**RSE( as part of SPHE) Policy**

 **Updated – June 2023**

 Glencastle National School is a co-educational school consisting of three mainstream classrooms, an Early Intervention Autism Class, a |Multiple Class and an A.S.D. Class. We currently have eight special needs assistants on staff.

**Introductory Statement**

This policy statement is an approved approach to the teaching of relationships and sexuality Education (RSE) in S.N. Gleann a’ Chaisil. This process was initiated in 1997 and reviewed in 2008. It was developed by S.N. Gleann a’ Chaisil. R.S.E. Policy Committee which included two teachers, two representatives of the Board of Management and two parent representatives. It was developed to inform teachers and parents as to what material is covered in the RSE programme within Social Personal & Health Education (SPHE).

**School**

Glencastle N.S. is a Catholic school and therefore all policies developed are implemented in ways which are in keeping with the ethos of the school, which is founded on Christian principles where tolerance and respect for others is paramount. The ethos of the school is characterised by the following:

* *Se*nsitive to reality of our children’s lives in a changing world]
* Mutual respect between all partners in education
* Child-centred
* Aims to ensure each child reaches full potential in the holistic sense
* Hopes that children are equipped with high self-esteem to enable them to live happy and fulfilled lives

Social, Personal and Health Education provides opportunities to foster personal development, health, well-being of the individual child to help them to create/maintain supportive relationships and to become an active and responsible citizen.

**School Philosophy**

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

 Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

 **Relationship of RSE to SPHE**

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

**SPHE:**

* Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons
* Is a shared responsibility between family, school, health professionals and the community RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
* Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child’s skills, attitudes, values and understanding relevant to a range of social, personal and health issues

 RSE is an integral part of SPHE. SPHE is taught through school atmosphere and culture, integration and discrete teaching time. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE:

* Is based on the needs of the child, therefore RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situations
* Is spiral in nature. RSE is revisited at different stages throughout the child’s time in school, this will provide opportunities to consolidate and build on previous learning. This allows for issues and topics to be explored and treated in a manner appropriate to the children’s needs, abilities and levels of maturity.
* Engages children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one’s own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships.

 Through SPHE and RSE, members of the school community should be enabled to enhance their self-esteem and wellbeing through;

* A sense of identity
* A sense of purpose
* A sense of belonging
* A sense of security
* A sense of competence.

 In an ever changing world, RSE encourages children through consistent messages that are taught in line with SPHE. The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher guidelines, p25). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

Current Provision Included in the School Curriculum is

* SPHE lessons (provided through discrete curricular time and integration)
* Use of the RSE Manuals and Busy Bodies resources
* Stay Safe Programme – this programme is taught evert second year - January 2023/2025/2027/2029)
* Stay safe for children with Learning difficulties (Special Classes)
* Freedom RSE by Richard Egan & Dr E O Dea- Special Classes
* Walk Tall Programme
* Webwise resources
* All Together Now – Homophobic and Transphobic bullying lessons.
* Adapted resources for SEN from [www.pdst.ie](http://www.pdst.ie)
* Religious Education taught through Grow in Love.
* Weaving Well Being Outside the Box Series- 2nd -6th class
* RESPECT Guidelines (suggested approaches to teaching about different families)

**Aims of our RSE Programme**

* To enhance the personal development, self-esteem and wellbeing of the child
* To help the child to develop healthy friendships and relationships
* To foster an understanding of, and a heathy attitude to, human sexuality and relationships in a moral, spiritual and social framework
* To enable the child to acquire an understanding of, and respect for human love, sexual intercourse and reproduction
* To develop and promote in the child a sense of wonder and awe at the process of birth and new life
* To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

**Broad Objectives**

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

* Acquire and develop knowledge and understanding of self
* Develop an appreciation of the dignity, uniqueness and wellbeing of others
* Develop a positive sense of self-awareness, self-esteem, and self-worth
* Understand the nature, growth and development of relationships within families, in friendships and wider contexts
* Develop an awareness of differing family patterns
* Come to value family life and appreciate the responsibilities of parenthood
* Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
* Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
* Develop personal skills which help to establish and sustain healthy personal relationships
* Develop coping strategies to protect self and others from various forms of abuse
* Acquire and improve skills of communication and social interaction
* Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
* Develop a critical understanding of external influences on lifestyles and decision making.

We support the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the wellbeing of all of the members of the school community.

