

Relationships and Sexuality Education (RSE) Policy

This RSE policy is for Loreto Secondary School, Wexford. As such, it reflects the context, values and experience of our particular school.

A. School

1. The school is located on Pembroke Hill in Wexford town. It is a Catholic, single sex, girls' school with a total enrolment of 870 (September 2021). The legal owners and Trustees of the school are the sisters of the Institute of the Blessed Virgin Mary (IBVM), better known as the Loreto Sisters. At this point in time, it is envisaged that there will be no change to either the single sex nature of the school or trusteeship.

2. In the policy development and planning process, Loreto Wexford recognises its responsibilities to its Trustees, the Loreto Sisters, and to the national legislative framework. Particular attention is paid to the following:

Age of Majority Act 1985

Safety, Health and Welfare at Work Acts, 1989 and 2005

Childcare Act 1991

Freedom of Information Acts 1997, 2003, 2014

Education Act, 1998

Protection for Persons Reporting Child Abuse Act, 1998

Data Protection Acts, 1998 -2003

Employment Equality Acts, 1998 - 2004

Education (Welfare) Act, 2000

Education for Persons with Special Educational Needs Act, 2004

Equal Status Acts, 2000 - 2008

Criminal Justice Act, 2006

National Vetting Persons (Children and Vulnerable Persons) Act, 2012 – 2016

Children First Act, 2015

Children First: National Guidance for the Protection and Welfare of Children, 2017

Criminal Law – Sexual Offences Act, 2017

Additionally, the school seeks to uphold and implement all agreements made at national level between the partners in education i.e. DES, Joint Managerial Body (JMB), the Association of Secondary Teachers, Ireland (ASTI), representative bodies of parent / guardians and students.

The school is also mindful of recommended best practice as outlined in inspection reports issued by the DES.

3. As stated above, the RSE Policy takes into account all relevant legal documents, in particular the Child Protection Procedures for Primary and Post-Primary Schools, 2017, (relevant aspects included in this policy

under ‘Child Protection’) and the Equal Status Acts, 2000 - 2008 – (relevant aspects included in this policy under ‘Homosexuality’).

4. The RSE Policy is supported through other school policies, namely: Anti-bullying, Code of Behaviour, Student Safeguarding Statement and Child Protection Guidelines and Procedures.

B. Our School Mission Statement/Philosophy

“Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.”

The Institute of the Blessed Virgin Mary (IBVM) was founded by Mary Ward (1585 – 1645) and introduced into Ireland by Frances Teresa Ball when she established the first house in Rathfarnham in 1821. The school in Wexford opened on 17 September, 1866. Mary Ward’s vision was of the apostolic influence of women in time to come in families, in public life, and in the Church. Accordingly, she chose as her particular apostolate the education of girls.

This vision has been continued and enriched over the past four centuries as members of the IBVM and all those with whom they collaborate have responded to the changing needs of the Church and of society.

C. Aims

The educational aims of Loreto Secondary School, Wexford are:

1. To offer a Catholic education that strives to liberate, empower and motivate students to use their individual gifts with confidence, creativity and generosity in a spirit of loving and responsible service.
2. To promote the moral, spiritual, academic, social and personal development of students in consultation with their parent / guardians.
3. To cherish all students equally regardless of ability, gender, creed, class or ethnic background.
4. To encourage a pursuit of excellence appropriate to each student so that she may develop to the full her particular gifts.
5. To offer a broad holistic curriculum to enable students to reach their full potential and to develop a love of learning.
6. To give every opportunity to students to develop powers of critical reflection thereby building independence of mind as a means towards responsible citizenship.
7. To nurture the aesthetic sense through the creative arts and an appreciation of heritage and culture.

The school encourages its students to consider and assess different viewpoints in relation to issues of morality. The experience gained through the working out of this policy and through respecting the needs of minority groups and individuals enriches the whole life of the school.

