



Le Chéile Secondary School

# **RSE PLAN**

**RSE PLAN 2018-2019**

## **RATIONALE**

### **The Le Cheile Secondary School Ethos**

Le Cheile Secondary School is a secondary co educational school under the trusteeship of the Le Cheile Trust.

This school is ideally placed in the context of a community where Christian values are accepted and the dignity of persons respected. This community exists to promote the total education; spiritual, intellectual, creative, emotional, physical and social of the students in its care and to provide them with the requisite skills, both academic and technical that will prepare them for their future roles in life.

The Le Cheile school community creates a warm and caring and supportive atmosphere where students, teachers, parents and management are encouraged to develop and realise their potential. The atmosphere within the school energises teachers and staff to fully use their gifts in the best interests of the students.

Schools have an obligation to teach Senior Cycle RSE (6 classes a year), even in the absence of a timetables SPHE class. The NCCA has developed a curriculum framework for SPHE at Senior Cycle.

Section 1.5.1 of the Child Protection Procedures states, "All post-primary schools are also required to have a Relationships and Sexuality Education (RSE) programme at senior cycle.

The Board of Management recognises their responsibility to ensure that RSE programme is taught throughout junior and senior cycle. All teachers must be aware of the RSE policy.

## **DEFINITION OF RSE**

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.

Building on the work done in primary school, Relationships and Sexuality Education (RSE) at post-primary level seeks to provide opportunities for young people to learn

about relationships and sexuality in ways that will enable them to think and act in a moral, caring and responsible way.

## **RSE Aims and Objectives**

### **Aims**

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

Linked to SPHE:

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

With such support, students may be enabled to participate as active and responsible adults in the personal and social dimensions of society and to make responsible decisions that respect their own dignity and others. There is a growing recognition that RSE and SPHE (delivered to our junior cycle students) is as important as any other area of the curriculum.

### **Objectives**

RSE should enable the students to:

1. explore personal thoughts, values, attitudes and feelings about relationships
2. develop an understanding of the different types of relationships, what is important in them and the skills to enhance relationships
3. promote empathy with others who have different cultural values, attitudes and beliefs about family, relationships, sex and sexuality
4. develop students' knowledge, understanding and skills in support of sexual reproductive health
5. develop students' understanding of sexuality and sexual orientation and the importance of an inclusive environment
6. develop personal and interpersonal skills which support beginning, maintaining and ending relationships

7. develop skills for coping with peer pressure, conflict and threats to personal safety

RSE connects closely to Social, Personal, and Health Education (SPHE) that provides students with a unique opportunity to develop the skills and competence to learn about themselves and to care for themselves and others and to make informed decisions about their health, personal lives and social development.

- acquire the understanding and skills necessary to form healthy friendships and relationships
- develop a positive sense of self-awareness and the skills for building and maintaining self-esteem
- become aware of the variety of ways in which individuals grow and change especially during adolescence and to develop respect for difference between individuals
- understand human physiology with particular reference to the reproductive cycle, human fertility and sexually transmitted infections
- understand sexual development and identity and explore aspects of sexuality including sex role stereotyping, gender issues and cultural influences on sexuality
- value family life and appreciate the responsibilities of parenthood

### **SPHE AND THE SCHOOL ETHOS**

The aims of RSE and SPHE curriculum contribute to the overall ethos of Le Cheile Secondary School in promoting the holistic development of our students.

### **CLASS ORGANISATION AND TIMETABLING**

Circular M11/03

All second level schools must timetable Social, Personal and Health Education (SPHE) as part of the Junior Cycle Core Curriculum from September 2003. The time allocation recommended is the equivalent of one class period per week.

Circular 0037/201

All second level schools must implement Relationship and Sexuality Education (RSE) as an element of SPHE at junior cycle and as an RSE programme in senior cycle, even in the absence of a timetabled SPHE class. The time allocation recommended is six periods of 40minute classes per year.

All junior cycle classes, 1st, 2nd and 3rd year are timetabled one class of SPHE per week. Junior cycle RSE Programme is delivered by visiting facilitators.

