

## **RELATIONSHIPS AND SEXUALITY EDUCATION**

### **POLICY STATEMENT**

Every Board of Management is required to approve a school policy and implement a programme in RSE (Relationships and Sexuality Education), to be included (primarily) as an element of SPHE at Junior cycle and as an RSE programme in Senior cycle (Circular 0037/2010). This policy was prepared by the teachers involved, consulting with parents' representatives, in response to a WSE indication. This policy is part of the overall Guidance/Pastoral Care policy of the school.

#### **Scope of policy**

This policy will apply to all aspects of teaching and learning about relationships and sexuality education. Discussion about relationships and sexuality education also takes place in classes other than SPHE or RSE such as Religious Education, Science, Biology, Philosophy.

This policy will apply to all our school staff, students, Board of Management, parents/guardians, visiting speakers and external facilitators. The effectiveness of the RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, members of the Board of Management and students.

To understand this policy fully one should be mindful of the school's Catholic ethos, the school's particular focus on character education, the school's commitment to involve parents more in their children's education, and the relevant prevailing influences in the wider culture. All these are highlighted in Appendix 1.

#### **Definition of Relationships and Sexuality Education**

RSE is a broad-ranging programme in which students learn to develop as persons, with particular reference to their personal relationships and the development of human sexuality. In its RSE programme the school will pay particular cognisance to

- the primary duty of parents in the education of their children, and the right of the young person to be adequately informed by their own parents on sexual and moral questions
- the school's concentration on an integral approach to education helping each pupil achieve his age-appropriate intellectual, spiritual, emotional, cultural, human and social maturity through an all-round education
- the importance of character education as education in virtue
- the right of young people to be able to exercise the virtue of chastity, and the importance of the school not interfering with this right

#### **The aims of our Relationships and Sexuality Education Programme**

Relationships and Sexuality Education has as its specific aims:

- To help pupils understand and develop friendships and relationships
- To promote a positive understanding of sexuality as part of the whole person
- To promote a positive attitude to one's own sexuality and to one's relationships with others.

- To promote knowledge of and respect for procreation and for new life
- To enable pupils to develop attitudes and values towards their sexuality in a moral, spiritual and social framework in keeping with the ethos of the school.
- To provide opportunities for pupils to learn about relationships and sexuality in ways that helps them think and act in a moral, caring and responsible way towards others.

In carrying out this programme the following principles will apply

1. Human sexuality is a sacred mystery, and this principle, informed by Christian reverence and realism, must guide any programme of education for love. Respect must be maintained for the difference between man and woman which reflects the love and fruitfulness of God himself.
2. Formation of conscience in accord with spiritual values should form part of RSE.
3. Only information appropriate to each phase of spiritual development should be presented to young people.
4. No material of an erotic nature should be presented to young people of any age, individually or in a group.
5. No one should be invited to act in any way that could objectively offend against modesty or which could subjectively offend against his own delicacy or sense of privacy.

It is hoped that on completion of the RSE module every student will:

- Understand how human sexuality is an integral part of their humanity
- Appreciate human sexuality as a gift for love and for life
- Know their body and how it functions
- Appreciate the value of living chastity
- Understand the risks associated with the trivialisation of sex
- Be able to act responsibly in their relationships.

### **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 the Parents  
Parents are the primary educators of their children and the school sees their role in education concerning relationships and sexuality as very important (see Appendix 4). The school will seek to educate parents with regard to the RSE policy, and where possible provide support to parents seeking to educate their children in RSE within the family.  
A copy of this policy will be made available to parents on request to the school office.

While all partners in the school community –teaching staff, parents and management– are agreed on the programme, we recognise, nevertheless, the right of any parent to request that his/her son should not participate in the programme. The school’s function is to provide a general education about RSE, in keeping with its ethos. It will not offer advice, information or counselling on aspects of sexual behaviour or contraception which are not in keeping with the principles outlined in this document. When advice is offered it will be age-appropriate.

Issues that arise in class will be addressed in a manner that reflects the ethos of the school, the principles outlined here and the Child Protection guidelines of the school. It is not envisaged that mentors would be part of RSE provision in the school, but from time to time they may find themselves in counselling situations. At such times, mentors should ensure they adhere to the principles outlined in this policy, and be ready to explain or communicate this policy to parents on request.

### 3. 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 should seek advice from the Principal or the SPHE co-ordinator. When deciding whether or not to answer questions the teacher should consider the age and readiness of the students, the RSE programme content, the CP policy, the ethos of the school and the RSE policy.

### 4. Confidentiality

As is consistent with Rockbrook’s Mentoring Policy, personal student information will be shared only in on a ‘need to know’ basis, amongst teachers/mentors, as laid out in the ‘Child Protection Guidelines’ for Post Primary Schools.

It is school policy that in circumstances where a student is considered at risk of any type of abuse or in breach of the law, the teacher should refer this to the Principal. The Principal will deal with such incidents in accordance with school policies and statutory guidelines.

Teachers should also note that:

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

### 5. The Division between Biological and Non-Biological aspects of Sex Education

The school policy is that the Science and SPHE programmes deal primarily with the biological aspects of reproduction. These programmes are required to respect the principles outlined in this policy. The non-biological aspects of sex education should

be dealt with wherever appropriate in SPHE, RK, Philosophy and indeed Science, so that the spiritual dimension of the person is never left to the side.

6. Withdrawing students from the RSE programme

This policy will be made available to parents together with details about the parent's right to withdraw their child from aspects of RSE. Parents will always be provided with a full copy of this policy on request. Parents do not have to give reasons for withdrawal, but we invite them to do so, to avoid or resolve misunderstandings. Once a parent's request to withdraw is made, that request will be complied with until revoked by the parent.

7. Using visiting Speakers and Others

It is school policy that most of the RSE programme is best covered by 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. After gaining approval from the Principal for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE programme.

8. School Ethos

This RSE policy reflects the educational philosophy of the trustees. Spiritual, moral and ethical issues will arise when teaching RSE. Given the paramount nature of a holistic education, and the spiritual nature of the person, these aspects will be discussed across a range of topics within the RSE Programme.

9. Special Needs

Pupils 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. Within reason mentors may be able to play a supportive role here, but should discuss such matters first with the Principal.

10. Training

All teachers involved in this work do not necessarily have to be experts on the issues concerned. However, they are required to be sensitive to the needs of the group, to be able to deal with questions openly/honestly and prepared to refer to more expert advice if necessary. The school will facilitate teachers to obtain expert training in this field, bearing in mind the overall budgetary framework and the need of the school's teaching and learning programme and the educational philosophy of the teacher training approaches.

