RELATIONSHIPS AND SEXUALITY EDUCATION POLICY

Mercy College Sligo

BOM Ratified: 19/03/24

Mission Statement

Mercy College, Sligo is an all-girl's Catholic school with a co-educational AONAD under the trusteeship of CEIST. Mercy College is dedicated to the provision of quality Catholic education, academic, spiritual, global, moral, physical, social, aesthetic and vocational which will enable students to achieve their maximum potential in a caring and nurturing environment.

We are dedicated to:

1. Providing a nurturing environment where each individual can develop self-esteem and a sense of their place in, and responsibility to, society.

2. Instructing students in their religion while fostering mutual respect for all traditions.

3. Promoting personal achievement and academic success.

4. Respecting the unique potential of every student and encouraging each to maximise it.

Definition of Relationships and Sexuality Education (RSE)

Relationships and Sexuality is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. Mercy College aims to provide young people with information and skills to evaluate the wide range of information, opinions, attitudes and values offered today, in order that they will make positive, responsible choices about themselves and the way they live their lives. The RSE programme also provides opportunities for young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

1. The RSE school programme supports and complements the work of the home which is the natural environment in which RSE takes place
2. Each year group will follow a planned programme, the content and delivery of which are consistent with the Mission Statement and education philosophy of the school.
3. The school will inform the parents/guardians of the students via the school app and/or website as to when the programme is running and of its content and teaching methodologies.
4. School management recognizes the right of any parent/guardian to request the withdrawal of his/her child from all or part of the programme. This request should be made in writing to the Principal/Board of Management. Students may have to remain in their base SPHE class for Health and Safety reasons
5. A variety of teaching methods will be used in the delivery of the programme. Where appropriate, visiting speakers whose knowledge and attitudes towards the RSE programme reflect the moral teaching of the Catholic Church may be invited in to address students.
6. The approach taken to sensitive issues will reflect the values expressed in the school's philosophy of education.
7. The RSE programme will be taught in the context of SPHE at both Junior Cycle and Senior Cycle. Six classes/hours per year will be given to the implementation of RSE at Junior Cycle and eight hours at Senior level. As part of new SPHE specifications, RSE will connect with and overlap with many areas of the SPHE course.

8. Policy and practice in relation to RSE will be monitored by the Board of Management through the channels of the Senior Managment Team.

Rationale

We are living in a period of rapid social, cultural and economic change. Young people need to be well prepared if they are to contribute to their own and other's wellbeing. Guidance focusing on personal development, self-esteem and interpersonal relationships is vital in the preparation of young people for adult life and the roles, including those of spouse and parent that many of them will take on.

Morals and Values Framework

RSE is taught in a sensitive manner which is in harmony with the Catholic ethos of the school while recognising and respecting people's rights to different beliefs. It is the policy of Mercy College to inculcate Catholic values when teaching about love, marriage, parenthood and family life, celibacy and the single life.

RSE is taught within a moral framework and a caring context, which stresses the importance of stable and loving personal relationships, parental responsibilities and family life.

Aims

1. To enhance the personal development, self-esteem and well-being of our young people.
2. To foster self-awareness, respect and understanding of themselves as unique individuals and as children of God;
3. To develop self-esteem, self-discipline, self-reliance and independence of mind within our young people
4. To help our young people develop healthy and respectful friendships and relationships based on the teachings of Christ and love and consideration for others;
5. To foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social, physical and spiritual framework;
6. To promote responsible behaviour and the ability to make informed decisions;
7. To help young people to value family life and marriage and appreciate the responsibilities of parenthood;
8. To promote an appreciation of the value of human life, the wonder of birth and the sacred nature of sexuality, to counteract inappropriate messages received through the media;
9. To encourage and promote a deep respect for humanity.
10. To develop an appropriate and acceptable vocabulary about sexual matters so that communication can take place between them and parents, teachers, or medical personnel about puberty in males and females
11. To understand the physical and emotional changes which occur at different stages in the life cycle
12. To understand human physiology, with particular reference to the reproductive cycle, human fertility and sexually transmitted infections (STIs)
13. To understand the processes of pregnancy and birth
14. To recognise the responsibility of parents/guardians to establish a caring, committed relationship within which to have and rear a child
15. To recognise peer pressure in sexual matters and develop strategies to counteract negative influences
16. To analyze and evaluate sexual standards presented by the media

17. To learn about the healthcare services, voluntary and statutory, regarding sexual matters
18. To develop an appreciation of the dignity, uniqueness and well-being of others
19. To recognise potential sexual exploitation and be aware of the misuses of sex
20. To dispel the myths, misunderstanding and ignorance of sexual matters within a teenage culture.