SPHE is not a timetabled class for Senior Cycle students but these students receive a two day block course of RSE each year at senior cycle. Le Cheile Secondary School has moved to one hour classes and are committed to providing four one hour classes in 2019 thus increasing RSE time at senior cycle.

Students receive SPHE related teaching in their dedicated class tutor groups. Teachers who are allocated SPHE and at senior cycle RSE teach the class from 1st year until 6th year where possible. All RSE/SPHE teachers where possible have the SPHE/RSE class for another subject due to the importance of the teacher-student relationship.

The Principal is committed to timetabling a block RSE Programme for Senior students in April 2019. Junior students receive RSE training during SPHE by guest facilitators.

### **Child Protection**

Child Protection Procedures 2.1.6 state “In all cases where a school becomes aware of underage sexual intercourse the school should take appropriate steps to inform the child’s parents”. The age for consent is 17 for boys and girls for heterosexual and homosexual sex. All students of RSE are made aware of the limits to confidentiality that should a teacher become aware that a student is at risk they are obliged to pass this information on to the DLP. However should a student who is not at risk choose to confide in a teacher about something, the teacher and should keep this information to him or herself.

## **STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

### Three Tier Support Structure

Teachers are aware that there is now a three tier support structure within the school that ensures there is support for all at classroom level.

For learning activities to be meaningful, relevant and achievable for all students, it is important that the teacher find ways to respond to students diversity by using differentiated approaches and methodologies. In consultation with the JCSP Coordinator and the SEN Coordinator the following strategies will be used:

- Ensuring that the objectives are realistic for students and ensuring that the learning task is compatible with prior learning
- Pre-teaching concepts by the resource teacher where applicable
- Co teaching or withdrawal of students with SEN for pre-teaching/reteaching concepts
- Providing opportunities for interacting and working with other students in small groups
- Spending more time on tasks and organising the learning task into small stages
- Ensuring that language is pitched at the students level of understanding and does not hinder understanding of the activity
- Using task analysis, outline the steps to be learned/completed in any given task
- Posing key questions to guide students through the different stages/processes and to assist in self direction and correction
- Teacher to check for understanding
- Using graphic symbols as reminders to assist students in understanding the sequence/steps in any given task/problem
- Modelling task analysis by talking through the steps of a task as it is being done
- Having short and varied tasks
- Creating a learning environment through the use of concrete and where possible everyday materials
- Displaying word lists and laminated charts with pictures.
- Role play would be emphasized here as a learning tool where appropriate for scenarios of acting out situations such as an understanding of 'public' and 'private' and 'safe' and 'unsafe' situations.
- Meet with students individually or in a group to check understanding and unpack any issues that may arise for the student(s).
- Teacher responsible for assessing/monitoring student progress. An example method: gather sample of work and refer to SEN Coordinator for review.

## **CONTENT AND TEACHING METHODOLOGIES**

Through participation in the SPHE Programme the student will encounter a wide range of issues through a variety of experiences. These issues will be addressed in ten modules, each of which appears in each year of the three year Senior cycle. The emphasis will be on building skills, understanding, attitudes and values important in all these areas.

### **Themes of RSE at Post-Primary Level:**

#### **1. Human growth and development**

(Fertility/reproductive organs/family planning/pregnancy/development of foetus/STIs)

#### **2. Human sexuality**

(Gender/sexual orientation/attitudes and values/making choices/sexual harassment and abuse)

#### **3. Human Relationships**

(Peer Pressure/conflict resolution/loving relationships/marriage and commitment/importance of family life)

### **Learning in RSE**

RSE will incorporate the physical, emotional, mental and spiritual dimensions of the lives of young people.

Using the ASK model to provide students with opportunities to develop their

**A**ttitudes and values,

**S**kills and

**K**nowledge

Teaching methods must be of an experiential nature with the emphasis on discussion, reflection and classroom participation. These teaching methods will be student entered and appropriate to the age and development of the student. The class atmosphere must be one of respect and privacy of the individual teacher and student hallmarked by sensitivity and care; where the student feels that they are participants in a safe environment. A respectful code of conduct is expected from all participants. Every class group establishes ground rules which are referred to

throughout the workshops. Any breach of this may result in the removal of the student from the class. To date this has never been necessary in this school.