11. Resources

The school will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal within the normal budgetary framework and as general school resources allow.

A list of these resources includes: Books including 'On Track', '7 Habits of Highly Effective Teens', 'Values for Thinking', 'Real Love', 'Theology of the Body', DVDs such as 'Romance without Regret', as well as articles and other resources. Visitors include the Pure of Heart team (relationships; commitment; love, sex and marriage) and LifeWorks Education team (development of life, right to life, crisis pregnancies, facing choices).

## 12. Assessment

There will be no student assessment of the RSE programme, apart from the assessment normally required in SPHE, Science or Religious Education. Participating teachers will meet once a term to evaluate and review the programme. These meetings should identify any difficulties arising in the delivery of the programme with a view to effecting changes.

### **Monitoring, evaluating and reviewing this policy**

As with all school policies this RSE policy will be reviewed by the Board of Management over a three year cycle. The next review will take place in spring 2016.

### **Appendices to this policy**

- Appendix 1 Key background ethos documents considered in drawing up this policy
- Appendix 2 Content of the RSE programme
- Appendix 3 Approaches that RSE programme in Rockbrook Park School will avoid
- Appendix 4 Resources available in support of programme
- Appendix 5 Guidelines on invited guests
- Appendix 6 Handling a request for withdrawal
- Appendix 7 Helping parents in their responsibilities
- Appendix 8 SPHE syllabus for 1<sup>st</sup> to 3<sup>rd</sup> year incorporating RSE programme

(copies of these appendices which are updated from time to time are available on request)

## **Appendix 1** Key background ethos documents considered in drawing up this policy

### ***School Ethos***

Drawing on Catholic educational principles the school provides an education built on the twin pillars of character education and academic excellence. It welcomes and respects students of other religious faiths. The school fosters a genuine and profound respect for all, regardless of talents, race, creed or social standing. People are to be valued as persons, for who they are, not for what they are. Within the school this respect is fostered in an atmosphere of trust, openness and sincerity, and these qualities characterise all aspects of school life and interactions between pupils, parents, teachers and management.

The founding parents were inspired by St Josemaria Escriva, the founder of Opus Dei, a personal prelature of the Catholic Church ([www.opusdei.ie](http://www.opusdei.ie)). St Josemaria's "the saint of the ordinary", teaching about the value of one's ordinary work as a stepping stone to God impacts on the school's approach to encouraging hard work, excellence and a spirit of service within the school community.

The school's concentration on an integral approach is unique, helping each pupil achieve his age-appropriate intellectual, spiritual, emotional, cultural, human and social maturity. The school's mentoring system, working in co-operation with parents, is central to this.

Rockbrook offers single-sex education recognising that this has clear advantages for its pupils. The school encourages parents to organise social events that facilitate interaction with girls in an age-appropriate way in an atmosphere of mutual respect, devoid of unhealthy peer or other pressures.

### ***The importance of character education in Rockbrook***

Currently, third-level colleges are in the process of changing an inadequate points system, and will now look at the personal attributes of students as well as their overall school performance. Top employers in ever-changing workplace environments achieve success through employing young people who show personal qualities and high level social skills, together with the so-called "soft skills". Future family enrichment for young people depends on them acquiring good personal habits such as sincerity, perseverance and a spirit of service. Therefore, it is no accident that character education is central to what Rockbrook does.

The goal of character education is to help young people to develop good habits that will enable them to flourish intellectually, personally and socially. Good habits, also known as virtues, such as diligence, sincerity, personal accountability, courage and perseverance enable a person to develop better relationships and to work better. It is these virtues which also enable young people to become better students.

A Rockbrook education places a strong emphasis on character education. The school places a lot of store on educating boys to be well-balanced young men, while ensuring that they get the academic results that they need in order to succeed. Academic learning and striving for academic excellence is a driver for character education, while the school also places emphasis on social and emotional learning. Personal attention is the order of the day with professional personal mentoring, or life coaching, constantly challenging young people to face up to responsibilities. As a young person, physical development and attitude to

personal fitness also shape the person that he is to become, these are addressed through worthwhile sporting opportunities.

Rockbrook aims to develop hard-working independent thinkers who are committed to moral principles in their lives, and who are thus more likely to do the right thing even under challenging circumstances. So character development is at the heart of the school's code of behaviour. It permeates the syllabus, the school's vertical house system or "clanns", and the many after-school clubs. An adventurous overseas trips programme, and a relatively adaptable transition year bring the focus of character education outside the classroom. The monthly character programme helps families to implement character aims at home. Regular reports on academic and personal behaviour together with personal meetings between parents and mentor each term, ensure that all work together for the long-term benefit of the student. Everyone, and not just the select few, is challenged, through character education, to become a leader in Rockbrook.

A key word in character education is that of improvement. Students seek to improve behaviour and attitudes; teachers, and also the mentors, encourage improvement in selected areas; students are encouraged to examine themselves on their own progress; while teachers and parents work together to seek improvement from the students. In this manner, the palpable family tone connecting students, staff, and parents in Rockbrook helps ensure the transformative nature of the character education programme.

### ***The role of parents***

Parents are at the heart of Rockbrook. The school seeks to reinforce the Christian values of the home. In order that parents and the school work together, Rockbrook asks parents to spend a little more time around the school and in meeting together.

The school also encourages parents to meet with teachers as often as required in order to help support the learning and teaching role of the school.

The school's unique mentoring system fosters a friendly cordial atmosphere in the school, encourages trust, and helps build a high degree of cooperation between the teaching body, parents and students in the school.

### ***Understanding the wider culture***

Giving children an adequate preparation for adult life, particularly with regard to their education in relationships and sexuality is more difficult in modern society than heretofore. The general culture no longer reflects a Christian view of society. The challenge for the school is to provide an appropriate education while ensuring students experience a Catholic culture which they can carry forward with them in life.

The school's task is not to substitute the family but rather to complete the work of parents, helping young people see relationships and human sexuality in the context of the whole person, created male and female, and in the image and likeness of God.

All teachers, including those with RSE responsibilities need to consider the wider cultural influences on our students and how these influences affect their receptivity.

