



Avoca National School

S. N. PHÁDRAIG NAOFA

Scoil Náisiúnta Phadraig Naofa,
Avoca,
Co. Wicklow.
Roll No 18198A

Relationship and Sexuality Education Policy

Introductory Statement

This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE) in Scoil N. Phádraig Naofa, Avoca. It was developed by the teachers, the Board of Management and the Parent's Forum. It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE. All schools are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE both formally and informally. The first RSE policy was developed in 2001 with a committee, revised in 2009, 2011 and revised in 2018.

School Philosophy

Scoil N. Phádraig Naofa is a mainstream, mixed school in a rural setting. The current enrolment is 195. It aims to teach the skills that are needed to develop each child's intellect. Its aims are also to imbue the children with appropriate spiritual, moral, and cultural values; and to develop their awareness and understanding of their environment at a local, national, and global level. The school seeks to promote the physical and emotional well-being of all pupils, and to develop their expressive, artistic, and creative abilities to each pupil's full capacity.

The teachers will work in a spirit of partnership with the parents for the good of the children, and they aim to make the school a happy and effective place for learning.

This policy was developed and will be implemented in ways which are in keeping with the ethos of the school. The ethos of the school is characterised by the following:

- Sensitive 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 go to live happy and fulfilled lives.

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.

Definition of RSE.

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 The definition of RSE used is from the Interim RSE Guidelines 1996 and Going Forward Together Parents Information Booklet. 'RSE is an important part of the education of young people, and schools provide a safe context within which young people can learn about themselves and the wider world. This makes access to RSE in schools all the more important' – (Mayock, Kitching and Morgan 2007, p2). The policy guidelines state that schools can develop a working definition within the context of both the NCCA's and the policy guidelines definitions. This definition must be in line with the SPHE Curriculum and other relevant policy documents. 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

- Walk Tall Programme
- Webwise resources
- All Together Now – Homophobic and Transphobic bullying lessons
- RESPECT Guidelines (suggested approaches to teaching about different families) § Adapted resources for SEN from www.pdst.ie
- Religious Education
- See Appendices 1a and 1b for more detailed outline of resources and language used for RSE lessons

■ 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 healthy 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

Policies which support SPHE/RSE

- Child Protection Policy
- Code of behaviour and discipline
- Anti-Bullying Policy
- Enrolment Policy
- Healthy Eating Policy
- Acceptable Use Policy
- Substance Abuse

Child Protection

This policy is cognisant of all aspects of our current Child Protection Policy. The school follows the DES child protection guidelines and has a child protection policy with the Principal as Designated Liaison Person (DLP) and the Deputy Principal as the Deputy DLP. Where a child protection concern is raised, the procedures outlined in the schools Child Protection Policy will be followed.

■ Guidelines for the Management and Organisation of RSE in our School

Curriculum Matters

- Curriculum Content –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. It is recognised that during any year a special teacher/ pupil relationship develops within the class. A trust and understanding of each other is acquired and having regard to this special relationship we recognise the need to allow teachers flexibility/discretion as the need may arise when dealing with certain areas of the curriculum. **Each class teacher will use their professional judgement in deciding the extent and manner in which the material from the S.P.H.E curriculum will be introduced to his/her particular class.**
- Where an outside speaker is used, the class teacher will remain in the classroom, as per circular 22/2010. The speaker will be made aware of the school's RSE policy.
- **Facilitators from the organisation known as Accord will be used to deliver some components of the R.S.E programme for 6th class on a yearly basis**
- The Stay Safe programme will be implemented throughout the school.
- The class teachers will teach the Stay Safe during the second term of the school year
- 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 2)
- 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.

Topics Covered

| | |
|---|--|
| <p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> • Keeping Safe • Bodily changes from birth (birth-9) • Making age appropriate choices • Appreciating the variety of family types and an 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) | <p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene, exercise • Keeping Safe • Expressing Feelings • Appreciating the variety of family types within our school and community and how we 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) |
|---|--|

Organisational Matters:

- Parents will be informed in advance regarding when the formal lessons on the sensitive areas of the RSE programme e.g. puberty, will be covered in school. This will be done by text or letter. The link will be given to access the Stay Safe programme. www.staysafe.ie. The language used in the RSE programme will be outlined in a letter (cf Appendix 2)
- If a parent decides to withdraw the children from the sensitive lessons of the RSE programme following discussion with the class teacher and Principal, they must give a notice in writing to the school that they are withdrawing their child, the reasons why and that they will undertake to provide this education at home. This letter will be centrally filed. The child will be accommodated in another teacher's classroom in the school. The child will be given work to do at this time.
- Parents have a responsibility 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 through the online links provided by the teacher and may speak to the class teacher if they have any questions.
- In the class situation children will be encouraged to recognise that certain information is for them only and it would be inappropriate to discuss this with younger siblings/children for example. It will be explained that other children will be given this information by their own parents and teachers when they reach an appropriate age.
- As always, parents are requested to inform teachers of special family situations. Thus will be dealt with in confidence. It is the experience of the teachers that it is to everyone's benefit if they are kept informed.
- With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom.
- Children will be encouraged to discuss the material covered in class with their parents, guardians or older siblings.

