

SSt Joseph's Secondary School

Newfoundwell, Drogheda, Co. Louth

RSE (Relationships & Sexuality Education) Policy



Review Dates: This policy will be reviewed annually

Mission Statement.

Our school recognises that each pupil who enrolls in our school is unique and has different gifts as well as different needs. It is our wish that our pupils will leave us with enhanced self-confidence and with life skills and attitudes which will enable them to lead lives satisfying to themselves and which may contribute to the betterment of society. We recognise that a pupil's development is closely linked to a good self-image and so we strive to present the school's total curriculum in such a manner as to allow all to realise their full potential. We see ourselves as working in partnership with parents to develop the gifts and to meet the needs of all. We regard our school as an educational establishment with a Christian community characterised by care and justice.

Philosophy and context of this policy

As an Edmund Rice School, St Joseph's Secondary School seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

1. Nurturing faith, Christian spirituality and Gospel-based values
2. Promoting partnership in the school community
3. Excelling in teaching and learning
4. Creating a caring school community
5. Inspiring transformational leadership.

The approach to RSE in St. Joseph's is informed by these key elements of the Charter and is characterized by inclusiveness, care and respect. The Charter can be accessed at: <https://www.erst.ie/ethos/erst-charter-elements>

Related policies:

This policy is informed by the following school policies;

- Child Safeguarding Policy
- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- Internet Acceptable Usage Policy for students and staff
- Whole School Guidance policy
- Pastoral Care policy
- Wellbeing policy
- Curriculum Contributors policy
- RE Policy
- SPHE Policy
- Critical Incident Policy

Relevant Legislation:

- Education Act 98
- Equal Status Act 00/04
- Teaching Council Act 01/15
- Gender Recognition Act 2015

Other:

Junior Cycle SPHE subject specification 2016

Circular 0037/2010 (DoES).

Relationships and Sexuality Education: Policy Guidelines (DoES 97)

N.C.C.A

Scope of this Policy:

“RSE aims to provide opportunities for young people to learn about relationships and sexuality in ways that help them think and act in a moral, caring and responsible way”.
(Going Forward Together, The Department of Education and Science, 1997).

The policy will apply to all aspects of teaching and learning about relationships and sexuality. Discussion about relationships and sexuality also takes place in classes other than SPHE/RSE; it is therefore important that all teachers are familiar with the RSE policy.

The policy will apply to school staff, students, board of management, parents/guardians, visiting speakers and external facilitators.

This policy is subject to an annual review and will be amended in line with curriculum developments as they happen.

Definition of Relationship and Sexuality Education

Relationship and Sexuality Education is a developmental process of experiential learning which aims to help pupils 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 parents, teachers, peers, adults and the media. In Irish schools, RSE will provide structured opportunities for pupils 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 to make positive, responsible choices about themselves and the way they live their lives.”

Rationale:

Research suggests that children and young people benefit from learning about relationships and sexuality as part of a carefully planned curriculum in an age and developmentally appropriate manner. Contrary to damaging children, quality RSE acts as a protective factor because it provides a space where appropriate information can be shared, negative social norms can be addressed and young people can be supported in making healthy choices based on values of respect and care.

We live in a world saturated with images and messages about relationships and sexuality. From an early age, children have a natural curiosity and questions about these things. They are learning about RSE in their everyday lives from the media, from social interactions and conversations, as well as learning from what is not spoken about. As children and young people are exposed to different influences and information, learning about relationships, sexual health and sexual expression within a safe classroom setting has never been more important (N.C.C.A).

- The [Education Act, 1998](#) requires that schools should promote the social and personal development of students and provide health education for them.
- Section 4 of the Rules and Programme for Secondary Schools requires schools to have an agreed policy for RSE and a suitable RSE programme in place for all students at both junior and senior cycle. At Junior Cycle, the RSE programme is part of Social, Personal and Health Education (SPHE).
- Circulars [M4/95](#) and [M20/96](#) request schools to commence a process of RSE policy development.
- The effectiveness of an RSE programme is dependent on a collaborative policy process involving teachers, parents/guardians, members of the board of management and students.