**Teaching Methodologies may include:**

- Group work
- Role play
- Brainstorming
- Icebreakers
- Simulation
- Narrative expression
- Walking debates
- Project work
- Art work
- Multi-media materials
- Case studies
- Visiting speakers

The Department of Education and Skills recognises that each school has flexibility to plan the RSE Programme in harmony with the students needs and schools resources. LCSS realises its obligation to provide an RSE programme for its students and that no aspect of the programme can be omitted on the grounds of a schools' ethos taught within a framework of values and morality consistent with its ethos.

Le Cheile Secondary School recognises that the primary responsibility for the moral, spiritual, social and personal development of the children lies with their parents. Le Cheile as a new school is committed to creating a tradition of supporting parents in this role and SPHE is seen as building on this.

**CROSS CURRICULAR LINKS**

The following subject areas form the cross curricular links with the RSE Programme:

- SPHE
- P.E.
- Science
- R.E.
- CSPE
- I.T.
- English



## **Transition Year**

Transition years at Le Chéile secondary school study Law every year as a 10 week module. As part of this module, the area of sexual consent is examined and studied through case law. Legal cases from Ireland, England, Australia, New Zealand, America and South Africa are studied and pupils learn the various situations that negate consent, according to legislation and precedence.

A further lesson is taught afterwards and within this lesson, the moral question of consent is discussed in small groups and on a whole class basis. A number of individual and small group activities also take place.

## **Resources and Accommodations**

A limited budget is available for RSE and is used to purchase resources and textbooks and to accommodate workshop facilitators and guest speakers.

### **Resources include:**

**[www.sphe.ie](http://www.sphe.ie)**

RSE Curriculum Guidelines

RSE Policy Booklet

RSE Parent Booklet

Junior Cycle RSE Resource Materials

Senior Cycle Resource Materials

**[www.healthpromotion.ie](http://www.healthpromotion.ie)**

You Can Talk To Me

Busy Bodies

The Facts

Leaflets-STIs, Contraception, Pregnancy etc

### **TRUST**

Talking

Relationships

Understanding

Sexuality

Training

### **Supports for Teachers**

Policy

Parents

Resources

Team Approach

Whole School Environment

**[www.sphe.ie](http://www.sphe.ie)**

PDST-Health and Wellbeing

DES Syllabus and Guidelines  
Growing Up textbook  
Healthy Living/Healthy Times/Healthy Choices workbooks  
On my Own Two Feet  
Before You Decide  
Trust  
HSE leaflets and DVDs  
Growing Up LGBT  
Belong to Stand Up  
Mental Health Matters  
Working Things Out  
Body Whys  
Up to Us  
Marie Keating Cancer Awareness Pack  
Teaching about consent at key stages 3 and 4  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk) (Consent)

### **Staff development and subject development**

The value placed on RSE by the school will be evident by the commitment on the part of management to developing a core of trained RSE teachers preferably gender balanced and to appointing an RSE/SPHE coordinator.

In career development is an integral part of this programme. Management is responsible for responding to the relevant expressed and perceived training needs of RSE teachers and whole staff.

The SPHE Coordinator 2018-2019 is: Mr Gordon Park

The core RSE teaching team includes Ms OBrien, Mr Park, Ms Cowley with SEN RSE and MS O'Shea training in LGBT. It is the aim that all RSE teachers will have undertaken RSE in-service training.

### **Training details:**

Ms. OBrien:

Art Teacher, AP1, Child Art Psychotherapist, UCD Mater Child guidance (1:1)

- Introduction to SPHE October 2015.
- Student Mental Health, Whose Business is it anyway? November 2014
- Parents Plus, advanced practise, 2015.
- Parent Plus in school setting advanced practise: September 27th 2018
- RSE, April 2018

- Up to date Child Protection training

Mr Park

Mental Health days 1&2 (PDST)

Cognitive Mindfulness Therapy Training (Canada)

.b Mindfulness Training (Ireland)

Ms Cowley:

Art Teacher

- FETAC Level 9, Friendship Relationship Sexuality Education Programme FRSEP for young adults with Intellectual Disabilities: Callan Institute, 2010.

