

# Review of Relationships and Sexuality Education (RSE)

At the request of the Minister for Education and Skills, a major review of RSE in primary and post-primary schools was undertaken from June 2018 to March 2019. The review examined the experience of teaching and learning in RSE including; the curriculum, the approach to learning, the supports needed, and ways to improve the experience of RSE for students. Engagement in the review was considerable and signals the level of interest and concern people share in relation to this aspect of education. We are now engaging in consultation to ensure the findings and draft advice is reflective of the needs of students, schools, and parents.

In responding to the findings and draft advice on the future directions of RSE it is recommended that you read the draft report or the summary of the draft report both of which are available here <https://www.ncca.ie/en/updates-and-events/consultations/review-of-relationships-and-sexuality-education-rse>.

<b>Name</b>	
<b>Surname</b>	
<b>Position (if applicable)</b>	
<b>Organisation (if applicable)</b>	
<b>Date</b>	
<b>Email</b>	

Please provide some brief background information on your organisation (if applicable).

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### **The approach**

Across all stakeholders, there was strong agreement that RSE needs to be more than information about biological aspects of growing up and sexual activity. It needs a holistic approach that balances discussion about the risks and dangers associated with relationships and sexual activity with discussion about the positive, healthy and enjoyable aspects of relationships. A holistic approach can be understood as teaching and learning about the cognitive, emotional, physical and social aspects of relationships and sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to: realise their health, wellbeing and dignity; develop respectful social and sexual relationships; consider how their choices affect their own wellbeing and that of others; and understand and ensure the protection of their rights throughout their lives.

**To what extent do you broadly agree/disagree with the proposed direction on the approach to RSE that has emerged from the review? Please tick your response in the box below.**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**What are the aspects of the proposed approach that you agree/disagree with?**

**What else is important when considering the approach for teaching SPHE/RSE in schools?**

**The curriculum**

The Review highlighted the need to create a single integrated curriculum that sets out the learning for SPHE/RSE as one subject and incrementally provides continuity of experience from early childhood to post-primary. In the immediate term the NCCA will develop interim guidelines to support the current curriculum on how it can be approached in a more holistic way and provide clarity on how topics can be taught in an inclusive manner to incorporate current themes identified by the review.

**To what extent do you broadly agree/disagree with the need for a single integrated curriculum for SPHE/RSE? Please tick your response in the box below.**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Please provide a reason for your level of agreement/disagreement.**

**What else do you consider important in relation to future curriculum development in SPHE/RSE?**

**Creating the conditions for effective RSE**

The Review makes it clear that teachers need in-depth and sustained training and support in the area of SPHE/RSE. Consequently, access to professional development needs to be enhanced at pre-service and in-service levels. The Review also identified the need to take stock of current teaching and learning resources available in this area.

**To what extent do you broadly agree/disagree with the Review's findings on the necessary conditions for effective SPHE/RSE? Please tick your response in the box below**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Please provide a reason for your level of agreement/disagreement.**

**What else do you consider important in order to create the conditions for effective SPHE/RSE?**

**Other considerations**

The Review concluded that comprehensive oversight and support for SPHE/RSE is required to meet the needs identified in the review process. The Review also found schools cannot do it alone and parents must be encouraged and supported in assuming their responsibility for their child's learning. In addition, it suggests that post-primary schools require further support and guidance in planning for junior cycle wellbeing in order to enhance students' learning in SPHE/RSE.

**To what extent do you broadly agree/disagree that these are important considerations for SPHE/RSE? Please tick your response in the box below.**

<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>

**Please provide a reason for your level of agreement/disagreement.**

**Are there any other considerations that should be highlighted in the advice for SPHE/RSE?**



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