There are a number of ideas in our present culture which need to be counteracted:

1. There has been a decline in a respect for traditional models of family, and for the value of life in wider society. There is widespread pressure to reduce sex to something commonplace and to commodify relationships.
2. Individualism and consumerism can rule the lives of modern young people. Modern society often promotes recreational sex and short-lived relationships. Easy access to pornography distorts young people's (especially young men's) views of each other. Commercial interests promote distorted views of the value of human life and promote the commodification of sex. Politicised homosexual movements have used an equality agenda, undermining traditional views of family.
3. A commonplace modern understanding of freedom is that of the individual following his own will, but separated from truth. Thus relativism can rule the roost. There is a widespread belief that there are neutral facts that can be presented about personal behaviours, without at the same time promoting the culture from which these behaviours derive.

In practice an RSE teacher will find that, apart from the above cultural dispositions,

- students can have a lack of appreciation of how their views can be readily formed by mass media, commercial and political interests;
- students can have an inferiority complex about ideas that coincide with the Catholic view of the world, as it has to counter a prevailing world view promoted through the mass media;
- the general student prejudice is that different lifestyles are simply an expression of different preferences, and are value-free;
- there is a lack of appreciation that a future happy family life depends on choices made during one's school years.

To counteract these cultural ideas:

1. Those involved in delivering elements of the RSE programme should find ways of alerting young people to the influence of media in their lives (teach them to question; help them be aware of the damage done by pornography; help them be aware that ideas have consequences).
2. Promote idea of binding and enduring relationships, based on giving. Remind them of how love lies at the heart of family; help them understand that love is based on giving.
3. Help them see that human sexuality is a gift from God, a good given for a purpose. Help them see the strong links between love and life.
4. Help them understand the crisis at the heart of modern civilisation: that our society has lost the sense of what man and woman are as persons, of the real gift of persons that takes place in marriage, and the true value of procreation for the couple and for society.

In implementing the RSE syllabus the school seeks to cover these approaches. Individual teachers also need

- to show how the Catholic world view is informed by Jesus Christ, who became man;
- to help young people realise that the early Christians spread their message during an age of materialistic hedonism;
- to explain how human sexuality is so closely identified with the person and deserving of their fullest care;
- to promote the value of friendship;
- to ensure young people don't judge other persons but rather to be always ready to choose the good for themselves.

## Appendix 2 Content of RSE programme in Rockbrook Park School

There are some **key ideas which should inform programme content**, and it would be important for teachers to familiarise themselves with these. These ideas include:

1. The school's task is to assist and complete the work of parents, helping young people understand their relationships with others, and see their sexuality as part of the whole person, created male and female in the image of God.
2. Love is a gift from God, who create all persons for love. Love means not seeing others as objects, but is rather a communion between persons, because each considers the good of the other as his /her own good. Love is an important source of self-giving, whereby one brings about one's own self-realisation and happiness. Love is an expression of the whole person, body and soul. A person's call to love can be fulfilled through virginal and married love.
3. Human sexuality is a good, part of the created gift of God, who created man and woman, with complementary gifts.
4. Sexuality is not something purely biological, rather it concerns the fullness of the person, in all his/her intimacy (physical, psychological, spiritual). Thus education in sexuality should always be timely (thus, age-appropriate), should be provided in the broadest context of education for love (e.g. as part of training in virtue, and always including the moral dimension)
5. Sexual activity as physical giving reaches its full meaning in exclusive lifelong commitment in marriage.
6. Chastity is a positive affirmation of the value of human sexuality, lived before (virginity) and within marriage. (Chastity is part of the virtue of temperance; it is proper stewardship of the gift of love.) Like any virtue, it requires personal struggle. The practice of chastity helps free us from selfishness, increases our capacity to give ourselves, leading to a more harmonious life.
7. Formation in chastity requires formation in the other virtues, including temperance, fortitude and prudence. Other virtues such as decency and modesty help in the living of chastity.
8. When chastity and purity are taught in the context of Religion, the importance of personal struggle, the availability of God's grace, the formation of conscience and the value of sacraments and prayer should be highlighted
9. In giving life parents cooperate in the creative power of God, and have onerous duties with regard to that new life.
10. Marriage is not just the elevation of friendship, but it includes many aspects of friendship.
11. There are a number of key good character habits at the heart of understanding and living the values outlined in the RSE programme. These include:  
*Charity, solidarity as children of God. Education in love is an overall reality; love involves respect, altruism and service*  
*Learning how to control one's feelings for others*  
*Temperance*  
*Fortitude*

*Chastity: an expression of charity, temperance, fortitude and prudence with regard to our sexuality. Requires supportive virtues of decency and modesty (an attitude of sacrifice with respect to one's whims).*

*Modesty in action, speech and dress: relates to use of mass media, tv, entertainment games. Includes respect for one's privacy and the right not to be treated as an object of pleasure, instead of being respected for himself/herself. Includes exercising self-control and restraint in one's life, if one wants to be able to live self-giving. This requires a spirit of sacrifice in families in face of consumerist spirit. All this is helped by a genuine family spirit, underpinned by faith in a loving God. Includes tempering our curiosity.*

**Materials used:** There are recommended books and materials for the school's programme. In all, materials being used teachers should ensure:

- the principle of decency is respected
- materials are positive and prudent, clear and delicate
- they avoid dramatization or role play that depicts genital or erotic matters
- they avoid oral or written exams about genital or erotic questions

Teachers also need to avoid seeking personal information about sexual questions or asking that family information be divulged.

There are other RSE programmes which teachers may seek to draw material from. In so doing teachers should be familiar with the unhelpful material that is available and how it contrasts with the material provided in the school's programme. Such **unhelpful programmes** include:

1. Programmes which treat the birth of a child as a threat.  
Such sex education is often spread by organisations that promote abortion, sterilisation and contraception, and often spread the fear of a threat of over-population to promote a contraceptive mentality. These programmes contradict the basic character elements at the heart of any programme promoting chastity, namely mastery of one's instincts; being responsible; being able to make an unreserved gift of self.  
The school programme will deal with topics such as abortion, contraception and sterilisation in conformity with Catholic moral and social teaching. Thus the moral, spiritual and health values of methods of natural regulation of fertility will be emphasised, while indicating the dangers and ethical aspects of artificial methods.
2. Programmes which provide young people with all the intimate details of genital relationships, even in a graphic way. Such programmes are invasive of a young person's right to chastity.