RSE Topics and Themes Addressed Throughout Junior Cycle

1. Physical and emotional changes in males and females during puberty and variation in rates of development;
2. Hygienic practices associated with the physical changes at puberty;
3. The male and female reproductive systems, the biological aspects of human fertility and conception;
4. The development of the child from conception to birth;
5. Information on HIV, AIDS and other STIs;
6. The range of information, the services and support which are available from relevant agencies.

Sexuality

1. An awareness of what it is to be male and female; equality and difference, uniqueness and individuality, male/female perspectives;
2. Abilities, strengths, weaknesses and vulnerabilities (personal safety);
3. Influences and competing priorities;
4. Responsibility and independence;
5. Stages of development: physical, emotional, academic, spiritual, moral and sexual;
6. Motivation, enthusiasms, interests, viewpoints, goals;
7. Self-respect, self-esteem, self-confidence;

Please refer to the Appendix for resources used and outline plans for Junior and Senior Cycle RSE

Relationship of RSE to Social, Personal and Health Education (SPHE)

The Department of Education and Skills has approved the recommended syllabus for SPHE at junior cycle. SPHE, which is a lifeskills programme, aims:

1. to enable students to develop personal and social skills
2. to promote self-esteem and self confidence
3. to enable students to develop a framework for responsible decision making
4. to provide opportunities for reflection and discussion
5. to promote physical, mental and emotional health and wellbeing.

The RSE programme forms part of the SPHE programme. The content of the school's SPHE programme includes a wide range of topics such as healthy eating, safety, as well as RSE. The New 2023 SPHE Specification states that Relationships and Sexuality Education (RSE) is an integral part of, and connects with, aspects of SPHE. It is of particular importance for young people at this stage of their lives as they reflect on questions such as 'what kind of person am I?' and 'what matters for me in relationships?' As they continue to form their identity, they are making sense of life experiences, information, images and messages about relationships and sexuality from a range of informal sources such as their peers, family, the media, online world. Having the opportunity to think about and discuss relationships, sexuality and healthy sexual expression within a safe classroom setting and with a skilled teacher is vitally important.

What the School Currently Provides

SPHE was introduced into the school in 2000-1 to each year group. RSE comprises part of the content of each module. The methodology includes discussion, group work, music, games, artwork and written work. All students are encouraged to obey the ground rules which include co-operation, respect and confidentiality. The approach to topics is developmental and the content will be age appropriate. Through the use of critical and participative pedagogies, SPHE can provide a safe, supportive and non-judgemental space where students' self-awareness and awareness of others can grow, and where they engage in reflection and dialogue, and identify actions they can take to protect and promote their own wellbeing and that of others. By affirming and developing young people's strengths and capacities as active agents in their own lives, SPHE can play an important role in enabling young people to find their voice and develop self-efficacy.

Guidelines for the Management and Organisation of RSE in Mercy College

SPHE incorporating RSE is a Department of Education and Skills approved course and has been updated through the new 2023 SPHE Specification.

The Principal is responsible for the arrangement of the teaching of the programme and the deployment of staff.

Mercy College acknowledges the right and duty of parents to provide for the religious, moral, intellectual, physical and social education of their children. Mercy College will play a supportive and complementary role to the home in this task in its provision of SPHE. In doing so, our school will be mindful of conscientious or moral objections to the inclusion of elements of this programme and, while striving to be sensitive to all, recognises the right of parents, in consultation with the Principal, to act in accordance with their stated beliefs. Sensitive issues will be dealt with appropriately and may be discussed by the policy committee in order to seek clarification of such issues in the light of the ethos of Mercy College.

Mercy College, being mindful of the complementary role that it plays in this matter will seek to involve all parents in the formulation of its policy by circularising this document and allowing for an annual review of RSE in the school by the RSE committee.

Provide for Ongoing Support, Development and Review

Mercy College recognises the importance of having committed, trained staff in the implementation of its SPHE programme. It will encourage and facilitate participation in in-career development opportunities whenever possible. It also aims to provide relevant RSE school resources.

The role of parents in imparting SPHE is the primary one and Mercy College will seek to support the efforts of parents to provide educational opportunities for other parents through the Mercy College Parents' Association.

Finally, this policy statement will be reviewed by representatives of the school community on an annual basis and will be amended as necessary. Amended statements will be brought to the attention of all parents.