Ms Clodagh Carey

Guidance

- Introduction to SPHE
- RSE (Junior & Senior Cycle)
- Mindout Training

The school aims to request for support from the PDST and the Health and Well-being team supports the RSE teachers throughout the year during school visits.

## **Confidentiality and Referrals**

### **Participation**

It is a legal requirement of schools to provide RSE to students at Junior and Senior Cycle. Each parent has a right to withdraw their child from some or all RSE classes but parents are encouraged to provide alternative RSE at home. The school will respect this choice as their right. It will be necessary for parents opting out of RSE to make suitable arrangements with the school management for the welfare of their child at these times. Where students are withdrawn for RSE the school cannot take responsibility for any versions of class content passed on to them by other students. Parents must meet with the Principal in person to discuss their decision to withdraw their child from the RSE module in September of each year. There is a section in the students journal which draws parent attention to the matter.

### **Sensitive Issues**

Group discussion will be of a general nature, and will not be personally directed at any person, in accordance with the agreed class ground rules. Inappropriate questions will not be answered by the class teacher, or from student to student. Only

questions directly pertinent to the lesson content will be addressed in class. The RSE facilitators may also exercise his or her own professional judgement in checking whether to answer the question privately after the class has finished. Should a teacher be concerned about a matter that has been raised he/she should seek advice from the Guidance Counsellor or the Principal without identifying the student.

The teacher has the responsibility to set clear boundaries to ensure the classroom is a safe place for everyone, including themselves. While there are no definitive guidelines, the teacher should bear the following in mind when making decisions about where to set limits:

- Age of student
- School ethos
- Schools RSE policy
- RSE Curriculum Guidelines.

### **Referral**

While it is acknowledged that the teachers have a professional obligation to impart the RSE course content, the needs of students will be addressed in a caring and supportive manner. Where it is appropriate, the teacher may refer students to other supportive links within the school. As far as possible this should be done in negotiation with the student. The teacher may inform the class group of external devices relevant to the class material. This should be done within the context of the Le Cheile Secondary School ethos. RSE teachers where in doubt as to a course of action, are encouraged to discuss the issue with the Guidance Counsellor or the Principal without identifying the student.

### **Confidentiality**

While an atmosphere of trust is a pre-requisite of RSE class, the following limits of confidentiality must be observed. These limits are:

- Child abuse-physical, emotional, sexual, neglect
- Intention to harm self or others
- Substance misuse
- Underage sexual intercourse

Any disclosure will be reported to the Designated Liaison Person in compliance with the Child Protection Policy.

RSE teachers will inform students of the limits of confidentiality at the beginning of the year, remind them at necessary points throughout the year and where possible before making a disclosure.

## **Visitors**

Circular 00123/2010

National and international research has consistently shown that the qualities of the classroom teacher is the best placed professional to work sensitively and consistently with students and that he/she can have a powerful impact on influencing students attitudes, values and behaviour in all aspects of health education.

Research findings indicate that the following teaching approaches have limited effect and are counterproductive to the effective implementation of SPHE:

- Scare tactics and sensationalist interventions
- Testimonials
- Information only interventions
- Short term/once off interventions
- Outside speakers can be a resource when used as part of a schools planned programme for SPHE/RSE

Facilitators have been brought in to deliver RSE to junior cycle students to date. As the school has had only one senior cycle to date the RSE Programme has only been delivered at the end of the 2017-2018 school year. Visiting speakers were not called upon but should the situation arise they would be viewed as complimenting and supporting the RSE Programme. It is imagined that visiting speakers would only be invited should there be a specific need identified.

## **Protocol for inviting Guest Speakers**

Teachers inviting these speakers must:

- Inform the Principal in advance
- Make the speaker aware of the ethos and SPHE Policy of the school
- Agree the content of the presentation
- Do preparatory and follow up work where possible
- Remain with the class group during the visit

## **Parents**

The school accepts that it is in the interests of all parents that the child grows up in a healthy and mature fashion. The school will strive to keep parents informed of the

contents of the RSE Programme. The RSE Policy is available online at [www.lecheilesecondaryschool.com](http://www.lecheilesecondaryschool.com) and notifications regarding reviews are also published online.