3. Programmes which promote the use of condoms as a means of 'safe sex'. Rather it is continence outside of marriage and fidelity within marriage that protects from contagious diseases (AIDS, STI).
4. Programmes which are underpinned by values clarification (a 1970s psychological approach to moral education). Such programmes ignore the objective morality of the moral law, and give the impression that the moral code is personal, and subject to the circumstances of the moment. Such moral education encourages permissiveness rather than self-restraint and self-mastery.
5. Programmes which treat all aspects of human sexuality as being equal, and which blur the difference between men and women. Such programmes may promote homosexual behaviour or casual sexual relationships or 'open' marriage as positive lifestyle choices, without any analysis of how permissive behaviours undermine the human personality. Some programmes are politicised in that they may promote a view of the world which denies sexual complementarity, or the role of natural parents, or have a commodified view of children. Often, in the name of providing only 'facts', such programmes treat all aspects of human sexuality as equal and effectively promote permissive lifestyles. Everyone is called to live chastity.
6. Programmes which treat of homosexual behaviour as 'equal' to heterosexual behaviour, and that promote 'coming out' as a form of expression. Such political programmes are usually underpinned by a permissive view of sex which is not in keeping with the Christian understanding of the person and with the integration of sexuality into the whole person. Rejection of such programmes should never be an excuse to treat anyone with a lack of respect or lead to any unjust discrimination against persons.
7. Programmes which treat of the difference between male and females as gender constructs imposed by society, and deny the complementarity between male and female. Such programmes are essentially political in nature and deny many aspects of the Christian understanding of the person.

## FIRST YEAR

Some students in first year are only emerging from a period of 'innocence' when they have no particular interest in sexual problems and they prefer to associate with children of their own sex. RSE should be indirect, but at the same time, not naïve. Children may have sexual information (from mass media, peers) but without any understanding of moral principles. They must be aware of the need of modesty in behaviour, a strong idea of personal space and of how to be reserved towards strangers. As boys emerge into puberty, parents should be providing their sons with more detailed explanations about sexuality in the framework of marriage, family and fatherhood. Details and sufficient information about the bodily and psychological characteristics of girls should be provided. The school can support this work by

educating in chastity, promoting ideas of fatherhood, motherhood and virginity, thus counteracting wider cultural influences. Respect for women (mother, siblings, other girls) is a vital part of this education, as is avoidance of peer groups who do not show each other this respect. At the same time a young person's moral conscience should be formed to help him exercise judgment on his feelings and emotions.

### Friendship

1. Coping with change (new school, new interests)
2. Joining a new group; appreciating difference; understanding other as other
3. Bullying is everyone's business

### Objectives

- To understand the social need within us not to be alone (we are social by nature)
- To explore the qualities in friendship (interest in others, understanding, giving)
- To see exclusion as a form of bullying
- To help students understand their responsibilities to those around them.

### Sexuality

1. The human body as the physical expression of the person. Modesty in dress and behaviour should be emphasised. This should extend to the way matters are discussed and the use of language. Coarseness of any sort should be avoided, so that respect for human sexuality as a great good is not undermined.
2. What it means to be a woman or a man. Ensure that natural tenderness and sensitivity are encouraged as well as the more clearly masculine traits. Real differences between sexes should not be ignored, but also discuss stereotypes.
3. Changes at adolescence (social, emotional and physical) – and the purpose of these changes
4. Respecting myself and respecting others (seeing them in their fullness, and not just as sexual beings). The natural desire to know and the danger of pornography.
5. Understanding our sexual powers and understanding the reproductive system as the source of new life.
6. A very basic understanding the connections between love, commitment and sex

### Objectives

- To help students understand the idea of a person (spiritual, emotional, physical inter-linkages)
- To help the students to understand the physical, emotional and psychological changes that take place during adolescence. To help the students to appreciate that these changes occur at different times and at different rates, depending on the individual
- To enable the students to clarify their information on the male and female reproductive systems, intercourse, and conception
- To broadly consider some harmful contemporary attitudes to sexuality (mainly pornography and use of others / commodifying the person)

### Outcomes

As a result of participating in these modules, students should:

- have an appreciation of what it means to be a person

- have a knowledge of the physical, emotional and psychological changes related to adolescence and an understanding of their sexual powers
- have a clear understanding of the male and female reproductive systems and their purpose
- be sensitive to the need for respect for one's own sexuality and the sexuality of others.

## SECOND YEAR

Students in second year are now adolescents and part of a peer group for whom sexuality is a common topic. At this age it is important that they receive complete and clear answers to most normal questions that may arise, realising they do not have the emotional maturity to deal with some topics in depth. There should be a strong emphasis on personal character development, on the importance of struggling to be good, on understanding how peer pressure works and how to resist it. Respect for girls, as shown in their language or behaviour, should be constantly emphasised. They should be warned about the challenges ahead in managing one's emotions. They should be alert to the power of influence for good or ill of entertainment media, and the damaging long-term influence of pornography. The beauty of chastity should be presented, thus helping young people avoid masturbation or the possibilities of sexual experimentation. Moral education should help young people understand the importance of intellect and will and how these can rule the passions/feelings.

### Friendship

1. Friendship: being good friends with others; set example for friends
2. Friendship includes, but also has expectations
3. A good friendship is never coercive; peer pressure; exerting positive peer pressure
4. Bullying: recognising and responding

### Objectives

- To help the students to reflect on and appreciate the changing patterns of friendship
- To help students realise their responsibilities to the peer group and how to exercise these
- To help the students to understand sources of bullying behaviour
- To enable the students to recognise bullying behaviour and the potential for such behaviour
- To review procedures for dealing with bullying behaviour
- To help the students to develop strategies and skills for use when confronted with bullying behaviour

### Sexuality

1. To examine the stages of development from conception to birth
2. Understanding feelings; friendships with the opposite sex
3. Respecting yourself and respecting girls.

### Objectives

- To help place sexuality in the context of love leading to life
- To encourage self-mastery in all aspects of sexuality
- To help students to differentiate between different types of relationships (parents, siblings, friendships, peer group, particular friendship, friendship with opposite sex)
- To promote awareness of the feelings and emotions associated with a variety of relationships
- To identify skills necessary for making decisions—consistent with personal values and within a Christian moral framework
- To be able to turn for support and help as required, and to know who can help.

#### Outcomes

As a result of participating in this module, students should:

- have a knowledge of the developmental stages from conception to birth
- have a heightened awareness of the emotional aspects of a range of relationships
- have developed their skills for communicating in the peer group and in personal relationships
- have further developed their capacity for reflection and decision-making skills
- be aware of the potential for danger in forming new relationships
- know how to ask for help.