A code of conduct has been published after consultation with parents/guardians, staff and students which acknowledges:

- Discipline is founded on the principles of respect for people, environment, property and safety. All rules follow from these basic principles which are intended to create and maintain a happy and stable community.
- The best way in which the school can operate with the maximum happiness and fulfilment for everybody is if the maximum courtesy and respect is shown for other people. Students at the school are expected to respect the dignity of other students, teachers and other staff and have the right to expect that their own dignity will be respected.

D. Definition of Relationships and Sexuality Education

Relationships and Sexuality Education is a developmental process through experiential learning in which students participate to help cultivate a healthy attitude towards themselves and others, particularly in the area of sexuality and relationships.

“Relationships and Sexuality Education (RSE) is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. This education is delivered consciously and unconsciously by parent / guardians, teachers, peers, adults and the media.

In Irish schools, RSE will provide structured opportunities for students to acquire a knowledge and understanding of human relationships and sexuality through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework.

This approach gives opportunities to children and young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible manner.....At post-primary level, this means building on the primary programme and providing young people with information and skills to critically evaluate the wide range of information, opinions, attitudes and values offered today, and so make positive, responsible choices about themselves and the way they live their lives.”

- Relationships and Sexuality Education, Policy Guidelines, DES 1997.

In the school setting, RSE will be taught in the context of Social, Personal and Health Education and Wellbeing.

E. Relationships and Sexuality Education within Social Personal and Health Education (2016 Specification) / Wellbeing

The Guidelines for RSE (NCCA, June 1995, 1.2) state that Social Personal and Health Education is “developmental in nature and age appropriate in content and methodology”. The RSE programme is designed to follow this principle and pattern. Apart from the specific lessons of RSE, SPHE/WELLBEING covers other areas which would be pertinent to the development of a healthy attitude to sexuality in oneself and one’s relationship with others. SPHE/WELLBEING deals with many issues such as self-esteem, assertiveness, communication and decision making skills - all of which can contribute to the effectiveness of the RSE programme.

F. The aims of our Relationships and Sexuality Education programme

1. Relationships and Sexuality Education, which is located in the overall framework of Social, Personal and Health Education / Wellbeing, has as its specific aims:

- a) To help students understand and develop friendships and relationships
- b) To promote an understanding of sexuality
- c) To promote a positive attitude to one’s own sexuality and in one’s relationship with others
- d) To promote knowledge of and respect for reproduction
- e) To enable students to develop attitudes and values toward their sexuality in a moral, spiritual and social framework in keeping with the policy of the school
- f) To provide opportunities for students to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way.

G. The Health Promoting School

This school is one that seeks to promote healthy lifestyles for all in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication

- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

This process is further enhanced by a weekly timetabled class in Social, Personal and Health Education (SPHE/Wellbeing) for each class group in 1st, 2nd, 3rd and 4th year. Additionally, Wellbeing is timetabled as a six week module in 5th and 6th years with a ratio of 15:1.

H. Guidelines for the management and organisation of Relationships and Sexuality Education in our school

1. Arrangements regarding the teaching of the programme and the deployment of staff will be made by the Principal.

2. Informing and Involving Parent / guardians:

Parents / guardians are the primary educators of their children and their role in education concerning relationships and sexuality is seen by the school as very important. Relevant sections of this RSE policy are available to parents/guardians at the 1st Year Parent Teacher Meeting prior to RSE lessons in 1st Year. A consent letter, to be signed by parents / guardians prior to the teaching of the RSE lessons, is printed annually in the Student Journal.

This policy has been designed in consultation with Parent Association representatives and the views expressed by parents / guardians will be taken into account when reviewing the policy. This policy will be made available on the school website. A copy of this policy will be made available to any parent / guardian on request to the Principal.

3. Offering Advice:

The school'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 students with education and information about where and from whom they can receive confidential sexual advice and treatment, e.g. their doctor or other suitable agency. Advice offered should not be directive and should be appropriate to the age of the student.