Aims:

St. Josephs recognizes that the parent(s)/guardian(s) are the primary educators of the child; we aim to complement this role by implementing the RSE course at Junior and Senior Cycle levels along with *providing structures and supports*:

- To help students to develop healthy friendships and relationships.
- To promote an understanding of human sexuality.
- To promote a healthy attitude to one's own sexuality and to one's relationships with others. 4

- To promote knowledge of and respect for reproduction.
- To enable young people to develop healthy attitudes and values towards their sexuality in a moral, spiritual and social framework.

Partnership with Parent(s)/Guardian(s)

- Our school is committed to working with parent(s)/guardian(s) and acknowledges that parents have, by law, the primary responsibility for the education of their children and that the home is the natural environment in which Relationship and Sexuality Education should take place.
- Parents/ guardians have the right to be fully informed about the RSE programme and to express their views about it. A letter will be sent out to parents/guardians in advance of the lessons being taught. The letter will outline relevant topics that will be covered in the relevant year group.
- For further information parents/guardians are directed to the following: <https://www.curriculumonline.ie/Junior-Cycle/Short-Courses/SPHE/SPHE-RSE-toolkit/Relationships-and-sexuality-education-FAQs/>
- A parent(s)/guardian(s) may wish to exercise the right to have their child withdrawn from RSE. In such cases, the school must be specifically notified in writing by the parent(s)/guardian(s) if they wish their child to be withdrawn from part or all RSE classes. However, in these circumstances the school cannot be responsible for information subsequently passed on by participating pupils.

Teaching & Learning of RSE in our school:

Our aim is to provide a whole school cross curricular approach to the development and the delivery of the RSE:

The delivery of RSE in St.Joseph's is currently informed by Circular 0037/2010 and the SPHE subject specification 2016 (NCCA).

- Teachers are required to familiar themselves with circular 0037/2010 and to uphold the school ethos in respect of teaching and learning.

“The NCCA Interim Curriculum Guidelines for RSE (1996) can be accessed from the SPHE website (www.sphe.ie). Schools are required to teach all aspects of the RSE programme, including family planning, sexually transmitted infections and sexual orientation. **Elements of the programme cannot be omitted on the grounds of school ethos; however all aspects of the programme can and should be taught within the ethos and value system of the school as expressed in the RSE policy.**”

D.O.E.S Circular 0037/2010

- Management will facilitate ongoing CPD for teachers of SPHE and RSE.
- Teachers are encouraged to register with the PDST Health & Wellbeing website for details in relation to in-service.
- All teachers do not necessarily have to be experts on the issues concerned. However, teachers do need to be able to address questions or issues that may arise in a sensitive and open nature. The school will support the training and professional development of teachers delivering the programme.
- The SPHE Coordinator *will monitor the implementation of this policy* and support the development of a collaborative and professional environment which fosters positive learning experiences.
- Teachers will undertake opportunities for CPD in consultation with the SPHE Coordinator and facilitated by Senior Management.
- The approach to teaching any of the RSE topics involves the following:
 - Giving students clear information.
 - Enhancing their self-esteem.
 - Helping students to develop their communication skills
 - Assisting students to make decisions and express feelings in an appropriate way.

This programme is represents Strand 3 of the current Junior Cycle SPHE course.

This strand explores the cognitive, physical, emotional and social aspects of relationships and sexuality through a positive, inclusive and rights-based approach. The focus is on family relationships, friendships, romantic/intimate and potential sexual relationships in the future. (N.C.C.A)

Students should be able to:

3.1 explore human sexuality - what it means, how it is expressed, what healthy sexual expression might look like and the difference between sexuality and sexual activity

3.2 discuss the values, behaviours and skills that help to make, maintain and end relationships respectfully (friends, family and romantic/intimate relationships)

3.3 identify signs of healthy, unhealthy and abusive relationships

3.4 examine relationship difficulties experienced by young people in friendships, family relationships, and romantic/intimate relationships

- 3.5 explore the pressures to become sexually intimate and discuss ways to show respect for people's choices
- 3.6 communicate in an effective manner that can support responsible decision-making about relationships and sexual health that are age and developmentally appropriate
- 3.7 appreciate the importance of giving and receiving consent in sexual relationships, from the perspective of building caring interpersonal relationships and from a legal perspective
- 3.8 explain the importance of safer sexual activity with reference to methods of contraception and protection against sexually transmitted infections (STIs)
- 3.9 investigate the influence of digital media (in particular, the influence of pornography) on young people's understanding, expectations and social norms in relation to sexual expression
- 3.10 demonstrate how to access appropriate and trustworthy advice, support or services related to relationships and sexual health.