APPENDIX

Resources: *The following resources are recommended by the National Council for Curriculum and Assessment (NCCA) and will support teachers in planning for teaching and learning in junior and senior cycle SPHE. They are not a prescriptive list of teaching resources as each teacher and class will decide what resources are best suited to their needs.*

The NCCA's criteria for selecting and recommending these resources can be found here - https://www.curriculumonline.ie/getmedia/85f2a9ae-c7cf-4f9e-9467-b5aa06c2b840/Criteria-for-hosting-resources-PP_ef2.pdf

Junior Cycle (2023 Short Course – New Specification)

Learning Outcomes	For the Classroom	Background Reading for the Teacher
3.1 reflect on the values, behaviours and skills that help to make, sustain and end relationships respectfully with friends, family and romantic/intimate relationships	**Relationships and Sexuality Education 1:** This unit by the HSE (2023) is for use with first year student. • Activity 5: What makes a family • Activity 7: Maintaining healthy relationships **b4udecide:** Resource by the HSE (2013). • Lesson 7: Values **Respectful relationships:** Reachout is Australia's leading online mental health organisation for young people. These classroom resources aim to help students identify and understand the qualities of healthy relationships and learn how to make and maintain respectful relationships. **Living Love – Catholic Education Partnership:** resources have been developed by the Council for Education of the Irish Episcopal Conference for use in Catholic post-primary schools in Ireland. • Year A. Lesson 6. Friendship • Year A. Lesson 7. Building relationships • Year A. Lesson 8. What is love? • Year A. Lesson 9. Feelings of attraction	'Before you start' sexualwellbeing.ie: Designed to help parents talk to their young children about relationships, sexuality and growing up. Also useful for teachers before starting to teach this strand.
3.2 examine benefits and difficulties experienced by young people in a range of relationships - friendships, family relationships, and romantic/intimate relationships	**Relationships and Sexuality Education 1:** This unit by the HSE (2023) is for use with first year students. • Activity 5: What makes a family • Activity 6: Healthy connected relationships • Activity 7: Maintaining healthy relationships	Friendships: Video resources and information by Jigsaw (2021). Relationships with parents: teenagers talk: An Australian video (9.21mins) by raisingchildren.net.au which features teenagers talking about relationships between parents and teenagers. Understanding teenage relationships: A resource by 'headspace', the National Youth Mental Health Foundation in Australia.

3.3 identify signs of healthy, unhealthy and abusive relationships	**Relationships and Sexuality Education 1:** This unit by the HSE (2023) is for use with first year students. • Activity 6: Healthy connected relationships • Activity 7: Maintaining healthy relationships https://www.webwise.ie/TheRespectEffect/	Walk away from the relationship monster: A webpage by the HSE on the difference between healthy and unhealthy relationships. Healthy relationships: 4-page information resource by the Dublin Rape Crisis Centre (2022).
3.4 appreciate the importance of setting healthy boundaries in relationships and consider how to show respect for the boundaries of others	**Relationships and Sexuality Education 1:** This unit by the HSE (2023) is for use with first year students. • Activity 7: Maintaining healthy relationships Maintaining boundaries: Advice for young people by Jigsaw.	
3.5 consider the importance of taking care of their reproductive health	**Relationships and Sexuality Education 1:** This unit by the HSE (2023) is for use with first year students. • Activity 9: Human reproduction **Living Love – Catholic Education Partnership:** resources have been developed by the Council for Education of the Irish Episcopal Conference for use in Catholic post-primary schools in Ireland. • Year C Lesson 12. STI Awareness	Period Stigma & Health Risks: Information on how talking about menstruation can lead to an earlier diagnosis of health complications. How to Check your Breasts | Irish Cancer Society: Important information and a video (1 min) on how to regularly check your breasts and identify any changes that occur. Symptoms and Diagnosis of Testicular Cancer | Irish Cancer Society: Important information and video (55 secs) on how to check your testicles for testicular cancer.
3.6 appreciate the breadth of what constitutes human sexuality, and how sexual orientation and gender identity are experienced and expressed in diverse ways	**Relationships and Sexuality Education 1:** This unit by the HSE (2023) is for use with first year students. • Activity 3: Gender diversity and inclusion • Activity 4: Sexual orientation **Relationships and Sexuality Education 2:** This HSE unit is under development.	Learning Outcome 3.6 explained: Further elaboration and guidance on Learning Outcome 3.6 (NCCA, 2023). The Sexuality Wheel: a HSE resource which highlights the many elements that make up a person's sexuality. Sexual diversity and accepting sexuality: A B4uDecide resource on sexual diversity and understanding diverse sexual identities. My trans story: A personal story as told by a Jigsaw volunteer. I think I might be transgender: Advice for young people by Jigsaw. BeLonG To Youth Services - YouTube Gender Identity and Gender Expression E-Resource for Second-level Schools: By the School of Education, University of Limerick and the Transgender Equality Network Ireland (TENI) (2020).