4. Explicit Questions:

It may not be appropriate to deal with some explicit questions in class. Teachers may choose to say that it is not appropriate to deal with that question at this time. If a teacher becomes concerned about a matter that has been raised, he/she shall seek advice from an appropriate person within the school, e.g. the SPHE/WELLBEING Liaison Teacher, Guidance Counsellors, Deputy Principals or the Principal. When deciding whether or not to answer questions the teacher shall consider the age and readiness of the students, the RSE programme content, the ethos of the school and the RSE policy.

5. Confidentiality:

It is school policy that in circumstances where a student is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately to the Principal, DLP. The Principal will decide whether to inform the parent / guardians and/or appropriate authorities and may arrange for counselling.

The following is also school policy:

- a) teachers must not promise absolute confidentiality;
- b) students must be made aware that any incident may be conveyed to the Principal and possibly to parent / guardians if the Principal decides that it is in the best interests of the student to notify parent / guardians;
- c) teachers must use their professional judgement to decide whether confidence can be maintained having heard the information;
- d) teachers must indicate clearly to students when the content of a conversation can no longer be kept confidential - the student can then decide whether to proceed or not.

6. Child Protection

The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, practices and activities. Accordingly, in compliance with the requirements of the Department of Education and Skills' Child Protection Procedures for Primary and Post Primary Schools 2017 and revised in 2023, the Board of Management of Loreto, Wexford has agreed a Child Protection Policy and a Student Safeguarding Statement (see school policies).

- a. The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools as part of its overall child protection policy.
- b. The Designated Liaison Person (DLP) is John Mc Ginnity (Principal).
- c. The Deputy Designated Liaison Person (Deputy DLP) is Ms. Siobhan O' Donoghue (Deputy Principal).
- d. Under the Children First Act 2015 all registered teachers are now mandated persons.
- e. In its policies, practices and activities, Loreto, Wexford will adhere to the following principles of best practice in child protection and welfare and will:
 - recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations
 - fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters
 - adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect
 - develop a practice of openness with parent / guardians and encourage parent / guardian involvement in the education of their children and
 - fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult student with a special vulnerability.

The Child Protection Procedures for Primary and Post Primary Schools state in 4.2.1 that "any member of school personnel including a registered teacher who receives an allegation or has a suspicion that a child may have been, is being, or is at risk of being abused or neglected, is still required to report the matter, without delay, to the DLP in the school.

Every registered teacher, as a mandated person, now also has a statutory obligation to make his or her own mandated report to Tusla where the concern about the child is at or above a threshold of harm as defined in the

Act. Therefore, in addition to reporting his or her concern to the DLP, a registered teacher must also consider whether or not the concern is at or above the defined threshold of harm at which the registered teacher has his or her own statutory obligation under the Children First Act 2015 to submit a mandated report to Tusla.”

In addition to these procedures, a Child Protection Oversight Report is presented at each Board of Management meeting.

All school personnel are Garda vetted in line with The National Vetting Bureau (Children and Vulnerable Persons) Act 2012 – 2016. All staff have completed mandatory child protection training in line with relevant legislation and circulars. Furthermore, all staff have a copy of the student safeguarding statement, which is prominently displayed in the general purpose area of the school.

7. The division between biological and non-biological aspects of sex education:

The school policy is that the Science Department deals primarily with the biological aspects of reproduction and many students will receive detailed information throughout their school years. However, not all students avail of Science within the curriculum. Therefore, RSE classes will include appropriate age relative biological information in respect of sex education. RSE will cover non-biological aspects of sexual health as outlined in its programme.