### THIRD YEAR

At this age students are now mixing with others who are promoting sexual experimentation, as well as drug or alcohol use. They may be passing through a rebellious phase at home, and may be challenging the boundaries set for them (by home or school) or outlined to them as being helpful. It is important that such challenges are responded to by parents and teachers by providing good reasons for wholesome behaviour. Young people should be encouraged to view life from the point of view of where they are going, and not where they are now. This sense of vocation will give a clearer meaning and stronger reasons to behave well in the here and now. Friendships are important to them and they need to learn how to give themselves more, so as to be true friends, and not to be afraid to correct their friends when necessary.

Friendship.

1. Friendship and Relationships with others – what is important
2. Made in God's image: respect, rights, and responsibilities
3. Body image
4. Dealing with conflict

#### Objectives

- To help the students to identify the qualities they value in a relationship
- To enable the students to examine some of the priorities in relationships as depicted in a variety of media and to understand what are true priorities
- To develop skills for protecting rights and promoting responsibilities in personal relationships
- To develop awareness of the importance of respect in relationships

- To enable the students to identify possible sources of conflict in relationships
- To help the students to understand the role of Christian charity (and communication skills) in those situations
- To help students resist the cult of the body, and to understand the feminisation taking place in the wider culture

### Sexuality

1. Respecting yourself and respecting girls. Avoiding difficult circumstances
2. Marriage as a lifelong commitment, and a vocation in life
3. Marriage as an expression of love
4. Marriage and openness to life
5. The physical and emotional consequences of casual relationships

### Objectives

- To understand the need and the ways to protect one's sexuality
- To facilitate a review of the stages of human growth and development, with particular reference to manhood
- To see manhood in the context of establishing lifelong relationship in marriage
- To reflect on virginity as a positive affirmation
- To understand the how and why of relationships without a sexual dimension
- To raise awareness of the dangers of casual sexual relationships (emotional, and physical –STI)

### Outcomes

As a result of participating in this module, students should:

- have practised communication skills, skills for enhancing self-esteem and skills for managing peer pressure
- have reviewed their understanding of the adolescent stage of human growth and development as a step stone to manhood
- have identified and recognised the importance of respect, rights and responsibilities in relationships
- have an appreciation of marriage as a lifelong commitment open to life

## FOURTH YEAR

There are some key ideas to be got across during the course of the year. These include: Human love as self-giving; Love and human sexuality; Married love; love open to life; respect for life at all stages; chastity as self-giving: self-mastery, chastity in marriage; vocation to marriage; fertility control within marriage; virginity; rights and duties of parents as educators; Key virtues: decency, modesty, privacy, self-control.

### **Topics to be covered as part of PE**

Body Image; health obsessiveness; physical activity; nutrition; responding to feminisation.

### **Topics to be covered in visitor presentations**

Understanding mental health (3 hours)

Pure in Heart team (role of sex in relationships of love; peer pressure)

### **Topics to be covered as part of RE**

The moral dimension of sexuality is an important part of the treatment of these RSE topics. Wanting to be the person we can be requires that we respect God's moral laws (the Commandments, Beatitudes).

The social nature of man (friendship; introducing sex into relationships; virginity; celibacy; marriage) – 3 classes

Homosexuality (orientation and behaviour) – 2 classes

Pornography and other addictions – 1 class

Media and Politics in relation to human sexuality – 2 classes

## **FIFTH YEAR**

There are some additional ideas to be got across in classes in 5<sup>th</sup> and 6<sup>th</sup> year. These include:

Key challenges facing young people: proper understanding of friendship; distortions of sex (pornography); depersonalisation of sex (prostitution; casual sex); commodification of sex (contraception, prostitution); distortion of friendship; alcohol and sexual behaviour; sexual misbehaviour; sexual violence, promiscuity; homosexuality; sexual addictions; abortion.

Homosexuality should be discussed in terms of chastity, health and truth about human sexuality in relation to the family; difference is never an excuse for unjust discrimination; the value in not classifying people in terms of their sexuality.

Sexual perversions should not be discussed, other than in the context of dangers of pornography (physical and emotional; addictions; not seeing the person). Should there be requirements for such discussions these will be carried out on an individual basis with someone with appropriate expertise.

### **Topics to be covered as part of PE**

Body image; nutrition; understanding the importance of the whole person and seeing the body apart from that vision: 2 classes

### **Topics to be covered as part of RE**

The ideas expressed above can be integrated into the topics outlined below In 5<sup>th</sup> year or they can be treated separately, or left until 6<sup>th</sup> year.

The importance and the difficulty in forming and following one's conscience needs thorough consideration. We also must respect people who come to different understandings or viewpoints than ourselves, without feeling that our viewpoint is inadequate in any way.

Made for lifelong commitments: types of commitment: 2 classes

Marriage – a wonderful mystery: what makes marriage work: 2 classes

Valuing life at all stages – including those with disabilities, elderly: 1 class

### **Topics covered by visitors**

Pure in heart team (abstinence and waiting for marriage, love and marriage): 3 classes

Lifeworks team: the value of new life, contraception and abortion: 3 classes

## **SIXTH YEAR**

As they students move towards manhood many still will have many doubts about the value system they wish to adopt. They are ever conscious of the wider cultural influences and may have a deep reluctance to be counter-cultural. They may also express a rebellious dissatisfaction with boundaries. The role of the teacher is to present to their intellects a fully Christian view of the person and to present it as an ideal worth striving for. Students also need reminding of their fallibility, the availability of grace in their lifelong struggle, and the personal fulfilment that can result from struggle.

### **Topics for covering in RE**

What is a person; where do all relationships fit in; what part does sex play – 2 classes

Children as the fruit of marriage: fertility awareness, abstinence and continence within marriage, natural regulation of fertility – 2 classes

The value of children & responsible parenthood (including population control) – 1 class

Personal integrity; protecting one's own sexuality from influences (media, pornography, casualness in friendships) – 1 class

Personal rights, personal space, sexual assault – 1 class

Sexual difference, orientation, discrimination, prejudice and the Christian understanding of the person – 1 class

### **Appendix 3 Approaches that RSE programme in Rockbrook Park School will avoid**

The Education Act (1998) states that: A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

School management, principals and teachers have a duty to provide the best quality and most appropriate social, personal and health education for their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