3.7 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices	**b4udecide:** Resource by the HSE (2013). • Lesson 8: Making decisions • Lesson 13: Relationships Pressures • Lesson 14: Resisting Relationships Pressures • 'Pressure to have sex' video (2.16mins) • 'Pressure to have a boyfriend or girlfriend' video (2.11mins) B4udecide.ie: Website for young people by the HSE, developed as part of the the B4udecide campaign.	Talking about Sex & Sexual Behaviour of Young People in Ireland 2020 (survey) https://www.esri.ie/system/files/publications/RS112_1.pdf
3.8 appreciate the importance of seeking, giving and receiving consent in sexual relationships, from the perspective of building caring relationships and from a legal perspective	**Relationships and Sexuality Education 2:** This HSE unit is under development.	Learning Outcome 3.8 explained: Further elaboration and guidance on Learning Outcome 3.8 (NCCA, 2023). DRCC-WeConsent-Consent-Skills-Booklet.pdf (we-consent.ie) Consent – What do I need to know?: A fact sheet developed by the Dublin Rape Crisis Centre (2020). Cycling Through Consent: This animated video (3.47mins) by Western University (2015) uses a fun and simple approach to looking at consent. Consenthub.ie: This website, by University of Galway's Active*Consent, focuses on consent and how it applies to all relationships, all genders, and all sexualities. Let's Talk About Consent (Young People's Guide): A Guide for young people exploring the concept of consent by the National Youth Council of Ireland.
3.9 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)	**Relationships and Sexuality Education 2:** This HSE unit is under development.	Sexualwellbeing.ie: A webpage with information on all forms on contraception. Compare birth control methods: A tool to compare the effectiveness of different forms of birth control and how they are used. Your Guide to Sexually Transmitted Diseases (STIs): Information on sexually transmitted infections (2018).
3.10 discuss the influence of popular culture and the online world, in particular, the influence of pornography, on young people's understanding, expectations and	Be in Ctrl: Educational resource by Webwise. • Lesson 5: Influence of the media and gender stereotypes **b4udecide:** Resource by the HSE (2013). • Lesson 5: Influence of the media Gender Equality - Learn About the Root Causes of Gender Inequality: A resource by UNICEF	Learning Outcome 3.10 explained: Further elaboration and guidance on Learning Outcome 3.10 (NCCA, 2023). **The Let's Get Real** Youth programmes and training by Dublin Rape Crisis Centre on the influence of media, culture and pornography. Culture Reframed: A website that aims to build the resilience of young people in relation to hypersexualised media and porn.

social norms in relation to sexual expression	Ireland - see especially Activity 3 for a number of short videos on sexism in the media, sexual objectification and related topics.	Healthy Sexuality and Relationship Development: A resource by Tusla - see page 56, Section 2: *Pornography*. A factsheet by the Dublin Rape Crisis Centre (2020).Why is Porn an issue for schools?: An Australian website aimed at educating about the harm associated with children and young people's exposure to pornography.
3.11 demonstrate how to access and appraise appropriate and trustworthy advice, support and services related to relationships and sexual health.	Jigsaw online: An Irish website with information and support for young people covering a range of SPHE related topics. www.sexualwellbeing.ie: HSE website designed to provide information on all aspects of sexual health.	

Senior Cycle

Strand	Resource	Link
Self-Awareness & Personal Skills	Yes Project: A consent education programme developed by Youth Work Ireland to support RSE in informal education settings (2019).	*https://yesconsent.eu/*
	B4U Decide: This resource was developed by the HSE for junior cycle and particular lessons that might also be useful in the context of senior cycle teaching and learning are listed below (2013).	*Session 5: Influence of the media* *Session 6: The Influence of friends* *Session 7: Values* *Session 8: Making decisions* *Session 9: Self-esteem*
Relationships	B4U Decide	*Session 3: Friendships* *Session 4: Healthy friendships* *Session 10: Building a relationship* *Session 11: Rights and responsibilities in a relationship.* *Session 12: Age of consent* *Session 13: Relationships Pressures*
	Body Right: A set of 4 workshops developed by the Dublin Rape Crisis Centre to teach about sexual violence, consent, online coercion and supporting someone who has been abused (2017)	*BodyRight*
	Let's get Real:	*Let's Get Real*