8. Withdrawing students from the RSE programme:

- a. Relevant sections of this policy will be discussed with parent / guardians at the annual First Year Parent / guardian-Teacher meeting parent / guardians will always be provided with a full copy of this policy following a request to do so. A consent letter to be signed by each parent / guardian is also included in the school journal.
- b. Parent / guardians do not have to give reasons for withdrawal, but we respectfully invite them to do so. Sometimes we can then resolve misunderstandings. Once a parent / guardian's request to withdraw is made, that request must be complied with until revoked by the parent / guardian.
- c. What is done if a request for withdrawal from the RSE programme is made by a parent / guardian:
 - i. The nature of the concerns with the child's parent / guardian is discussed and, if appropriate, an attempt is made to reassure them (initially such discussion takes place at a meeting with the SPHE/Wellbeing teacher and SPHE/Wellbeing Liaison Teacher, (the Principal may become involved if necessary).
 - ii. We consider whether the programme can be amended or improved in a way that will reassure parent / guardians. Care is taken not to undermine the integrity of the RSE programme and the entitlement of the other students.
 - iii. We attempt to ensure that where a student is withdrawn there is no disruption to other parts of their education.
 - iv. We point out that students who have been withdrawn are vulnerable to teasing. We therefore attempt to cause minimal embarrassment to the student and minimal disruption to the programme.
 - v. We also point out that students may receive inaccurate information from their peers.
 - vi. We offer the parent / guardians access to appropriate information and resources.

9. Provision of guest speakers:

In line with Circular 43/2018, Best practice guidance for post primary schools in the use of programmes and / or external facilitators in promoting wellbeing consistent with the DES Wellbeing Policy Statement and Framework for Practice, the school will carefully consider the choice of guest speakers.

a) It is school policy that most of the RSE programme is best discussed openly with teachers who are known and trusted by the students. 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.

b) The SPHE/Wellbeing teacher will provide the visitor, well in advance of the visit, with a copy of this RSE policy. If approval is obtained from the Principal for the visit, the organising teacher makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme. Issues the SPHE/Wellbeing teacher will consider are:

- i) the degree of explicitness of the content and presentation

- ii) the need for the visitor to be accompanied by teaching staff
 - iii) the role the SPHE/Wellbeing teacher in the visitor's activities
 - iv) preparing the visitor for the visit
 - v) how best to follow up on the visit.
- c) Visitors shall be given advance notice of the composition of the class and an idea of how their contribution fits into the scheme of work.
- d) In order to inform the visitor of the precise requirements of a group and to make better use of the time of the visitor, it is advisable for the group to draw up questions in advance and these should be forwarded in advance to the visitor. This will involve the students in the visit and will make the experience more relevant for them. This also facilitates planning.
- e) The Principal shall be informed of the date and name of the visitor.
- g) The visitor shall be welcomed at the main door.
- h) At the end of the session a vote of thanks should be given by a student and the visitor escorted to the main door.
- i) A written acknowledgement of their contribution shall be sent to the visitor and a report on the visit may appear on the school website.

10. Homosexuality

Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that homosexuality will be discussed during a programme of sex education. One of the advantages of exploring issues concerning homosexuality is the opportunity to correct false ideas, assumptions and address prejudice. Discussion of homosexuality shall be appropriate to the age of the students.

This topic will be dealt with in an age appropriate, sensitive way and within the ethos of the school and guided by the DES, RSE curriculum guidelines.

The Board of Management of Loreto Secondary School, Wexford commits itself to the principle of inclusiveness with regards to the provision of mainstream education for all, respect for diversity and encouraging students to develop their ideas and values.

The Equal Status Acts, 2000 - 2008 apply to educational establishments and prohibit discrimination – be it direct, indirect or by association - on nine specific grounds:

- Gender – being male or female.
- Marital status – being single, married, separated, divorced or widowed.
- Family status – being pregnant or having responsibility as a parent / guardian in relation to a person under 18 years or as a parent / guardian or carer to an adult with a disability.
- Sexual orientation – being heterosexual, homosexual or bisexual.
- Religion – having religious beliefs or having none.
- Age – applies to everybody over 18.
- Disability – covers all physical, sensory and intellectual disabilities.
- Race – includes race, colour, nationality or ethnic or national origins.

- Membership of the Traveller community – being a traveller.

11. Contraception

This topic will be dealt with in an age appropriate, sensitive way and within the ethos of the school and guided by the DES, RSE curriculum guidelines.