The involvement of parents at the core of every aspect of RSE gives it extra impetus, depth and validity and from time to time training and/or input and development opportunities will be offered to parents in certain aspects of RSE.

### **Whole Staff**

This policy will be available for all staff in the school by its inclusion with the Policy Documents, which are kept in the Principals office. Copies will be given to each teacher of RSE by the SPHE Coordinator.

The school aims to apply for support from the PDST and the Health and Well-being Team supports the whole staff throughout the year during Croke Park hours.

### **Assessment, Record Keeping and Reporting**

Due to changes in the way personal information is treated we are no longer in a position to store students RSE folders. The RSE folder contains worksheets, hand outs and a reflective journal that the students complete at the end of each section. At the end of the RSE module every student completes a review and an anonymous evaluation form for students to submit to the RSE teacher. The folders are kept by the students.

RSE students are given a certificate of attendance at the end of the two day module. Parents may meet with RSE teachers at Parent Teacher meetings.

The RSE team meet four times per year to review, plan and evaluate and keep up to date with CPD in relation to RSE in the school. Minutes of all meetings are recorded and contained in the SPHE Subject Planning Folder.

### **Whole School Support for RSE and SPHE**

While specific teachers are trained and charged with the responsibility of delivering the programme, we see each other as a teacher of RSE and SPHE in that he/she may from time to time see opportunities to promote healthy lifestyle and encourage responsible and mature decision making. There is generally a whole school approach to key areas of RSE, SPHE and Wellbeing in the school year. Certain topics or issues are covered e.g. Angel programme for first and second years, Friendship Week, Healthy Eating Week and Mental Health Week.

## **Review and Evaluation**

The RSE course is never static and must be examined and evaluated regularly and adapted to the needs of the students. The RSE programmes and policy will be reviewed and evaluated on an annual basis by the RSE and SPHE team.

The opinions of students will be included and SPHE teachers will communicate with the Student Council. The opinions of parents will also be included and SPHE teachers will communicate with the Parents Association. The opinions of management will be included and the SPHE coordinator will communicate with the Principal and the Board of Management.

## **Appendix A**

Summary of what Le Cheile Secondary school provides both formally and informally to promote the holistic development of students.

### **Courses**

Junior Certificate JC  
Leaving Certificate LC  
(JCSP)  
(TY)

### **Supports**

Guidance Counsellor, Chaplin, Attendance Officer, Behaviour Support, Pastoral Care Team, Special Needs Assistant, Parents Association, Student Council, Class Prefects, Mentors, Awards, Whole school events and activities



## **RSE PLANNING**



## MINUTES OF MEETINGS

### *PLANNING Meeting: Recording Template*

#### **Planning Meeting Record**

**Area:** RSE Senior Cycle Module

**Date:** Monday 28th May

**Present:** Erin OBrien and Gordon Park

#### **Apologies:**

#### **What did we discuss?**

- First Senior Cycle RSE module delivered in the school
- Facilitator evaluation: what worked well, what could be improved, what needs to be worked in the scheme
- Timing
- Attendance
- Student participation
- Suitability of content
- SEN students review
- Activities
- Learning environment
- Materials and equipment
- GDPR
- Student evaluations
- Feedback to students pertaining to their evaluations

#### **What did we decide?**

- Experiment with smaller group sizes dependant on timetabling availability. A few of the younger senior students were skittish at times early in the delivery of the programme. These few incidences were managed well through a variety of teaching tools such as tactical ignoring, adapting coursework material and simply changing things up. RSE modules can be difficult on students without much prior knowledge and we felt that smaller class groups would facilitate more people in this regard.
- Smaller groups provide a safer environment allowing students to open up or express themselves more freely making the experience a much more worthwhile and valuable experience.
- We felt the timing of each component of the module was well paced and at times a little too fast. The smaller group numbers in the next delivery of the course will assist in this regard.