	A programme developed by the Dublin Rape Crisis Centre that educates young people about the impact of the media, culture and pornography on relationships.	
Sexual & Reproductive Health	B4U Decide	*Session 15: Teenage Pregnancy* *Session 16: Sexually Transmitted Infections*
	Why is porn an issue in schools?: Ideas for schools on how to implement a broad, proactive approach to preventing the harms associated with pervasive and often-aggressive pornography.	*Why is porn an issue for schools?*
	Pornography – What do you need to know?: A fact sheet developed by the Dublin Rape Crisis Centre (2020).	*Pornography – What do you need to know?*
	A guide to talking to your teenager about consent & pornography: Published by Dublin Rape Crisis Centre (2020).	*A guide to talking to your teenager about consent and pornography*
Personal rights and personal safety	Body Right: A set of 4 workshops developed by the Dublin Rape Crisis Centre to teach about sexual violence, consent, online coercion and supporting someone who has been abused (2017).	*BodyRight*
Being Health Literate	Spunout: Ireland's youth information website created by young people, for young people.	*Spunout*
	Be Wiser: A resource to promote and support positive sexual health awareness and development. Developed by Sexual Health West.	*BeWiser*
	Sexual Wellbeing: A website developed by the HSE to provide advice and information on all aspects of sexual health.	*Sexual Wellbeing*

For more Living Love resources from the Catholic Education Partnership, please see the following link - https://catholiceducation.ie/living-love-rse-resources/

Junior Cycle RSE Plan

1st Year **6 weeks of RSE**	**February MT - Easter** (5 weeks)	**3. Relationships & Sexuality**	**1.Healthy & Unhealthy Relationships - in real life & in person** *Pg 142 - 153*	• Know the signs - healthy and unhealthy friendships • Online friendships - pros & cons • Unsafe online friendships and asking for help	Teachers: L. Dolan M. Friel S. Lynch C. Fagan Book: Health & Wellbeing 1/ Sláinte agus Folláine 1
			2. Sexual Orientation & Gender Identity *Pg 154 - 166*	• What do we understand by "sexuality"? • Gender stereotyping • Sexual orientation - how much do we know? • Gender identity - what do you know? • Expressing your sexuality	
	Easter - Summer (8 weeks)	**3. Relationships & Sexuality**	**3. From Puberty to Parenthood** *Pg 167 - 176*	• Recap: changes during puberty • Human reproduction • Period facts • Sperm facts • The law in Ireland - age of consent	

2nd Year **6 weeks of RSE**	**Christmas - February MT** (5 weeks)	**3. Team Up**	**1.Having a Friend & Being a Friend** Pg 121-134	• Changes in friendships • Friendship problems – when the going gets tough	Teachers: L. Dolan L. O Reilly/S Williams S. Lynch S. Mc Dermott D. Ní Cheallaigh Book: Health & Wellbeing 2 / Sláinte agus Folláine 2
			2.The Relationship Spectrum Pg 135-149	• Families • Managing relationships • Respecting myself & others/ personal boundaries	
	February MT - Easter (5 weeks)	**3. Team Up**	**4.Media Influences on Relationships & Sexuality** *Pg 160-165*	• Media & your daily life	
			3.Sexuality, Sexual Identity & Sexual Health *Pg 150-159*	• From contraception to birth • Sexual orientation	

3rd Year **6 weeks of RSE**	**Christmas - February MT** (5 weeks)	**3. Team Up**	**1.Having a Friend & Being a Friend** *Pg 91-98*	• Romantic relationships • Healthy & unhealthy romantic relationships	Teachers: H. Mulrooney L. Dolan B. Callery C. Fagan L. Harte Book: Health & Wellbeing 3/ Sláinte agus Folláine 3
			2.The Relationship Spectrum *Pg 99-109*	• Relationship difficulties • Ending a relationship	
	February MT - Easter (5 weeks)	**3. Team Up**	**3.Sexuality, Gender Identity & Sexual Health** *Pg 110-133*	• Sex, sexuality, sexual health – what's the difference? • Being LGBT • Growing up transgender • Sexual consent • Ready to be a parent? • STIs	

			4.Media Influences on Relationships & Sexuality *Pg 134-140*	• Media & your life • Media – sex & sexuality	