12. Special Needs

For the purpose of this policy, special educational needs is defined as “a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability, or any other condition which results in a person learning differently from a person without that condition”.

Loreto, Wexford commits itself fully to the inclusion of all students with special educational needs as well as general learning needs. Such inclusion in mainstream education is supported by both national and international reports e.g. the Special Education Review Committee 1993, the UNESCO World Conference on Special Needs Education 1994 and the Council of Europe Political Declaration 2003 and Action Plan 2006. The school also operates within the legislative framework set out by the following:

- The Education Act, 1998
- The Equal Status Act, 2000 and Equality Act, 2004
- The Education (Welfare) Act, 2000
- The Data Protection Acts, 1988-2003
- The Freedom of Information Acts, 1997-2003
- The Education for Persons with Special Education Needs Act, 2004

The Special Educational Needs Coordination Team oversees the overall care of students with special educational needs within the school setting.

Children with special needs may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others.

All teachers involved in the education of students with special educational needs are expected to adopt a variety of teaching methods and strategies e.g. co-operative teaching, co-operative learning, active learning, heterogeneous grouping, direct instruction, to maximise the educational, personal and social outcome for these students.

Teachers are to be mindful that such students tend to learn best in a teaching and learning environment that is characterised by structure and organisation.

I. Overview of RSE Programme

1st year

Students have one timetabled class of SPHE per week for the duration of the year as part of the current Wellbeing programme.

The aims of the 1st year RSE programme:

1. To help the students to understand the physical, emotional and psychological changes that take place during adolescence.
2. To help the students to appreciate that these changes occur at different times and at different rates, depending on the individual.
3. To enable the students to clarify their information on the male and female reproductive systems, intercourse and conception.
4. To enable the students to deepen their awareness of stereotyping and its influence on attitudes and behaviour.

5. To identify some contemporary attitudes to sexuality.
6. To help the students to recognise the need for respect for sexuality.

	Topic	Wellbeing indicator
Class 1	Puberty: what is it?	aware
Class 2	Changes that occur during adolescence	aware connected
Class 3	The reproductive system	aware
Class 4	Images of men and women	aware respected
Class 5	Gender stereotyping	responsible connected
Class 6	Respecting yourself and other	respected aware

2nd year

Students have one timetabled class of SPHE per week for the duration of the year as part of the current Wellbeing programme.

The aims of the 2nd year RSE programme:

1. To examine the stages of development from conception to birth.
2. To help students differentiate between different types of relationships.
3. To promote awareness of the feelings and emotions associated with a variety of relationships.
4. To help students to explore the role of peer pressure and other influences in the area of sexuality.
5. To enable students to develop skills for establishing and maintaining relationships at appropriate levels.
6. To identify skills necessary for making decisions – consistent with personal values and within a moral framework – about behaviour in relationships.
7. To help students develop an awareness of the potential risks involved in developing new relationships.
8. To enable students to identify practical steps for personal security.
9. To raise awareness about sexually transmitted diseases.

	Topic	Wellbeing indicator
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Class 1	From conception to birth	aware
Class 2	From conception to birth	aware
Class 3	Recognising and expressing feelings and emotions	resilient connected
Class 4	Peer pressure and other influences	respected responsible connected
Class 5	Making responsible decisions	aware respected
Class 6	Health and personal safety	responsible

3rd year

Students have one timetabled class of SPHE per week for the duration of the year.

	Topic	Learning outcomes
Class 1	Relationships	Students will: <ul style="list-style-type: none"> • have reflected on what helps relationships to work well • what might damage a relationship • have reflected on the qualities they value in a relationship.
Class 2	Relationship building blocks	Students will: <ul style="list-style-type: none"> • have reflected on what they consider to be the essential building blocks of a relationship • considered why it is important that those we are in a relationship with have similar values to us.
Class 3	Respectful relationships	Students will: <ul style="list-style-type: none"> • have explored acceptable and unacceptable behaviours in a relationship • have clear guidelines on behaviours that are never acceptable in a relationship.
Class 4	Wants, needs, rights and responsibilities	Students will: <ul style="list-style-type: none"> • understand the difference between wants, needs and rights • appreciate that with rights comes responsibilities.
Class 5	Rights and responsibilities in relationships	Students will: <ul style="list-style-type: none"> • be aware that both people in a relationship will have rights and responsibilities • be aware that certain actions and behaviours can impact on these rights.

