> – 13<sup>th</sup> September</b>		
<b>Commissioning of House Reps</b>	<b>24<sup>th</sup> September</b>		
<b>Feast of Claude Poullart Des Places</b>	<b>2<sup>nd</sup> October(Wed) Whole School Assembly</b>	<b>Mission Awareness Month: October</b>	
<b>5<sup>th</sup> Yr Retreats</b>	<b>8<sup>th</sup> October</b>		
<b>Feast of Immaculate Conception</b>	<b>8<sup>th</sup> December (Sunday)</b>	<b>Month of Remembrance: November</b>	
<b>Carol Service</b>	<b>3<sup>rd</sup> December</b>		

<p align="center"><b>Module 2</b>  <b>18<sup>th</sup> November – 14<sup>th</sup> February (11 Weeks)</b></p>			
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## Module B: Moral Decision Making

1. Topic: The Meanings of Morality			
<b>Learning Objectives</b>	Give examples from modern culture which show that morality is a natural human phenomenon	Identify example s of evil in the world.  Identify examples of good in the world.	Examine moral principles and codes of behaviour
<b>Literacy/Key Terms</b>	Morality - Common Humanity	Christian Ethics - Catholic Moral Theology	Universal Global Ethic - The Golden Rule
2. Topic: Why be Moral?			



<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• give an example of a personal value</li> <li>• give an example of a community value</li> </ul>	<ul style="list-style-type: none"> <li>• outline the difference between personal values &amp; community values</li> </ul>	name two charters that express personal & community values & give examples of how personal & community values are held in balance.
<b>Literacy/Key Terms</b>	Deontological / Teleological Ethics	Natural Law - Revealed Law	Moral Law - Civil Law
<b>3. Morality &amp; the Christian Tradition</b>			
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• state five of the key principles in the ethical vision in Jesus' preaching</li> </ul>	<ul style="list-style-type: none"> <li>• give an account of Jesus' understanding of "right-relationship"</li> </ul>	<ul style="list-style-type: none"> <li>• give an account of Jesus' understanding of the law of love</li> </ul>
<b>Literacy/Key Terms</b>	Metanoia: Repent & Believe	Agape	The Kingdom of God
<b>4. Morality in a Pluralist Society</b>			
<b>Learning Objectives</b>	Write a definition with examples some of the following moral principles:	<ul style="list-style-type: none"> <li>- hedonism</li> <li>- utilitarianism</li> <li>- virtue ethics</li> <li>- deontological ethics</li> <li>- teleological ethics</li> </ul>	<ul style="list-style-type: none"> <li>- modern perspectives on natural law</li> <li>- right relationship</li> </ul>
<b>Literacy/Key Terms</b>	Hedonism - Utilitarianism	Deontology - Teleology	Natural Law

<b>5. Topic: Conscience</b>			
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• give two different descriptions of conscience</li> <li>• describe the development of conscience</li> </ul>	<ul style="list-style-type: none"> <li>• define "informed conscience" &amp; identify ways in which people inform their conscience &amp; evaluate the necessity of informing conscience</li> </ul>	<ul style="list-style-type: none"> <li>• explain the role religion can play in informing conscience</li> <li>• explain the differences between amoral, immoral &amp; moral immaturity</li> </ul>
	<ul style="list-style-type: none"> <li>• taking an issue from the contemporary context illustrate the difference that may exist between the demands of conscience, religious authority, &amp; civil authority.</li> </ul>		
<b>Literacy/Key</b>	Conscience - Informed	Amoral - Immoral -	

<b>Terms</b>	Conscience		
<b>6. Topic: Moral Decision Making in Action</b>			
<b>Learning Objectives</b>	suggest a process a morally mature person would follow when making a serious moral decision	taking one/two examples from – political and economic questions – the moral dimensions of relationships & sexuality – issues of medical ethics – violence and war – crime and punishment	<ul style="list-style-type: none"> <li>• apply the decision-making process</li> <li>• outline the position of two religious traditions on this issue</li> <li>• outline the civil law on this issue</li> <li>• list the conscientious considerations that may influence a person's decision</li> <li>• show the different possible outcomes a morally mature person may arrive at</li> <li>• explain the reasons for these differences</li> </ul>

<b>Progress Card 29<sup>th</sup> November</b>	<b>Progress Card 7<sup>th</sup> Feb</b>	<b>Christmas Exams 12<sup>th</sup> - 20<sup>th</sup> December</b>	
	<i>Liturgy</i>		
<i>Feast of the Epiphany</i>	<i>6<sup>th</sup> January (Monday)</i>		
<i>Catholic Schools Week</i>	<i>26<sup>th</sup> – 1<sup>st</sup> February</i>		
<i>Feast of Francis Libermann/ 5<sup>th</sup> Yr Family Mass</i>	<i>2<sup>nd</sup> February (Sunday)</i>		

<b>Module 3</b> 24 <sup>th</sup> February – 29 <sup>th</sup> May (11 weeks)
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## Module C: World Religions

<b>1. Topic: The Religious Nature of Humans</b>			
<b>Learning Objectives</b>	List different types of	Give an account of the global distribution of religion	Present a portrait of primal religion & give an account of its important influence on all

	religion		religion
<b>Literacy/Key Terms</b>	Monotheism, Polytheism, Primal		
<b>Numeracy</b>	CSO Statistics	Compare figures with other countries	