Senior Cycle RSE 8 Week Plan

Teachers: Noreen Mc Intyre, Aideen Goggin, Bernadine Callery

Transition Year

Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic	**Class Contract** **Values In Life**	**Building Healthy Relationships**	**Sexuality and Sexual Identity**	**Reproduction**	**Making Informed Decisions/ Consent**	**Personal Safety – Anger & Conflict**	**Influence pf Social Media**	**STIs & Contraception**
Learning Outcomes	LO 1, 2, 6	LO 2	LO 3, 5	LO 4	LO 6	LO 7	LO 7	LO 4
Assessment	Dimond 9 Exercise: Important values in relationships Copy to be used for learning and reflection.	Prior knowledge brainstorm Discussion on video Relationship dilemmas Copy to be used for learning and reflection	Discussion on the limits of labelling – Youtube clip Case Study – Cinderfella Copy to be used for learning and reflection	Worksheet - Label the reproductive systems Matching exercise (pg 48) - functions of the parts of the rep.sytems Worksheet – journey of the egg and sperm Copy to be used for learning and reflection	Worksheet pg47– Thinking About Decisions Worksheet pg48– Decision Making Checklist Age of Consent quiz (pg 61) Copy to be used for learning and reflection	Think, Pair, Share – Conflict Role Play Diagram – how conflict can affect the body Copy to be used for learning and reflection	Webwise-The-Respect-Effect.pdf Lesson 1&2 Pg 22- think pair share- 2 ways social media can help make new friendship and 2 way social media can maintain friendships Discussion & feedback Group work activity- on behaviours online. Menti meter- online bullying pg 27 Kahoot- page 31 Online bullying quiz Copy to be used for learning and reflection	Brainstorming STI STI Quiz pg 82 Brainstorm Contraception Discussion on pill, implant and condom Record learning and reflections in copy
Resources	**B4UDecice** Lesson 7 'Values' Senior Cycle Relationships and Sexuality Education (padlet.com) https://breneb rown.com/res ources/dare-to-lead-list-of-values/ **Dublin Rape Crisis Centre:**	Video Clip: Healthy v Unhealthy Relationships https://www.y outube.com/wa tch?v=Gn7ZQ2 x0cOE **B4UDecice** Lesson 11 'Relationship Dilemmas' Senior Cycle Relationships and Sexuality	**HSE Booklet** – Sexuality Wheel, Gender Stereotyping etc: pg13 HSE Gender **Video Clip: Sexual Orientation – A Spectrum of Attraction** https://www.yo utube.com/wat ch?v=IaDn_U8 JRMM	**HSE:** pg 43 https://www.hs e.ie/eng/about/ who/healthwell being/hse-education-programme/ju nior-cycle-sphe-training-resources/rse/r elationships-and-sexuality-education-1-unit-of-learning1.pdf	**B4U Decide** Lesson 8 'Making Decisions' Lesson 12 'The Age of Consent' Senior Cycle Relationships and Sexuality Education (padlet.com)	**PDST Personal Safety Resource**: pg 10 https://padlet.com/jct2/senior-cycle-relationships-and-sexuality-education-dv3z26urx4q79mex/wish/2741940195	**Respect Effect:** Lesson 1 pg 21 Connecting Online Lesson 2 pg 30 Understanding the Impact Webwise-The-Respect-Effect.pdf The Respect Effect - (webwise.ie)	**B4U Decide** Lesson 16 'STIs' Senior Cycle Relationships and Sexuality Education (padlet.com) **HSE Booklets: Your Contraceptive Choice** (condom & pill)

	Healthy Relationships	Education (padlet.com)						https://sexualwellbeing.ie/sexual-health/contraception/talking-about-contraception/talking-to-your-partner/hse_your-contraceptive-choices_online.pdf