**Unhelpful programmes** include:

1. Programmes which treat the birth of a child as a threat. Such sex education is often spread by organisations that promote abortion, sterilisation and contraception, and often spread the fear of a threat of over-population to promote a contraceptive mentality. These programmes contradict the basic character elements at the heart of any programme promoting chastity, namely mastery of one's instincts; being responsible; being able to make an unreserved gift of self. The school programme will deal with topics such as abortion, contraception and sterilisation in conformity with Catholic moral and social teaching. Thus the moral, spiritual and health values of methods of natural regulation of fertility will be emphasised, while indicating the dangers and ethical aspects of artificial methods.
2. Programmes which provide young people with all the intimate details of genital relationships, even in a graphic way. Such programmes are invasive of a young person's right to chastity.
3. Programmes which promote the use of condoms as a means of 'safe sex'. Rather it is continence outside of marriage and fidelity within marriage that protects from contagious diseases (AIDS, STI).
4. Programmes which are underpinned by values clarification (a 1970s psychological approach to moral education). Such programmes ignore the objective morality of the moral law, and give the impression that the moral code is personal, and subject to the circumstances of the moment. Such moral education encourages permissiveness rather than self-restraint and self-mastery.
5. Programmes which treat all aspects of human sexuality as being equal, and which blur the difference between men and women. Such programmes may promote homosexual behaviour or casual sexual relationships or 'open' marriage as positive lifestyle choices, without any analysis of how permissive behaviours undermine the human personality. Some programmes are politicised in that they may promote a view of the world which denies sexual complementarity, or the role of natural parents, or have a commodified view

of children. Often, in the name of providing only 'facts', such programmes treat all aspects of human sexuality as equal and effectively promote permissive lifestyles. Everyone is called to live chastity.

6. Programmes which treat of homosexual behaviour as 'equal' to heterosexual behaviour, and that promote 'coming out' as a form of expression. Such political programmes are usually underpinned by a permissive view of sex which is not in keeping with the Christian understanding of the person and with the integration of sexuality into the whole person. Rejection of such programmes should never be an excuse to treat anyone with a lack of respect or lead to any unjust discrimination against persons.
7. Programmes which treat of the difference between male and females as gender constructs imposed by society, and deny the complementarity between male and female. Such programmes are essentially political in nature and deny many aspects of the Christian understanding of the person.

#### **Appendix 4     Resources available in support of programme**

The school will purchase appropriate RSE teaching materials which have been identified by staff as useful and which have been approved by the Principal within the normal budgetary framework and as general school resources allow.

A list of these resources includes: Books including 'On Track', '7 Habits of Highly Effective Teens', 'Values for Thinking', 'Real Love', 'Theology of the Body', DVDs such as 'Romance without Regret', as well as articles and other resources. Approved visitors to the school include the Pure of Heart team (relationships; commitment; love, sex and marriage) and LifeWorks Education team (development of life, right to life, crisis pregnancies, facing choices).

This list of resources will be updated regularly by the SPHE /RSE team.

## **Appendix 5 Guidelines on invited guests Social, Personal and Health Education (SPHE) & Relationships (supplied by DES)**

### **INTRODUCTION**

The Department of Education and Science wishes to advise management authorities of the necessity to adhere to best practice guidelines in the mandatory implementation of SPHE/RSE in the junior cycle and RSE in the senior cycle. National and international research has consistently shown that the qualified classroom teacher is the best placed professional to work sensitively and consistently with students and that s/he can have a powerful impact on influencing students' attitudes, values and behaviour in all aspects of health education.

The SPHE/RSE programme should have a substantial skills development element and should not merely be information based. Such skills are developed over time and founded on an ongoing relationship based on trust, understanding and mutual respect. Young people flourish in an environment where there is a whole-school approach to the holistic growth of students and where there is a shared belief in their potential for development, learning and wellbeing.

### **RESPONSIBILITY OF SCHOOLS**

The Education Act (1998) states that:

A recognised school shall promote the moral, spiritual, social and personal development of students and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.

School management, principals and teachers have a duty to provide the best quality and most appropriate social, personal and health education for their students. They also have a duty to protect students in their care at all times from any potentially harmful, inappropriate or misguided resources, interventions or programmes.

### **VISITORS TO POST-PRIMARY SCHOOLS: GUIDELINES**

If schools wish to enhance or supplement SPHE/RSE by inviting visitors to the classroom precise criteria must apply. Outside facilitators who contribute to the SPHE/RSE programme can play a valuable role in supplementing, complementing and supporting a planned, comprehensive and established SPHE/RSE programme. Any such visitor or visiting group should adhere to the guidelines of good practice as set out in the SPHE Handbook Section 7 and which are condensed herewith:

- Visitors to the classroom or school, particularly those engaging directly with students, should be aware of relevant school policies including the school's child protection policy, RSE policy and substance misuse policy. Any such visit must be carefully planned in advance in line with the relevant whole-school SPHE/RSE programme(s) and policies.
- Talks/programmes delivered by outside agencies or speakers must be consistent with and complementary to the school's ethos and SPHE/RSE programme. Visits should be planned, researched and implemented in partnership with school personnel.
- Relevant teachers need to liaise with and be involved with all visitors and external agencies working with the school and the whole staff needs to be made aware of same.

- It is strongly recommended that parents should be consulted and made aware of any such visiting people or agencies to classrooms / schools.
- The school's SPHE/RSE coordinator may also help in the process of whole-school planning and coordination to support the effective implementation of SPHE/RSE.
- It is of the utmost importance that classroom teachers remain in the classroom with the students and retain a central role in delivery of the core subject matter of the SPHE/RSE programme. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issue(s) that may arise as a result of visiting people or agencies to classrooms / schools.
- The school's SPHE/RSE coordinator may also help in the process of whole-school planning and coordination to support the effective implementation of SPHE/RSE.
- It is of the utmost importance that classroom teachers remain in the classroom with the students and retain a central role in delivery of the core subject matter of the SPHE/RSE programme. The presence of the classroom teacher should ensure that the school follows appropriate procedures for dealing with any issue(s) that may arise as a result of the external input(s).
- All programmes and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programmes are best delivered by those specifically qualified to work with the young people for whom the programmes are designed.
- All programmes, talks, interventions and events should be evaluated by students and teachers in terms of the subject matter, messages, structure, methodology and proposed learning outcomes.

#### PLEASE NOTE

Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE. In light of this, schools are advised to avoid the following approaches:

- Scare tactics: Information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive.
- Sensationalist interventions: Interventions that glamorise or portray risky behaviour in an exciting way are inappropriate and can encourage inappropriate risk taking.
- Testimonials: Stories focused on previous dangerous lifestyles can encourage the behaviour they were designed to prevent by creating heroes/heroines of individuals who give testimony.
- Information only interventions: Programmes which are based on information alone are very limited in the learning outcomes they can achieve and can in fact be counter-productive in influencing values, attitudes and behaviour.