Teacher Guidance:

- **Classroom conversations:** It is important to create an environment in SPHE/RSE in which students can discuss issues/topics relating to the RSE programme openly. Teachers are expected to set appropriate limits for these conversations and to articulate as well as promote our school's ethos:
- **Answering Questions:** Students may ask questions about issues which are not included in the curriculum. On these, and on all questions, teachers should use their professional judgement, guided by the age of the students, the RSE curriculum and the RSE policy for the school.
- **Curriculum contributors:** Teachers will provide external speakers and those delivering workshops with a copy of this policy and SPHE Visitor Guidelines available from PDST Health and Wellbeing website.
- **Confidentiality:** While students should not be encouraged to disclose personal or private information in SPHE/RSE classes, there may be times when they do talk about their own lives. Confidentiality should be respected unless a teacher becomes aware that a child is at risk, in which case the appropriate action should be taken e.g. follow the procedures set down in the **Child Protection Procedures and Guidelines for Post-Primary Schools** or the **school's Substance Mis-Use Policy, notify parents etc**

Teaching and Learning Strategies

The methodologies used are expected to be child-centred and appropriate to the age and stage of development of the students. Active learning methods are favoured in SPHE and RSE to encourage engagement and learning.

Teaching methods include:

- Group Discussions
- Case Studies
- Brainstorming
- Role-Play
- Art Work
- Games; Ice Breakers
- Debates
- Project Work
- Visitors

RSE in our School Curriculum:

Junior Cycle RSE:

- RSE is taught as part of the wider SPHE and Wellbeing programme with cross curricular links to the Science and RE programmes.
- Classes receive one period of SPHE per week which include 6 lessons of RSE per year.
- The SPHE (Social-Political-Health-Education) Coordinator is responsible for the storage and sharing of resources.
- All Junior Certificate students use the book “My Life” by Stephanie Mangan published by Folens.
- The RSE programme will be based on the resource material for Relationships and Sexuality Education set out by the National Council for Curriculum and Assessment (NCCA)

RSE topics:

Communication Feelings Hygiene Positive Image – Self Esteem Sexual Language Puberty – Growing and Changing Reproduction, Conception, Pregnancy and Birth	Relationships – Family, Friends, Boy/Girl Gender Roles and Pressures Personal Safety Responsible Decision Making Teenage Pregnancy Sexual Orientations
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

First Year	Second Year
<ul style="list-style-type: none"> • Friendship • Being a friend • Recognising and respecting feelings • Female reproductive system • Male reproductive system and 	<ul style="list-style-type: none"> • Gender identity and sexual orientation • Forming relationships • Managing relationships • Healthy relationships

conception	<ul style="list-style-type: none"> • From conception to birth
Third Year	
<ul style="list-style-type: none"> • Body image • Respect in relationships • Setting boundaries in relationships • Sexual health • Relationship problems • Responsibilities of pregnancy and parenting. 	

Senior Cycle:

- Elements of both SPHE and RSE are dealt with in subjects such as Civic, Social and Political Education (CSPE), Career Guidance, Physical Education, Religious Education and Science and Wellbeing.
- TY have a timetabled 1 period of SPHE per week which includes 6 lessons specific to RSE.
- RSE is taught as a Wellbeing module in 5th year. A student specific designed programme is delivered during their Wellbeing class over an eight- week period to all students during their Wellbeing course.
- RSE is taught as part of SPHE in 6th year, with cross curricular links to the RE programme which includes 6 lessons specific to RSE.
- LCA 1 have one period of Pastoral Care with cross curricular links to other modules on the programme which includes 6 lessons specific to RSE. E.G Social studies and Religious Education.
- LCA 2 have two periods of Pastoral Care with cross curricular links to other modules on the programme which includes 6 lessons specific to RSE. E.G Social studies and Religious Education.