**Policies that support the work of SPHE/ RSE and link with RSE:**

* Anti-Bullying Policy – Here the Anti- Bullying procedures 2913 are noted and the school’s RSE Policy reflects the school’s Anti-Bullying policy , especially around the use of language and how language may be used to bully
* The Special. Educational Needs Policy is consistent with how adaptations for children with with special educational needs are77 organised.
* Acceptable Use Policy (cyber-bullying)
* Substance Use Policy
* Code of Behaviour
* Enrolment Policy
* Healthy Eating Policy
* Child Protection Policy
* School Tour Policy
* Administration of Medicines Policy

Guidelines for the Management and Organisation of RSE in our School

* The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class.
* All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy.
* Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

 **Guidelines for the Management and Organisation of RSE**

The strands Growing and Changing, and Taking Care of my Body are covered in Year One of a 2 year SPHE plan.

The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1.

 Special arrangements exist for the delivery of the sensitive elements from 4th class up (see below)

Special consideration will be taken to ensure that the needs of children with SEN are met.

Taking into account the pupil’s social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues.

 SPHE may be timetabled for half-hour per week,1 hour per fortnight or blocks of 1-2 hours per month. This time may be amended in line with The Primary Curriculum Framework guidelines.

**Parental Involvement**.

* The school acknowledges that parents/guardians have the primary responsibility for educating their children about growing and changing.
* This policy informs Parents/guardians about the sensitive areas of the RSE Programme and details how we hope to include and foster a relationship to support parents/guardians in their RSE education of the child in school
* Parents/Guardians will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment.
* Open communication at various intervals is important. It will be essential to SPHE that parents/guardians and teachers find ways of listening to each other and taking the opinions and concerns of both home and at school into account.
* Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child’s class level.
* The letter will be issued in advance, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE.
* Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing.
* Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so
* Resources Available for Parents on school website include- Realationships & Sexuality Education- Going forward together.Talking to your young child about Relationships, Sexuality & Growing Up. Tom’s Power Flower

Organisation and Curriculum Planning

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6th class. RSE will be covered under the following strands and strand units of the SPHE curriculum: Myself. Growing and changing. Taking care of my body.

 The RSE programme is divided into two main parts:

1. The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE
* Friendship • Self-identity
* Family
* Self-esteem
* Growing up
1. The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in bold.

Topics covered from infants up to 2nd class include:

* Keeping safe
* Bodily changes from birth (birth-9)
* Making age-appropriate choices
* Appreciating the variety of family types and the variety of family life that exists in our school and community
* Recognising and expressing feelings
* Self-care, hygiene, diet, exercise and sleep
* Expressing opinions and listening to others
* Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)
* Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd).

Topics from 3rd to 6th include:

* Bodily changes
* Healthy eating, personal hygiene and exercise
* Keeping safe
* Expressing feelings
* Appreciating the variety of family types within our school and community and how these family relationships shape us
* Making healthy and responsible decisions
* Forming friendships
* Discuss the stages and sequence of development of the human baby in the womb (3rd, 4th class)
* Introduction to puberty and changes (3rd, 4th, 5th and 6th class)
* Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)
* Reproductive system of male/female adults (5th and 6th class)
* Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class).

Sensitive content 4th – 6th Class

Sensitive content is taught as per 2 year SPHE plan – please see appendix 1 for the SPHE/RSE 2 Year Plan for Glencastle NS.

The RSE lessons are taught incrementally to support the development of the children.

Busy Bodies Programme

At present the class teacher delivers the Busy Bodies programme to the 5th and 6th classes every second year where issues such as physical and emotional development and bodily changes are explored. Parents/guardians are informed when this will take place and they are given a link to access the book at https://www.sexualwellbeing.ie/for-parents/busy-bodies-english-language.pdf to look at with their child before it is taught by the class teacher. This provides them with an opportunity to ask questions or clarify matters of interest/concern. This may also help to provide an opportunity for the parents/guardians to begin to discuss this important area of a child’s development with their own children.

The Busy Body Booklet is available for parents to access on our school website.

Approaches & Methodologies

When implementing the programme, staff at Glencastle National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

 The RSE curriculum will be taught through:

* stories and poems
* classroom discussion
* group work –
* games
* art activities
* reflection
* circle time
* guest speaker (The class teacher will stay in the room at all times in accordance with Circular 22/2010). This may be an option in the future.

Differentiation

Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used:

* ensuring that objectives are realistic for the students
* ensuring that the learning task is compatible with prior learning
* providing opportunities for interacting and working with other students in small groups and spending more time on tasks
* organising the learning task into small stages and ensuring that the language used is pitched at the student’s level of understanding
* understanding of the activity using task analysis, outlining 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
* having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.

 Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching •

* group work and discussion
* higher and lower order questioning in groups
* moderated whole class discussions through use of a Question Box.

The very nature of RSE education, and the differing maturity and growth levels of children mean that some children will need more support to understand the concepts and content. The teacher must use their assessment techniques to determine how to manage this. Usually some simple approaches can aid the teacher and children. Often differentiation can include the teaching strategies you use to teach the same content.