- Information that is not age appropriate: Giving information to students about behaviours they are unlikely to engage in can be counterproductive in influencing values, attitudes and behaviour.
- Once off/short term interventions: Short-term interventions, whether planned or in reaction to a crisis, are ineffective.
- Normalising young people's risky behaviour: Giving the impression to young people, directly or indirectly, that all their peers will engage/are engaging in risky behaviours could put pressure on them to do things they would not otherwise do.
- Didactic approach: Didactic approaches which are solely directive in nature are ineffective in the successful implementation of SPHE/RSE.

## **Appendix 6**

### **Responding to a request for withdrawal from the programme**

What we do if a request for withdrawal from the RSE Programme is made by a parent:

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them (Initially such discussions takes place at a meeting with SPHE Co-ordinator. The Principal may become involved if necessary.)
- We consider whether the programme can be amended or improved in a way that will reassure parents- without undermining its integrity
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education
- We will seek to minimise any potential embarrassment to a withdrawn student
- We offer the parents access to appropriate information and resources to help them in their educational task.

## **Appendix 7    Helping parents in their responsibilities**

As part of their overall responsibility in the education of their children, it is the right and duty of parents to provide sex education to their children. The school's role is a supplementary one, presuming that many parents carry out this task at home. As in all education the example given in the home is paramount. Parents also need to be aware of the need to counteract strong cultural forces which may not be supportive of the education which parents wish their children to receive, and thus the need for the strong countervailing influence of the home.

Parents should keep themselves informed of content and methodology of the supplementary education received by children in RSE or other classes, and they should never feel that this education is been given in a subterfuge way (e.g. by not having direct access to resources used). Parents have the right to right to remove their children from RSE classes, and should consult with the school if they wish to do so.

The school will seek to assist parents in their parental role by

- providing an RSE programme following a prescribed syllabus in keeping with ethos of the school
- send a letter home to first year parents in advance of the RSE element of the SPHE programme being covered in the classroom
- providing education programmes for parents in school around challenges they face (e.g. difficulties presented by social media, pornography, politicised sexual cultures; informing parents on child safety and child protection issues)
- work with Family Enrichment Ireland in promoting their family support programmes for parents. These programmes should help parents appreciate the importance of: serenity in the home; the positive presence of both parents in the life of the child; relationships of reassuring affection with their children; finding time to be with their children; allowing love to reign in the home
- encourage parents to organise social activities together so that their sons and daughters and friends can socialise in safe and supervised environments.

## Appendix 8 SPHE syllabus for 1<sup>st</sup> to 3<sup>rd</sup> year incorporating RSE programme

### SPHE SYLLABUS

SPHE – Syllabus for 1st to 3rd year addresses ten topics each year at different levels of suitability. These ten topics are:

Belonging and integrating

Self-management: a sense of purpose

Communication skills

Physical health

Friendship

Relationships and sexuality

Emotional health

Influences and decisions

Substance use

Personal safety

These topics are incorporated into a Rockbrook SPHE syllabus designed around the standard monthly character aim. As a result the monthly character aim, the school's weekly assembly and the SPHE syllabus are looking at different aspects of habits and behaviours at the same time of year, and in many cases at an appropriate time of year. SPHE teachers should refer to the DES syllabus for SPHE for further ideas, as well as to the RSE policy for the school.

#### FIRST YEAR SPHE syllabus (incorporating RSE plan)

September 1	Main themes is work. Also deal with ideas about sense of belonging to a community  Thus who am I? (creature, God's plan for creation, universe, Rockbrook, me). <b>Coping with change. Part of a new group: appreciating how all are different; understanding other as other.</b>
2	What work is: co-operating in Creation. Playing our little part.  How we do our work well: timetable, daily study plan.
3	Doing work well: calls for sacrifice. Living relationships well does also  Strengthen our character and will.
October 1	Main theme Order. Parallel SPHE theme is self-management  Working together requires rules & rules need to be respected, otherwise meaningless. Organising myself

Rules are really about respecting ourselves and others (looking after and watching out for others – understanding what bullying is)

Orderly class room

- 2 How school rules help us all; how doing jobs well help us all  
Looking after things – a sense of responsibility  
Looking after copies, books, lockers – these are an extension of us

- 3 Personal hygiene: cleanliness, clothes, changing, showering.  
Room cleanliness at home; cleanliness in classroom – working as a group. Responsibility towards others in the group

November Main theme Responsibility; Parallel SPHE is Communication skills;

- 1 Talking correctly; being a good speaker.  
How to talk correctly
- 2 Listening is a key element in communication; being a good listener
- 3 Not worrying what others think – doing the right thing (inc peer pressure around lack of decency, modesty in conversation)
- 4 Asking what God thinks – the voice of conscience in us  
Giving a hand to others, jobs at home

December Main theme Generosity include SPHE friendship topic

- 1 Christians follow example of life of generosity of Jesus and the holy family
- 2 Friendship and thinking of others; gifts and their meaning
- 3 What it means to give ourselves to others; forgetting about ourselves

January Main theme: Sportsmanship. SPHE introduction to human sexuality

- 1 Sports and exercise; Sportsmanship – sports & rules; life and rules
- 2 Human body; healthy eating; modesty; difference between the sexes – real differences and stereotypes
- 3 Physical, emotional, social changes at adolescence & purpose of changes.
- 4 Respecting myself, respecting others; the desire to know & the dangers of pornography

February Main theme Cheerfulness include SPHE emotional health ideas

- 1 Loving others shown in our effort to be cheerful & in our service
- 2 Love in marriage – an expression of the purpose of life; sexual nature of persons; reproductive system and sexual powers to give new life
- 3 Cheerfulness – being friendly and helpful at home. Include emotional health: being down, why down, speaking about it
- March Main theme Sincerity; SPHE theme of Influences and decision making
- 1 Taking responsibility for our words and actions – my word is my bond. People respect honesty.  
Honesty can be hard – a sacrifice
- 2 Sincerity: learning to trust others e.g. parents, mentor, priest  
Listening to others who can teach us right from wrong  
We need good guides in life (usually older, who can tell us where we can go wrong)
- 3 One falsehood leads to another; lies, courage, the value of honesty; beginning again
- 4 Being true to our friends; helping our friends to be true to the truth. Not allowing peer pressure determine how we act
- April Main theme: Drive and determination
- 1 Setting realistic goals and targets e.g. in study, but also elsewhere in life (e.g. developing hobbies in summer)  
Goals include not being led astray e.g. who friends are, what you do (e.g. drugs, alcohol, gambling, pornography, developing addictions)
- 2 Starting time set in concrete – timetable for study. Also timetable for sports, tv, jobs at home.
- 3 Winning the first battle: heroic minute; organising clothes and books; being independent of parents; pride in uniform; not worrying what others think.
- 4 Quality of your work (inc. homework) & how it reflects you
- May Main theme: Use of time (incl summer); TV use; SPHE personal safety, physical health and friendship
- 1 TV & Games: not being an addict; being discriminating in what you watch/do & time spent; knowing when to say no