Topics: (Taken from Prescribed Resource Materials for RSE Post Primary- Senior Cycle Dept. of Education & Skills)

<ul style="list-style-type: none"> • Communication • Assertive Communication • Dealing with Feelings • Keeping Your Cool! • Living with Loss • Human Reproduction • Pregnancy • Human Sexuality • Family Planning • Planning for the Future • Responsible Parenthood • More Than You Bargained For • Implications of Sexual Activity • Loving Relationships • Family Life • Marriage 	<ul style="list-style-type: none"> • Gender Roles • Accepting Sexual Orientations • Sexual Harassment • When Sexual Assault Becomes a Reality • Without Consent • Sexual Abuse, Harassment, Assault and Rape • Self – awareness and personal skills • Relationship skills • Sexual reproductive health • Sexual Identity and Orientations • Parenting • Personal rights and personal
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> • Life Support • Challenging Roles • Sexually Transmitted Diseases • Implications of Sexual Activity 	<p>safety/Sexual harassment</p> <ul style="list-style-type: none"> • Being health Literate • Consent
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------

Resources/Materials and Co-curricular Learning:

- It's Your Wellbeing (Fiona Chambers, Anne Jones & Anita Stackpoole/ Mentor Publications)
- Developing Myself and Others (NWHB)
- Resource material for Relationships and Sexuality Education set out by the National Council for Curriculum and Assessment (N.C.C.A.)
- Lockers and B in CTRL developed by Webwise.ie
- Counselling and Chaplaincy Services, Guest Speakers (e.g. The Samaritans) Personal Development Seminars and Year Heads also focus on issues pertaining to SPHE and RSE.
- 'BEING LGBT IN SCHOOL' (GLEN & DoES 2016).

Formal Support Structure for RSE:

Students are supported through a pastoral care approach consisting of:

The Wellbeing Team

A core Wellbeing Team meets regularly. This team comprises staff from the departments of Physical Education, CSPE, SPHE, Guidance as well as other relevant subject departments. The school has developed a Wellbeing Programme which is being delivered to all Junior Cycle, TY & Senior Cycle students. The programme content has been informed by research carried out as part of our School Improvement Plan. The program is based on the six key indicators of learning as set out in the Junior Cycle Wellbeing Guidelines (NCCA). These indicators are as follows:

1. Active
2. Responsible
3. Connected
4. Resilient
5. Respected
6. Aware

The Wellbeing Team helps to foster an awareness that the promotion of Wellbeing is a whole school and cross-curricular responsibility. This supports the pastoral care of students as it affords the development of a teaching and learning relationship in a non-exam setting. Wellbeing class content allows for discussion of topics of concern and interest to adolescents. The active and enriching content and methodology of the programme affords the Wellbeing teachers the opportunity to get to know their group better and to build a strong relationship with them.

Guidance Counsellor

The Guidance Counsellor provides for the needs of the students under 3 integrated areas: personal/social guidance and counselling, educational and career guidance. The Guidance Counsellor is available to meet students in class groups and for individual consultation with students and/or parents on matters related to career advice and possible personal difficulties. She liaises with the Principal, Deputy Principal and other staff members and members of the Student Support team regularly, in providing this support and guidance.

Student Support Team

The Student Support Team is a visible representation of the school's understanding and valuing of each student as an individual. The rationale of the team is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning.

The team for each year group meets weekly. This working group consists of the Principal and Deputy Principals, the Guidance Counsellor, the specific Year Head and AEN coordinator. These meetings take place at 10.05am daily and are scheduled timetabled meetings. This is an important forum where the Year Head and indeed the rest of the team can raise any concerns which they may have for individual student welfare and wellbeing. Class tutors or subject teachers inform the Year Head if they have any concerns about the wellbeing of a student.

We also endeavour to have a weekly Additional Education Needs (AEN) meeting which helps to highlight students of concern. Issues may also come to light in the small group or one to one setting in which learning support classes occur.