Pupils with Special Educational Needs

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs in our mainstream classes. Consultation with parents/ guardians in advance and anticipation of the children’s needs will be central to ensuring learning is meaningful.

 Children may be pre-taught language or concepts in anticipation of whole class work

 Children may work in smaller groups or 1:1 on adapted and suitable material

Any different or specific objectives related to the pupils own learning needs should be detailed in their School Support Plus plan in consultation with parents/guardians.

 Consultation with and/or involvement in the Individual Education Planning process, as well as teacher observation, will assist the teacher in organising an appropriate learning programme for students with learning difficulties. Such an approach will assist the teacher in selecting suitably differentiated methods for the class.

**Special Classes:**

In addition RES curriculum matters are taught by the special class teachers in conjunction with the parents at a time when the pupil reaches the appropriate developmental stage. This is supported by the Children’s Disability Network Team and specialised resources made available to the parent.

Language

 SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person.

There are two areas where the use of language is applied in RSE lessons:

* The formal use and teaching of language generally throughout the school
* The use of language in discussion through your formal RSE lessons
* Appropriate vocabulary in formal teaching
* Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used, the use of slang will be discouraged
* Anatomical terms and language introduced is consistent with RSE Materials Books.

Questions

 We use some simple principles when fostering discussion and questioning

* No personal questions of the teacher
* The Question Box will be availed of by the children
* The teacher will be mindful of their reaction to any questions
* Questions do not have to be answered straight away

Sample responses:

* I’ll do my best to answer your questions but I may not be able to answer all of them
* That’s something you’ll learn about as you get older
* Is that something you could talk to your parents / guardians / family about?
* We agreed in our contract that we wouldn’t ask anyone personal questions
* Somebody asked a question and the language they used was slang language, what they meant to ask was….

 A question was asked, and we cannot talk about that particular topic but I think that question was about.

For older children a ‘question box’ will be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc. Staff should not invalidate questions but use limits.

The main aim of talk and discussion is to create an atmosphere where children feel comfortable to ask important questions and that the relationship fostered in these sessions is open, controlled and safe for all pupils. While you may not be able to answer all questions, your hope is that children will not be put off seeking answers in the school setting but will talk to their parents and ask the questions again at different stages of schooling or education, and are not put off because they perceived the topics or questions be embarrassing.

Question Box

 During the delivery of each section of the sensitive lessons– children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following;

* Questions arising from lesson content will be answered in an age-appropriate manner •
* The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class
* Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents
* Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
* No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with teacher after the lessons.

 If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school.

**Content:**
All the content objectives of the RSE Programme will be covered by the time children leave sixth class. It is school policy that the content objectives are covered with each class level as outlined in the SPHE curriculum statement, within the context of the school’s Catholic ethos and without personal slants from the class teacher.

 At present one half hour period per week is timetabled for SPHE. RSE will be included in the programme taught during this time. This timetable may change in line with The Primary Curriculum Framework.

 The approach to the teaching of RSE will be kept as normal as possible and will usually be delivered within the child’s class by the class teacher.

Teachers will be encouraged and supported to teach the sensitive issues to their own class.

The RSE policy committee felt strongly that treating RSE differently than the rest of the SPHE programme intimates to the children that it is "not normal" and may build barriers in the case of children who had a problem that they wished to discuss.

**Teachers’ Opt Out Right:**
Notwithstanding the above (See section on Content) the teachers' right to opt out will be honored which will not affect the teaching of the subject. In such circumstances the Principal will make arrangements to have this section of the programme taught.

 Where possible, arrangements will be made for team teaching for the entire SPHE curriculum for that class so that the RSE themes will be taught within the context of SPHE with a teacher with whom they are familiar.

**Mixed Groups:**
The delivery of the RSE programme will be co-educational within the context of the class group. Where multi class groups are concerned exceptions will be made to ensure that pupils are taught the appropriate class level objectives. Therefore the RSE lessons will be taught in conjunction with the corresponding class within the school and both class groups will come together for these lessons.

Assessment

 Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group

The teacher uses;

* Observation and questions to assess the children’s engagement and interest
* Use of teacher-designed tasks such as worksheets, quizzes or games
* Use of reflection or learning log.

Confidentiality

The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2011. If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about what happened.

Resources

Relationships and Sexuality Education Resource Materials (DES) -Each class teacher has a copy of the appropriate manual or access to it in online / pdf format.