- 2 Pornography (curiosity v common sense, we become what we watch). Looking after ourselves in real life and online. Also: road safety, fire safety
- 3 Social media; internet, chat rooms, use of time this summer – activity in the local park
- 4 Being real friends of our friends – with our parents as much as with others; use of school trips to build friendship through service

SECOND YEAR SPHE syllabus (incorporating RSE plan)

- |           |  |
|-----------|--|
| September | Main themes work. Also deal with sense of belonging to a community   |
| 1         | doing work well a duty of justice. Sense of belonging & integration. Play part in society. Help we can give our friends by being good workers. Group work. |
| 2         | Daily study plan. Sacrifice & effort needed Work gives meaning   |
| 3         | Not being led by likes/dislikes in subjects and in life. Called to love others, not to necessarily like them   |
| October   | Main theme Order; parallel SPHE theme is self-management   |
| 1         | Classroom order, respect others, do jobs in school   |
| 2         | Order: school rules help us all. Parents and rules at home   |
| 3         | Order: look after things jobs at home & at school. My room at home   |
| 4         | Personal hygiene: Issues re diet, body image, personal cleanliness   |
| November  | Main theme Responsibility; parallel SPHE are communications & physical health  |
| 1         | Talking, mannerisms. Listening to others, empathy  |
| 2         | Doing the right thing. Friends listen, friends show example. Alcohol, saying no. Dangers of experimentation  |
| 3         | Helping others; smoking, alcohol, use of time, positive interests  |
| 4         | Truth sets us free: open & honest with parents and in life   |
| December  | Main theme Generosity; parallel SPHE theme friendship  |

1	Obedience a good use of freedom. Relationship with parents, siblings & how to improve
2	Inclusive in friendships. Giving example in friendships. Being a responsible friend: helping without being asked; Christ's generosity
3	Think of others. Give time to others. Not being coercive. Recognising bullying for what it is
January	Main theme: Sportsmanship. SPHE human sexuality
1	Sports & rules; Look after self- including diet; seeing the body as part of the whole person; balance sense of body image
2	From conception to birth
3	Life the fruit of true love; keeping sexual gift for marriage. Celibacy
4	Distorted views of sexuality: TV / internet/ mags & how to respond.
February	Main theme Cheerfulness. Plus SPHE emotional health ideas
1	Understanding feelings of others. Feelings for girls. Respect for yourself and for others. Relations with siblings
2	Cheerfulness as a disposition to life. Crosses people carry.
3	Cheerfulness: the good loser. Dealing with setbacks in life: family, peer group. Our influence on others
March	Main theme Sincerity; parallel SPHE theme of Influences and decision making
1	Take responsibility for actions. Understanding this idea in peer group. Christian leadership
2	Trust in parents, mentor, God. Media presents empty heroes. Being a real hero in our surroundings.
3	Lies breed lies. Media: reality v falsity, manipulation, healthy scepticism
April	Main theme: Drive and determination
1	Setting and keeping goals in aspects of our life
2	Start homework on time; laziness, heroic minute, time a treasure, value of reading; self-presentation; ambition
3	Drugs, especially cannabis, and saying no

May	Main theme: TV & internet use; SPHE personal safety, physical health and friendship
1	Not being an addict (social media; tv; internet). Personal targets & beginning again
2	Addictions: alcohol, drugs, pornography
3	Real friends; how friends behave over the summer. Share good experiences with others.

### THIRD YEAR SPHE syllabus (incorporating RSE plan)

September	Main theme Work
1.	Doing work well. Timetable, Study. Goal setting
2	Man is God's work: special creation of man; all equal; racism;
3.	Our place in the world. Christian environmental responsibilities to the earth. Ecology.
4.	Man made with a purpose. Respecting our sexual ecology
October	Main theme Order.
1	Order
2	Disorder in the person: rivalry, bullying, jealousy all are part of the weakness in our nature
3	How others see us. What sort of person are we? How we deal with our weaknesses. How do we contribute to society (home, school, friends)?
November	Main theme Responsibility
1	Responsibility. Our role in family. Express our views. Help others to be better. <b>Responsibilities towards friends</b>
2	<b>Listening, empathy, developing skills, listen to understand</b> , express your view. Distinguish discussion v argument. Base your view on solid rock. Be ready to change when wrong.
3	<b>What is important in relationships? How are relationships managed in soaps? How should relationships be managed.</b>

4 Your part in the group. Taking responsibility in a group. Don't rush, encourage others to do the right thing. **Understanding peer pressure.**

December Main theme Generosity

1 Generosity

2 **Dealing with difficulties & conflicts with important others**

3 Generosity – self denial, giving best to others, social justice & organisations which do good

January Main theme: Sportsmanship

1 Sports & rules. Rules in life and the value of boundaries.

2 **Physical health: look after ourselves; diet, sport, dress, attractive to females. The physical isn't everything. Seeing beneath the surface. Seeing the whole person**

3. **Boundaries in our dealings with girls. Modesty. What respect means. Avoiding difficulties by being responsible.**

4. **Manhood and vocation – marriage as a lifelong commitment based on love**

February Main theme Cheerfulness; include SPHE emotional health ideas

1 Cheerfulness, despite difficulties. Crosses: mental health, disability, illness, relationships, weakness of character, being different, physical suffering and how to cope

2 Drugs, alcohol, smoking, gambling: addictions & how to respond & control. Physical dangers of drugs.

3 **Difficulties in relationships: understanding emotions; seeing the proper place of sex**

March Main theme Sincerity

1 Sincerity

2. **Practical ways to maintain and live virginity**

3. **Casual sexual behaviour and its consequences: emotional; STI; the threat against life**

April Main theme: Drive and determination

- 1 Drive and determination in our lives. Realistic ambitions. Hope
- 2 **What is family life about? Our ambition in that regard, and how it is shaped now.**

May

- Main theme: use of time; personal development
- 1 The proper place for media: social media; pornography
  - 2 Media – portrayal of people; basic ideas re image and likeness of God: beauty, goodness
  - 3 Summer time and our ambition to use it well
  - 4 Exams. Realistic expectations. God's intervention in our lives.