- Attendance at the course was excellent. Students appeared eager to attend and presented in a good frame of mind.
- Students participation in group work and class discussion was excellent. We felt that they appeared for the most part relaxed and at ease with the facilitators having built a good relationship over many years. They seem to take on board that we were not there in the same capacity as in regular class and seem to have the maturity to recognise and respect this.
- We felt that the content seemed to fit with the overall group of students and possible needs (see Student Evaluation Report) The RSE Programme needs to be continually reviewed and dependant on what topics are covered in RSE at Junior cycle. An idea was to create an anonymous survey monkey prior to the next RSE programme to ascertain what course content our students are particularly interested in. The disseminated information would be fed back to the students for further review.
- We spoke with the SEN students separately before, quietly during and after the modules were delivered. Parents were phoned well in advance of the announcement of the module for various checks. Parents were able to prepare their son/daughter in advance of the class. We felt this procedure/protocol worked well.
- Continue to build effective class content to engage our students, individual and group work with flexibility to allow student led and peer teaching.
- The learning environment was amply furnished with appropriate technical equipment. Tables were moved to one side of the room with chairs laid out in a circular format. This allowed students to move around feely during walking debates etc.
- We used technical equipment to compliment the programme content. There was a sound failure in the first room. Videos were shown later in the day once a missing cable was located with alternative material covered. The room became too hot despite open windows into the courtyard. We moved to an alternate room for day two of the programme. Smaller groups will assist in this regard moving forward.
- Due to GDPR regulations students were asked to put their notes and materials in their locked lockers. How can we ensure that the booklets are brought back for the second day of the RSE programme?

- Student evaluation forms were given at the end of the module. The information was disseminated for the students and feedback to them via a message in schoology:

### **Feedback from evaluations to students**

*Hi all,*

*June 2018*

*I hope you are enjoying your first full week of holidays. Following up here on your RSE workshops. I attached two images of supports services and sexual health support services. Have a read and you know what is there should you ever require information from them.*

### **Evaluations**

*Thank you for taking the time to complete your evaluations. They are really helpful in designing the next stage of your course work in RSE.*

### **A synopsis of the anonymous feedback:**

*You liked the openness and way you could talk about things that you sometimes feel are too difficult to talk about; that you were given the knowledge you need for now, you found the whole course respectful in the way everyone interacted with each other, you liked the group work and topics covered, some of you felt that you knew a lot about the topics already, you would have liked more time, and more scientific information and some would have preferred if the module was delivered into small groups, some of you would like more quizzes and more videos.*

*The RSE team have taken all of what you wrote in your evaluation forms on board and will adjust the course accordingly. Thank you for the brilliant ideas.*

*Have a good summer, keep it simple and build happy memories. Remember, you can always take that imaginary walk through the wood, find the cottage, walk in, see the chest with your name on it, open it and take a look at all your skills and achievements, framed photos of the good times. When it is time to leave, take one or two items from the chest with you, close the lid and leave. A place you can always go to when times are a bit more challenging. You are unique, you are you, you are just right.*

### **Who will do what for the next meeting?**

- Revise folders for students notes, handouts and leaflets

- Revise and devise schemes for TY, fifth and sixth years that best suit the needs of the groups.
- Research new ways to deliver the material (Vinegar and water test/STI)
- Design new RSE programme completion certificates
- Plan groups, numbers, dates and times
- Identify students with SEN
- Organise best possible rooms to use dependant on timetabling
- Identify new staff with RSE training

### **What will we discuss at the next meeting?**

- Progress of action required
- Review schemes
- Final dates for RSE at Senior Cycle 2018-2019 (with the Deputy Principal)
- Dates to contact parents
- CPD and any further training opportunities
- Survey students after training programme for example, had any of their behaviour changed online
- Review

**Date of next meeting:** Monday 26th November 2018



## **DES INSPECTIONS**



## **RSE TEMPLATES**

## **Template Message to Parents**

Dear Parent/Guardian,

RSE block course for your son/daughter (Senior Cycle) will take place on XXXX and XXXX, X & X of XXXX 20XX. The content of the RSE Programme can be viewed on [www.sphe.ie](http://www.sphe.ie). Our school RSE Policy is available on our website [www.lecheilesecondaryschool.ie](http://www.lecheilesecondaryschool.ie). Alternatively you are welcome to discuss and/or view content here in school; please phone to make an appointment.