Form Tutors

The form tutor liaises with class teachers, parents/guardians and Year Heads on a regular basis. They are an advocate for students and are a support to the Year Heads in working with large year groups.

Chaplaincy

The role of the Chaplaincy team is to assist the pastoral care system within our school.

Chaplains meet with the Student Support teams once a month for each specific year group and provide support to specific students which are identified within the care team meetings.

Assessment

The majority of assessment is formative in nature. The key points of this relate to sharing learning intentions, effective questioning, formative feedback and peer and self-assessment. Self- Assessment is key in delivery of RSE. A similar self-assessment and student reflection task or sheet would be given at the end of each module. This is directly linked to learning outcomes. Student reflection is encouraged and facilitated by the teacher at the end of each topic, activity and/or class.

How Student Voice incorporated into the classroom and planning for the subject

This policy has been drafted in consultation with the Student Council/Student body

The student voice is central to the approach to teaching and learning. It has been found that active learning methodologies coupled with utilization of formative assessment methodologies helps in terms of raising the overall student voice in lessons.

Ethical/ Moral Considerations

Answering Questions

While it is important to create an environment in SPHE/ RSE classes in which issues can be discussed openly, teachers may not be able to answer all questions asked by students and can set appropriate limits. When deciding whether or not to answer questions, teachers should use their professional judgement, considering the age of the student, the RSE curriculum and the RSE policy.

Confidentiality

Confidentiality will be respected unless a teacher becomes aware that a student may be at risk of any type of abuse, in which case the matter must be referred to the Designated Liaison Person (DLP), Mr. Savage and in his absence the Deputy Liaison Person (DDL) Mr Traynor or Ms. Kelly (depending on the yearly rotation of the DDL) for child protection. Teachers should inform students about the legal limits of confidentiality. Students cannot be given a promise of absolute confidentiality. Teachers should indicate clearly to students when the content of a conversation can no longer be kept confidential. The school's Child Protection Policy will be fully adhered to at all times.

Sexual Activity

When addressing the issue of sexual activity, teachers should use their professional judgement, guided by the age and emotional maturity of the students. It is advisable for teachers to give students information on the age of consent which, according to the Criminal Law (Sexual Offences) Act 2006 is 17 years of age for both males and females.

Family Planning

The post-primary RSE Curriculum Guidelines state that the subject of family planning should be covered in the Senior Cycle RSE programme.

Sexual Orientation

The post primary RSE Curriculum Guidelines include the subject of sexual orientation. The Equal Status Acts 2000 - 2011 and the Equality Act 2004 prohibit discrimination across nine grounds, including sexual orientation. Teachers do not promote any one life style as the only acceptable one for society and therefore it is inevitable and natural that LGBTI+ will be discussed during a programme of sex education. All discussions should be age appropriate and taught as an opportunity to address prejudice and promote inclusivity.

Additional Educational Needs

Students with additional needs may need further explanation than others in coping with the physical and emotional aspects of growing up. An emphasis in learning to differentiate between acceptable and unacceptable behaviour for the purpose of self-protection will need to be conveyed using appropriate language.

Monitoring of Policy

The implementation of the RSE policy will be monitored by the SPHE and Wellbeing Department, Wellbeing Coordinator, Guidance Department, School Chaplain, Student Support Team and where deemed necessary by the Principal or the Board of Management.

Evaluating and Reviewing the RSE Programme

The school and Board of Management will review this policy periodically.