5th Year

Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic	**Building Healthy Relationships**	**Boundaries & Consent**	**Personal Safety**	**Sex & Gender**	**Consent**	**Online Safety**	**Online Safety Ctd**	**STIs & Contraception**
Learning Outcomes	LO 1, 2, 6	LO 6	LO 6, 7	LO 3,5	LO 6	LO 7	LO 7	LO 4
Assessment	Use of student copies to record learning and reflections Class discussions S activity worksheet- B4u Decide Lesson 10 Senior Cycle Relationships and Sexuality Education (padlet.com)	Worksheets Quiz on consent Use of student copies to record learning and reflections Class discussions B4UDecide Lesson 12 Senior Cycle Relationships and Sexuality Education (padlet.com)	Worksheets Use of student copies to record learning and reflections Class discussions Walking debate Walet size student card- PDST Personal Safety T2 T3 A4 PERSONAL SAFETY RESOURCE PACK (pdst.ie)	Pair work- true or false exercise Class discussion Use of copies to record learning and reflection Skittles activity on gender Gender roles activity- Through the Looking Glass Pg20 Senior Cycle Relationships and Sexuality Education (padlet.com)	Discussion on video Brainstorm activity based on DRCC handout Use of copies to record learning and reflections Design a pamphlet on the main points of information of consent. Stepping stones to consent - YouTube Microsoft Word - DRCC RESOURCE Consent_What do I need to know overview.docx	'Lockers' Discussion on video Quiz Examining different types of behaviour exercise Is there consent? Activity Worksheet on non-consensual sharing Use of copies to record learning and reflections Lesson 1 – The law on sharing intimate content - (webwise.ie)	'Lockers' Class discussion on victim blaming Writing a note of support to student- Lockers Discussion Questions on 'Asking for It' by Louise O'Neill Lesson 3: Victim Blaming - (webwise.ie) Lesson 4: Peer pressure and non-consenual sharing - (webwise.ie) Lesson 6: Getting help when your digital content seems to last forever - (webwise.ie)	Brainstorm prior knowledge HSE resource on Contraceptives and STI- Discussion Use of student copies to record learning and reflections HSE_Your Contraceptive Choices.qxp_Layout 1 (sexualwellbeing.ie) Types of STIs - sexualwellbeing.ie How do I prevent STIs? - sexualwellbeing.ie
Resources	**B4Udecide** Lesson 10: Building a Relationship (S Activity) https://www.pdst.ie/sites/default/files/b4udecide_0.pdf#page=44 **Planet Youth** – statics https://planetyouth.ie/	**Yes Project:** Activity 2.1 Consent Activity 2.2 My Boundaries https://yesconsent.eu/course/the-yes-course/lessons/activity-2-1-consent/ **B4Udecide**	**PDST Personal Safety Resource** T2 Anger & Violence T3 Negotiating & Managing Conflict https://www.pdst.ie/sites/default/files/Senior-Cycle-Personal-Safety-	**Video Clip: Gender Stereotyping** https://www.youtube.com/watch?v=Ulh0DnFUGsk **Through the Looking Glass:** Sex & Gender pg20 https://padlet.com/jct2/senior-cycle-	**Video Clip: Stepping stones to Consent** https://www.youtube.com/watch?v=oFdmAquVPNk&t=48s **Dublin Rape Crisis Centre**: Consent https://www.drcc.ie/assets/files/pdf/1590155	**Lockers**: Lesson 1 – The Law on Sharing Intimate Content https://www.webwise.ie/teachers/lockers-lesson-1/ **Lockers**: Lesson 2 – When Online Sharing Goes Wrong https://www.w	**Lockers:** Lesson 3 - https://www.webwise.ie/teachers/lockers-lesson-3/ **Lockers:** Lesson 4 - https://www.webwise.ie/teachers/lockers-lesson-4/	**HSE Booklets:** Your Contraceptive Choice https://sexualwellbeing.ie/sexual-health/contraception/talking-about-contraception/talking-to-your-partner/hse_your-contraceptive-

		Lesson 12 (The Age of Consent) https://www.pdst.ie/sites/default/files/b4udecide_0.pdf#page=44	Resource-Pack_0.pdf	relationships-and-sexuality-education-dv3z26urx4q79mex/wish/2741940211	50724472171.pdf Active Consent Posters Active Consent Infographics	ebwise.ie/teachers/lockers-lesson-2/	**Lockers**: Lesson 6 - https://www.webwise.ie/teachers/lockers-lesson-6/	choices_online.pdf **Sexual Wellbeing.ie:** Types of STIs Types of STIs **Sexual Wellbeing.ie:** How do I prevent STIs? https://www.sexualwellbeing.ie/sexual-health/sexually-transmitted-infections/how-do-i-prevent-stis-/