 Other resources that support the broader aims of RSE include:

* Stay Safe programme
* Walk Tall Programme
* Anatomical Dolls and Story books
* Busy Bodies Booklet. This DVD and booklet were developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE. They are available for parents to access on our school website in PDF form
* Picture books across the 9 grounds of equality
* INTO Different Families, Same Love Poster
* RESPECT guidelines.
* Creating an Inclusive School, Good Practice Guidelines
* Sexual Orientation- Advice for Primary Schools
* We All BELONG-Gender at a glance, All Family Types at a glance, All Families-(Infants-6th) Gender Expression ( JuniorInfants- 3rd & 4th Class), Gender Identitiy ( Junior Infants - 3rd & 4th Classes), LGBT Families (Junior Infants- 5t & 6th Class
* Different Families, Same Love
* Male/Female Body outlines
* Body Sorting Activity- Senior Pupils
* RSE Special Needs Resource List PDST

Provision of Ongoing Support

Opportunities provided by Mayo Education Centre will be brought to the attention of staff members.

 Teachers will be encouraged to attend CPD in RSE.

 Staff meetings utilised as a platform for discussion and development of RSE materials

Support from a PDST Advisor § Promotion and communication of resources available from [www.pdst.ie](http://www.pdst.ie).

Review

The policy and programme will be reviewed by the policy committee every three years thereafter. The policy may also be reviewed at an earlier time should a need arise

 Any amendments necessary as a result of reviews will be undertaken.

 Parents and staff will be informed of any amendments made.

This plan was ratified by the Board of Management at a meeting.

 Ratification and communication

This policy was ratified by the Board of Management at a Board of Management meeting on

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Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RSE Appendix 1

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| --- | --- | --- |
| Strands | Strand Units | Strand Units |
| Myself | Self-identity Walk Tall September - October2023/2025/ 2027/2029 |  |
|  | Taking care of my body- RSEJanuary- February2024/2026/2028/2030 |  |
|  | Growing and changing- RSE & Walk TallMarch- April2024/2026/2028/2030 |  |
|  |  | Safety and Protection- Stay SafeJanuary- March2023/2025/2027/2029 |
|  |  | Making decisions- (3rd- 6th Class) Stay safeMarch- April2023/2025/2027/2029 |
| Myself and others | Myself and my family-Walk TallNovember –December2023/2025/2027/2029 |  |
|  |  | My friends and other people- Walk TallSeptember- October2022/2024/2026/2028/2030 |
|  |  | Relating to others- Walk TallNovember –December 2022/2024/2026/2028/2030 |
| Myself and the wider world | Developing citizenship- Walk TallMay- June2024/2026/2028/2030 | Media Education- Walk TallMay- June 2023/2025/2027/2029 |

 RSE Appendix 1

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| --- | --- | --- |
| Month  | Year 1 September 2022- June 2023September 2024- June 2025September 2026- June 2027 | Year 2September 2023-June 2024September 2025- June 2026September 2027- June 2028 |
| September/October | Strand: Myself and othersStrand unit- My friends and other peopleWalk Tall & RSE | Strand: MyselfStrand Unit: Self IdentityWeaving WellbeingWalk Tall & RSE |
| November/December | Strand: Myself and othersStrand unit: Relating to othersWalk Tall & RSE | Strand: Myself and othersStrand unit: Myself and My FamilyWalk Tall & RSE |
| January/February | Strand: MyselfStrand unit: Safety & ProtectionStay safe | Strand: MyselfStrand unit: Taking care of my bodyRSE & Walk Tall  |
| March/April |  Strand: MyselfStrand unit: Making decisions (3rd- 6th class0Stay SafeWalk Tall & RSE??? | Strand: MyselfStrand unit: Growing and ChangingRSE & Walk Tall |
| May/June | Strand: Myself and the wider worldStrand unit: Media EducationWalk Tall | Strand: Myself and the wider worldStrand unit: Developing citizenship Walk Tall |

RSE Appendix 2 :Sensitive language

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| --- | --- |
| Sensitive Language | Class Level |
| Junior Infants | Womb, breastfeeding, penis, vagina |
| Senior Infants | As above |
| First Class  | Vulva, urethra |
| Second Class | As Above  |
| Third Class | As Above |
| Fourth Class | As Above |
| Fifth Class & Sixth Class | Changes in shape, breasts, menstruation, periods, pubic hair, body hair, underarm hair, hormones, umbilical cordBreasts develop, ovaries, ovum, fallopian tubes, womb,(uterus), cervix, perspiration, oily skin, pimples, growth spurts, testicles, scrotum, facial hair, nocyurnal emissions (wet dreams), sperm production, skin changes, voice changes, conception, sexual intercourse (in the context of a committed and loving relationship) Conception, semen, sexual intercourse (in the context of a committed and loving relationship) Busy Bodies Language |