## 2. Topic: Images of God

<b>Learning Objectives</b>	Know some mythical images of God	Know some common images of God from a variety of religions	Be familiar with Celtic gods
<b>Literacy/Key Terms</b>			
<b>Numeracy</b>			

## 3. Topic: Monotheistic Faiths

<b>Learning Objectives</b>	Know the main monotheistic faiths	Know the origins of monotheism – Abraham and Moses  Know how the 3 monotheistic faiths are linked
<b>Literacy/Key Terms</b>		
<b>Numeracy</b>		

## 4. Topic: Islam & Judaism

<b>Learning Objectives</b>	give an account of the place of community in both Judaism and Islam  <b>describe the organisation of people in both Judaism and Islam</b>	Present key elements of the of the human life cycle & show how the religion celebrates each Eg Birth – Adolescence/ Maturity – Marriage – Death	describe how these faiths mark & celebrate time & or seasons using examples
<b>Literacy/Key Terms</b>	Synagogue/ Rabbi/ Torah  Mosque/ Imam/ Sharia/ Sunni/Shia	Bar Mitzvah/ Circumcision/	Passover/ Ramadan/ etc
<b>Numeracy</b>			

## 5. Topic: Hinduism & Buddhism

<b>Learning</b>	Explore the differences	give an account of the place	Present key elements
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<b>Objective</b>	between Eastern and Western religions	of community and describe the organisation of people and in both Hinduism and Buddhism	of the of the human life cycle & show how the religion celebrates each Eg Birth – Adolescence/ Maturity – Marriage – Death
<b>Literacy/Key Terms</b>	Reincarnation/ Nirvana	Temple/ Mandir/ Priest/ Enlightened/ Monks	
<b>Numeracy</b>			

#### 6. Topic: Inter-Faith Dialogue

<b>Learning Objectives</b>	outline what is meant by Inter-Faith dialogue & give examples of its origins	discuss the importance of inter-faith dialogue	Name contemporary conflicts where religious beliefs play a role & explain the nature of the relationship between religion & the conflict
<b>Literacy/Key Terms</b>	Inter-faith dialogue/ World Council of Churches	Tolerance	Sectarianism
<b>Numeracy</b>			

#### 7. Topic: Religious Cults

<b>Learning Objectives</b>	define what a cult is and give examples	list common characteristics / features of cults or new religious movements	provide a profile of a new religious movements focused on: foundation, beliefs, lifestyle and customs/practices of members
<b>Literacy/Key Terms</b>	Cult/ Sect/ New Religious Movement		
<b>Numeracy</b>			

<b>Progress Card 8<sup>th</sup> May</b>		<b>Easter Exams 10<sup>th</sup> – 20<sup>th</sup> May</b>	<b>Summer Tests 27<sup>th</sup> – 29<sup>th</sup> May</b>
	<b>Liturgy</b>		
<b>Ash Wednesday</b>	<b>26<sup>th</sup> Feb</b>		
<b>Lenten Reconciliation Week</b>	<b>30<sup>th</sup> Mar – 3<sup>rd</sup> April</b>		

## Appendix 4

### Relationships and Sexuality Education 6<sup>th</sup> Year Scheme of Work

The Catholic ethos of our school is reflected in the teaching of our RSE programme.

CONTENT	LEARNING OUTCOMES	METHODOLOGY	TEACHING RESOURCES	TIMEFRAME
Consideration of male and female roles in relationships and society	Students will: (i) understand and respect what it is to be male or female (ii) have an appreciation of the roles of women and men in society	Brainstorming Case studies Class Charter	"Resource Materials for Relationships & Education"- Lesson 15	One class period
-Awareness and understanding of sexual orientations	-Students will: (i) have an increased awareness of the experience of someone who is gay, lesbian or bisexual (ii) have explored their own attitudes towards sexual orientation	Group Discussion Sarah's Story Reflection with worksheet or journal	TRUST Resource-Lesson Ten	One class Period
-Sexual Harrassment	Students will: (i) be able to identify sexual harassment (ii) have explored ways in which we can deal with sexual harassment in various situations including school, college	Snowballing-What is Sexual Harrassment? Case Study	"Resource Materials for Relationships & Education"- Lesson 17	One class period

	and the workplace				
-Awareness of sexual abuse and rape	<p>Students will:</p> <p>(i) have discussed the complex issues associated with rape and sexual assault</p> <p>(ii) have explored commonly held myths about rape</p> <p>(iii) have explored what constitutes abusive activity</p> <p>(iv) be able to identify helping agencies and steps to be taken in the event of sexual abuse</p>		<p>Group Discussion</p> <p>Case Studies</p>	<p><b>"Resource Materials for Relationships &amp; Education"-</b> Lesson 18</p> <p>Lesson 19</p>	Two class periods
-Exploration of range of attitudes regarding sexual behaviour	<p>Students will:</p> <p>(i) have reflected on beliefs and attitudes about sex</p> <p>(ii) have considered the consequences of being sexually active</p> <p>(iii) be more aware of the development of physical and emotional intimacy</p>		<p>Individual Reflection</p> <p>Group Work</p> <p>DVD</p>	<p><b>Trust Resource-</b> Lesson 12</p>	One class period