This policy was reviewed on

Signature: Chairperson of the Board of Management: Emma Coffey

Date: 28/03/23

Signature: Principal & Secretary to the Board of Management: Paul Savage

Date: 28/03/23

**TO THE PRINCIPALS AND BOARDS OF MANAGEMENT IN POST- PRIMARY
SCHOOLS**

RELATIONSHIPS AND SEXUALITY EDUCATION

1. Introduction

- 1.1 The purpose of this circular is to remind schools of their obligations to:
 - (a) develop a school policy in regard to Relationships and Sexuality Education and
 - (b) implement a programme in this area as an element of Social Personal and Health Education at junior cycle, and as an RSE programme in senior cycle.
- 1.2 Circulars M4/95, M20/96, M22/00, M11/03 and M27/2008 refer, all of which are available at www.education.ie. These circulars require schools to develop a Relationships and Sexuality Education (RSE) policy and programme, and to implement them for all students from First Year to Sixth Year.
- 1.3 Schools have a responsibility under Section 9 (e) of the Education Act 1998 to promote the moral, spiritual, social and personal development of students and promote health education for them, in consultation with their parents, having regard to the characteristic spirit of the school.
- 1.4 Regard must also be had to Section 30 (2) (e) under which a child may not be required to attend instruction in any subject which is contrary to the conscience of the parent of the student, or in the case of a student who has reached 18, the student.
- 1.5. Access to sexual and health education is an important right for students under the terms of the Article 11.2 of the European Social Charter. The Council of Europe
European Committee of Social Rights, which examines complaints regarding breaches of the Charter, has indicated it regards this Article as requiring that health education “*be provided throughout the entire period of schooling*” and that sexual and reproductive health education is “*objective, based on*

contemporary scientific evidence and does not involve censoring, withholding or intentionally misrepresenting information, for example as regards contraception or different means on maintaining sexual and reproductive health.”

The Department’s Lifeskills Survey and a recent Dáil na nÓg study *Life Skills Matter – Not Just Points*, which is available at www.omcya.ie have highlighted low levels of implementation of RSE in senior cycle.

Development and implementation of an RSE Policy

- 2.1 Schools are required to have a policy for RSE which has been developed in consultation with teachers, parents/guardians, members of Boards of Management and students. The Student Council should be involved in the consultation process where an RSE policy is in development, and made aware of the policy, if the development of a policy has been completed. Guidelines for the development of an RSE policy are at www.education.ie (press Education Personnel, and see School Policies and Plans on left column).
- 2.2 The RSE policy should reflect the core values and ethos of the school as outlined in the school’s mission statement. Spiritual, moral and ethical issues may arise when teaching RSE. The school’s RSE policy should guide teachers in the treatment of such issues, in accordance with the ethos of the school.

3 Delivery of an RSE Programme

- 3.1 Schools are required to teach RSE as an integral component of Junior Cycle SPHE up to Third Year, as outlined in the Junior Cycle SPHE Curriculum Framework produced by the National Council for Curriculum and Assessment (NCCA, 2000). Schools are also required to teach Senior Cycle RSE even in the absence of a timetabled SPHE class.
- 3.2 The NCCA Interim Curriculum Guidelines for RSE (1996) can be accessed from the SPHE website (www.sphe.ie). Schools are required to teach all aspects of the RSE programme, including family planning, sexually transmitted infections and sexual orientation. Elements of the programme cannot be omitted on the grounds of school ethos; however all aspects of the programme can and should be taught within the ethos and value system of the school as expressed in the RSE policy.
- 3.3 Teaching resources for Junior Cycle and Senior Cycle RSE were developed in 1998 and 1999. They are available on the SPHE website (www.sphe.ie) A new resource to support the teaching of RSE at Senior Cycle - the TRUST (Talking Relationships, Understanding Sexuality Teaching) Resource is available to teachers attending Senior Cycle RSE training. The resource consists of a dvd and 20 accompanying lessons. It covers the topics of relationships, fertility, contraception, sexually transmitted infections and sexual orientation. It

provides valuable support for teachers and schools and should assist in ensuring consistency of treatment of Senior Cycle RSE.'

- 3.4 Given the sensitivity of some aspects of RSE, schools are advised to avail of the RSE and SPHE training offered through the SPHE Support Service. (www.sphe.ie, Marino Institute of Education, Griffith Ave, Dublin 9, phone 01-8057718, fax 01-8535113, email sphe@mie.ie)

4 **Social Personal and Health Education in Senior Cycle**

- 4.1 **Please bring this circular to the attention of teachers and members of the school board of management.** This circular may also be accessed at www.education.ie under Education Personnel/Circulars

- 4.2 **Schools will be asked to confirm in 2010/11 that an RSE programme is being provided (a) as an integral part of SPHE for each year of Junior cycle, and (c) as a programme within senior cycle.**

Margaret Kelly Principal Officer

Qualifications, Curriculum and Assessment Policy Unit September 2010.