Class 6	Judging a book by its cover	Students will: <ul style="list-style-type: none"> • have explored the tendency to judge people by their outer appearance rather than their inner self • they will also have reflected what makes a body healthy and on the positive aspects of their own bodies.
Class 7	Contraception	Students will: <ul style="list-style-type: none"> • be aware of how contraception works to prevent pregnancy.
Class 8	STIs	Students will: <ul style="list-style-type: none"> • be aware of how STIs are transmitted • be aware of how certain contraceptives help prevent against STIs.
Class 9	Sexual Orientation	Students will: <ul style="list-style-type: none"> • have come up with a variety of different ways that they can support people of different sexual orientations • appreciate that everyone, regardless of sexual orientation, deserves to be treated with respect and dignity.

Assessment is based on teacher observation, student reflection and feedback.

4th year

Students have one Wellbeing class per week. As part of this subject six classes of RSE are completed during the course of the year.

	Topic	Learning outcomes
Class 1	Human Reproduction and Fertility	Students will: <ul style="list-style-type: none"> • Revise, if necessary, and understand the human reproductive systems • Understand how conception takes place iii) Understand male and female fertility • Be aware of related health issues.
Class 2	Understanding Female Fertility	Students will: <ul style="list-style-type: none"> • Understand what happens in the body during the menstrual cycle • Know the most likely fertile time in a regular menstrual cycle • Understand the range of factors that can influence female fertility
Class 3	Contraceptive Methods I	Students will: <ul style="list-style-type: none"> • Be aware of the range of methods of contraception currently available • Be able to differentiate between hormonal, barrier and other methods of contraception • Have an appreciation of the difficulties that couples might experience in discussing contraceptive issues

		<ul style="list-style-type: none"> Have explored gender stereotyping in relation to responsibility for contraception.
Class 4	Contraceptive Methods II	<p>Students will:</p> <ul style="list-style-type: none"> Have a greater understanding of the range of contraceptive methods available and some of their advantages and disadvantages Understand that people's choice of contraceptive is dependent on many factors including health, lifestyle, beliefs, attitudes and values.
Class 5	Unplanned Pregnancy	<p>Students will:</p> <ul style="list-style-type: none"> Reflect on the issues surrounding an unplanned pregnancy for young people Be aware of the supports and services available to someone with an unplanned pregnancy Consider how they could best support a friend who is experiencing an unplanned pregnancy.
Class 6	STIs – What's What	<p>Students will:</p> <ul style="list-style-type: none"> Know more about the various categories of STIs Know the causes, transmission routes and treatments of a range of STIs Understand some of the barriers to people accessing STI services.
Class 7	STI Transmission	<p>Students will:</p> <ul style="list-style-type: none"> Have a better understanding of STI transmission risks associated with sexual activity Have a better understanding of how people can avoid contracting STIs and how sexually active people can reduce the risk of infection Have revised their knowledge with regard to STIs.

Assessment is based on teacher observation, student reflection and feedback.

5th and 6th year

Students are withdrawn from a non-exam subject (Religion & PE) on a rotation basis to complete six to eight classes of RSE.