6th Year

Year	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Topic	**Building Healthy Relationships**	**Consent**	**Domestic Violence & Sexual Harassment**	**Gender Studies**	**Dating Violence & Rape**	**Online Coercion and Sexual Exploitation**	**Coco's Law**	**Teenage Pregnancies**
Learning Outcomes	LO 1, 2, 3	LO 6, 7	LO 6, 7	LO 5	LO 6, 7	LO 7	LO 7	LO 4
Assessment	Brainstorm prior knowledge on 'What is a healthy relationship?' Menti B4Udecide Lesson 14 page 72 'Skills for saying no' worksheet Senior Cycle Relationships and Sexuality Education (padlet.com) YES project- comfort stretch panic activity- feedback from students Use of student copies to record learning and reflections. The YES Course → Activity 1.3: Comfort, Stretch, Panic - The YES! Project (yesconsent.eu)	YES resource Session 2: Communicating Consent The YES Course → Activity 2.1: Consent - The YES! Project (yesconsent.eu) Brainstorm Discussion questions Video clip- Cycling through consent- discussion Group work- groups of 3- practice- asking for, giving and not giving consent. Use copies to record learning and reflections	Through the looking Glass- pg 65- true/ false 'Always, sometimes, never activity pg- 69 PDST Personal Safety Resource pg 37- Brainstorm- what do healthy/ non-violent relationships look like? Rainstorm- What is meant by physical violence? Group work- domestic violence in film/ tv/ music Walking debate- record reflection on this in copy. Brainstorm- What does an abusive relationship look like? Discuss- Why do people behave this way? Handout 1 & 2- group work Brainstorm- Harassment Group work- statements- pg 57 Visual, Verbal, Physical- pair work	Growing up LGBT- pg 21 'Coming out to self' Lesson 3, Worksheet 4: Coming Out to Self- questions on video Discussion- feedback Lesson 3, Worksheet 5: Hand of Support (alternatively students can be asked to draw a hand) Use copies to record learning and reflections 'My friend is transgender' feedback from students and worksheet- Wiser me	PDST Personal Safety resource- pg 72 Myths and Fact worksheet- pair work and discussion to conclude Case Studies- pg 77 Pair work and discussion questions Group work activity on long-term and short-term effects of rape and sexual assault pg 78 Information piece on where to get support and help- pair work Design a first aid box for dealing with harassment/ assault/ rape	Be in Ctrl Lesson 1 Worksheet on language PDST_Be-In-CTRL_AW.24-1.pdf Worksheet Anna and George PDST_Be-In-CTRL_AW.26.pdf Reflection PDST_Be-In-CTRL_AW.29.pdf Lesson 2 Warning signs PDST_Be-In-CTRL_AW.33.pdf Thoughts and Feelings PDST_Be-In-CTRL_AW.36.pdf Lesson 3 George's Story Warning Signs PDST_Be-In-CTRL_AW.41.pdf Online Communication PDST_Be-In-CTRL_AW.44.pdf Reflection PDST_Be-In-CTRL_AW.46.pdf	Webwise Coco's Law Pairwork- scenarios Use of student copies to record learning and reflections Designing a pamphlet based on Coco'c Law information poster Discussion and feedback on video 'Tagged' *Coco's Law = Harassment, Harmful Communications and Related Offences Act 2020	Prior Knowledge- brainstorm B4U Decicide- Pregnancy Quiz Pg- 75 Case Studies pg 77 Amy's Story Charlotte's Story John's Story - Questions- pair work- record in copy Personal Reflection questions pg 101 Trust resource- supporting a friend who becomes pregnant HSE Unplanned Pregnancy Support Feedback Factsheet on Supports form Spunout.ie- discussion
Resources	**B4Udecide** Lesson 13 (Relationship Pressures) & Lesson 14	**YES resource** Session 2: Communicating Consent	**Through the Looking Glass:** Discussing Relationship Abuse pg64	**Growing Up LGBT** Lesson 3: Coming Out to Others	**PDST Personal Safety Resource** T6 Dating Violence & Rape https://www.pdst.	**Be in Ctrl** https://www.webwise.ie/category/teachers/beinctrl/	**Webwise:** What is Coco's Law? https://www.webwise.ie/lockers/cocos-law-lesson/	**B4uDecide:** Lesson 15 – Teenage Pregnancy https://www.pdst.

	(resisting Relationship Pressures) https://padlet.com/jct2/senior-cycle-relationships-and-sexuality-education-dv3z26urx4q79mex/wish/2755820589 **Yes Project:** Activity 1.3 Comfort, Stretch, Panic https://yesconsent.eu/course/the-yes-course/lessons/activity-1-3-comfort-stretch-panic/	The YES Course → Activity 2.1: Consent - The YES! Project (yesconsent.eu)	Senior Cycle Relationships and Sexuality Education (padlet.com) **PDST Personal Safety Resource** T4 Domestic Violence T5 Sexual Harassment https://www.pdst.ie/sites/default/files/Senior-Cycle-Personal-Safety-Resource-Pack_0.pdf	Lesson 4: Relationships Lesson 5: Transgender Identity https://pdst.ie/sites/default/files/LGBT%20English%20Print.pdf **Amaze.org** - My Friend is Transgender https://www.youtube.com/watch?v=9DO7wSU1tCA	ie/sites/default/files/Senior-Cycle-Personal-Safety-Resource-Pack_0.pdf	Lesson 1: Online Coercion and Sexual Exploitation is a Crime Lesson 2: Anna's Story Lesson 3: George's Story Powerpoint Pdst be in ctrl lesson 1 ppt (2) | PPT (slideshare.net)	**Coco's Law Poster:** https://padlet.com/jct2/senior-cycle-relationships-and-sexuality-education-dv3z26urx4q79mex/wish/2741940204 **Youtube Video: Tagged** https://www.youtube.com/watch?v=TtEGAcLBTTA&t=64s	ie/sites/default/files/b4udecide_0.pdf#page=44 **Trust**: Lesson 18 – Unplanned Pregnancy (pg97) - In Files on Teams **HSE:** https://www2.hse.ie/services/unplanned-pregnancy/ https://www2.hse.ie/pregnancy-birth/ **Spunout.ie** https://spunout.ie/life/your-rights/supports-for-pregnant-young-people-ireland/