## **SEN**

Parents of SEN students will be phoned individually to discuss how best to proceed with their son/daughter. The RSE teacher will invite the parent to meet to give an overview of course content including materials or it can be explained over the phone if that isn't possible.

# LOOKING BACK, LOOKING FORWARD

## WORKSHEET 1



### RSE SENIOR CYCLE: EVALUATION

Rate the RSE lessons by marking the appropriate box, using the scale below

1 = Not helpful,    2 = Fair,    3 = Good,    4 = Very good,    5 = Excellent

- Content of RSE lessons (topics and key messages)

1

2

3

4

5

- Way of working (e.g. group work, worksheets, discussions, walking debates)

1

2

3

4

5

- Usefulness of the lessons (for me in my life now and into the future)

1

2

3

4

5

- 1 What did you enjoy about this module/programme, e.g. the topic, way of working?

- 2 What are the three key things you learned?

- 3 How could the programme/module be improved?



# SEXUAL HEALTH SUPPORT SERVICES



## GENERAL

### [www.yoursexualhealth.ie](http://www.yoursexualhealth.ie)

HSE support and information service on a range of sexual health topics.

### [www.cluedup.ie](http://www.cluedup.ie)

Information on sexual health.

## REPRODUCTION AND FERTILITY ISSUES

### IRISH FAMILY PLANNING ASSOCIATION

Information and support service on a wide range of sexual health issues.

[www.ifpa.ie](http://www.ifpa.ie)

National pregnancy helpline: 1850 495051

### [www.thinkcontraception.ie](http://www.thinkcontraception.ie)

Information service targeted at 18-25 year olds. Covers the wide range of contraceptive methods available in Ireland.

### [www.positiveoptions.ie](http://www.positiveoptions.ie)

Crisis pregnancy support service. Freetext "list" to: 50444 for a list of crisis pregnancy counselling agencies.

## STIs

### STI CLINICS

Support services around Sexually Transmitted Infections

#### DUBLIN –

St. James's Hospital, GUIDE Clinic  
Tel: 01 4162315 / 4162316

Mater Misericordiae Hospital  
Tel: 01 8032063

The Gay Men's Health Project Clinic  
Tel: 01 6699553

The HIV Testing Centre (open to all)  
Tel: 01 6699500  
Free phone number: 1800 201187

CARLOW – Carlow District Hospital  
Tel: 051 842646

CASTLEBAR – Mayo General Hospital  
Tel: 094 9021733

CLARE – Ennis Regional Hospital  
Tel: 061 482382

## STIs (cont)

CORK – Victoria Hospital  
Tel: 021 4966844

GALWAY –  
University College Hospital  
Tel: 091 525200  
Portiuncula Hospital Ballinasloe  
Tel: 090 9648372

LIMERICK – Regional Hospital  
Tel: 061 482382

SLEIGO – Sligo General Hospital  
Tel: 071 9170473

TIPPERARY –  
Nenagh General Hospital  
Tel: 061 482382  
South Tipperary Hospital  
Tel: 051 842646

TRALEE – Tralee General Hospital  
Tel: 021 4966844

WATERFORD – Waterford Regional Hospital  
Tel: 051 842646

## GAY, LESBIAN, BISEXUAL AND TRANSGENDER ISSUES

### GLEN

Working for equality for Gay, Lesbian, Bisexual and Transgender people in Ireland.  
[www.glen.ie](http://www.glen.ie)

### BELONGTO

Support service for Gay, Lesbian, Bisexual and Transgender young people.  
[www.belongto.org](http://www.belongto.org)

## SEXUAL ABUSE AND VIOLENCE ISSUES

### CARI (CHILDREN AT RISK IN IRELAND)

Support service for young people around sexual abuse issues.

[www.cari.ie](http://www.cari.ie)

Helpline: 1890 924567 (Mon-Fri 9.30am - 5.30pm)

### DUBLIN RAPE CRISIS CENTRE

Support service around sexual abuse issues.  
National 24 - hour helpline: 1800 778 888