5th year:

	Topic	Learning outcome
Class 1:	What we value in Relationships (Trust Pack)	<p>Students will have:</p> <ul style="list-style-type: none"> An enhanced awareness of the qualities that they bring to relationships An enhanced awareness of the qualities they value in others

		<ul style="list-style-type: none"> An appreciation of an important relationship in their lives
Class 2:	Healthy Relationships (Trust)	<p>Students will:</p> <ul style="list-style-type: none"> Be more aware that relationships are affected by the ways in which both people act Be more aware of behaviours that nourish relationships Recognise that relationships are enriched when there is give and take
Class 3:	Self-Esteem	<p>Students will:</p> <ul style="list-style-type: none"> Have an increased awareness of their own self of self worth Have recognised and affirmed their strengths Feel more empowered in relationships
Class 4:	The influence of Self-esteem	<p>Students will:</p> <ul style="list-style-type: none"> Be more aware of how their sense of themselves can be influenced by their peers Have a better understanding of how peer influence can affect their behaviour Have practiced the skill of positive self talk
Class 5:	When we feel hurt	<p>Students will:</p> <ul style="list-style-type: none"> Have an increased awareness of ways in which people respond to hurt and rejection Have considered healthy and unhealthy ways of responding to hurt and rejection
Class 6:	Understanding boundaries	<p>Students will:</p> <ul style="list-style-type: none"> Be more aware of their own boundaries Understand how their values and beliefs influence their boundaries Be more able to recognise the inner cues that help them to feel safe
Class 7:	Communicating our boundaries	<p>Students will:</p> <ul style="list-style-type: none"> Have reflected on the importance of communicating their boundaries to others Have an increased awareness of how to communicate their boundaries Have practiced skills for communicating their boundaries assertively Have practiced skills for listening to another person communicating their boundaries
Class 8:	Intimacy	<p>Students will:</p> <ul style="list-style-type: none"> Have reflected on what intimacy in a relationship means Have reflected on the stages of intimacy in a relationship Be more aware of an intimate relationship in their own lives

Assessment is based on teacher observation, student reflection and feedback.

6th year

	Topic	Learning outcomes
Class 1	Sexuality	Students will: <ul style="list-style-type: none">• Be able to appreciate that all people are sexual beings throughout their lives, whether or not they choose to be sexually active• Have developed their understanding of the various dimensions of human sexuality and how they are inter-related.
Class 2	Sexual Orientation	Students will: <ul style="list-style-type: none">• Have a clearer understanding of what is meant by sexual orientation• Have an increased awareness of the experience of someone who is gay, lesbian or bisexual• Have explored their own attitudes towards sexual orientation.
Class 3	Influences and Values	Students will: <ul style="list-style-type: none">• Be more aware that they are influenced by a range of people and messages• Have reflected on how they are influenced by the messages they receive.
Class 4	Influences and Values	Students will: <ul style="list-style-type: none">• Have reflected on how they are influenced by the messages they receive• Be more aware of the values that are important to them.
Class 5	Decision-Making	Students will: <ul style="list-style-type: none">• Have reflected on beliefs and attitudes about sex• Have considered the consequences of being sexually active• Be more aware of the development of physical and emotional intimacy.
Class 6	Responsible Relationships	Students will: <ul style="list-style-type: none">• Be more aware of the difficulties of resisting pressure• Have practised skills for resisting pressure to be sexually active if they do not wish to be

Assessment is based on teacher observation, student reflection and feedback.

J. Ongoing Support, Development and Review

Training:

Loreto Secondary School, Wexford, is committed to the on-going support of all SPHE/Wellbeing teachers in terms of professional up-skilling and training. The SPHE/Wellbeing training and support is accessed through the DES, SPHE/Wellbeing Support Service, and other HSE initiatives and local Education Centre.

The skills acquired in general teaching apply also to SPHE/Wellbeing.

Resources:

The school will purchase appropriate RSE teaching materials which have been identified by the trained SPHE/Wellbeing team, the DES / SPHE/Wellbeing Support Service as being appropriate and useful and which have been approved by the Principal, within the normal budgetary framework.

Monitoring, evaluating and reviewing the RSE programme:

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

- a) student feedback- a written evaluation may be completed by students after the RSE module and this feedback will inform the programme going forward.
- b) SPHE/Wellbeing team review and feedback- the SPHE/Wellbeing teachers will also complete a review in terms of their experience and the effectiveness of the materials and methods in each RSE yearly programme.