- 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.
- Sensitive content 4th – 6th
- Sensitive content is taught as per 2 year SPHE plan –
- here is a standard 2-year plan for SPHE taken from The Making the Links resource

| Month | Year 1 | Year 2 |
|---------------------|---|---|
| September / October | Self-Identity (Myself) | Myself and my Family (Myself and Others) |
| November / December | My Friends and Other People (Myself and Others) | Relating to others (Myself and Others) |
| January / February | Safety and Protection (Myself) | Growing and Changing (Myself) |
| March /April | Making Decisions * (Myself) | Taking Care of my Body (Myself) |
| May / June | Media Education (Myself and the Wider World) | Developing Citizenship (Myself and the Wider World) |
| | | |

- An online link to Busy Bodies can be distributed to parents in advance to support the implementation of the sensitive objectives in class

Dealing with Questions:

It is natural that children should wish to ask questions in the area of RSE. Questions to the teacher may be oral or written within the group setting and answered within boundaries of the curriculum and school policy. If any questions asked by children are deemed to be inappropriate, the teacher will refer the child to their parents/guardians, or state that this information may be available at a later stage of the curriculum, or in post primary school. The school cannot guarantee confidentiality if a child asks a question of a personal nature or discloses personal information. With regard to matters of a confidential nature, the school cannot take any responsibility for what is discussed in the yard or classroom outside of the RSE lesson.

The following considerations will be made when responding to children's questions:

- Awareness of circumstances in which the question has arisen
- Clarification of what information is required
- Determination of whether the question is appropriate or relevant/who it is relevant to
- Provision of an age appropriate answer
- Deferral of the question to be answered at home or in the future

Active Learning Methodologies

Active Learning Methodologies are an integral part of teaching of SPHE and RSE. Any or all of the following techniques will allow the child to play an active part in the learning process:

- Discussion
- Role play
- Interviewing friends, or other school pupils, family members
- Surveys of attitudes
- Analysing and evaluating newspapers and magazines, agony columns, television schedules • Hosting visitors
- Projects
- Modelling
- Designing advertisements
- Writing captions
- Ranking statements
- Describing photographs
- Viewing and discussing videos.

The school policy should indicate, when necessary, the approaches it uses to be sensitive of various cultural or contextual issues that may affect the inclusion of some children. It should address these in a child-centred manner, in line with the SPHE curriculum and other relevant policies and procedures.

When implementing the programme, staff at Scoil Naisiunta Phadraig Naofa will endeavor 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).

Pupils with Special Educational Needs.

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. 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 classwork 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 IEP or IPLP in consultation with parents/guardians

Language

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. Language reflects values, attitudes, beliefs, prejudices and principles. It not only helps to express a culture but influences and shapes that culture as well. It is essential that children are enabled to use language in a precise and appropriate manner. The language that is promoted in the school must be one that nurtures both children and adults as unique and valuable human beings. It should respect cultural and other differences between people and be used in a way that encourages inclusiveness. Language can significantly contribute to building positive self-esteem, whereas if used in a negative manner it can cause frustration and hurt. These messages about language will be communicated to children in the school primarily by the manner in which language is used. The way in which children are addressed in class, the manner in which they are reproached or affirmed and the tone of voice used in exploring issues of a personal nature will all reflect the values that are upheld in the school. The words 'gay' and 'lesbian' are sometimes used to hurt others and the use of such language in a derogatory way diminishes respect for gay and lesbian people. There are no formal lessons on being gay taught in RSE. However, as part of The Anti-Bullying Procedures 2013, schools must address identity based bullying such as homophobic bullying and include preventative educational strategies. In order for the RSE policy to be fully in line with these procedures, if questions arise as to the definition of gay and lesbian, and attitudes or opinions about gay people are expressed, age appropriate definitions will be given (from Stay Safe programme) and children will be informed that being gay is okay, and that all people in various types of relationships and families deserve respect. If the teachers deem it necessary, any moral questions around same sex relationships, will be directed to home.

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

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. Assessment is essential to RSE as it is to any other subject. In the development of an RSE policy there should be agreement on the role of assessment in RSE, the tools to be used in assessing children, and the ways in which the child's progress can be communicated to the child, to parents and to other teachers. The assessment process should be a positive experience for children and enable the teacher to modify curriculum content according to the needs of the child and so maximise the learning potential of each individual;
- adapt learning and teaching strategies used in the classroom to ensure that they are appropriate to the objectives of the curriculum and the ways in which children learn
- assess the effectiveness of learning through the school climate and atmosphere, in the discrete time and throughout other subjects discover what the child knows, understands and can do
- promote self-assessment in the child, where he/she learns the value of monitoring his/her own progress and develops some responsibility for his/her own learning. The child is helped to set realistic goals and targets and to become aware of his/her own strengths and difficulties
- explore how the child transfers learning from one situation to another
- communicate with the child, parents and others regarding the child's abilities, strengths and overall progress in RSE.

Confidentiality

The school follows Children First Guidelines 2015 and The Child Protection Procedures for Primary and Post Primary Schools 2017

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.

Confidentiality cannot be offered for the content covered from children whose parents have chosen not to have them included in the sensitive lessons.

It is important to note that disclosures must be dealt with in line with Child Protection Procedures from the DES 2017

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 online resource and Booklet. This resource was developed to support the teaching of the 3rd, 4th, 5th and 6th class component of RSE within the context of SPHE.

Picture books across the 9 grounds of equality

INTO Different Families, Same Love Poster

RESPECT guidelines. Careful attention needs to be brought to resources used to teach RSE education, due to the sensitive nature.

The RSE manuals, Walk Tall Books, Stay Safe and Busy Bodies are the only resources sanctioned by the Department of Education. However, there are numerous other resources available to teach the content of RSE. It would be important to have criteria when selecting relevant resources (retrieved from SPHE curriculum)

- Free of bias and gender stereotyping

- Demonstrate equality and equity

- Child friendly.

Disclosure

During RSE lessons often children may wish to connect and disclose personal or related stories and information. It is important to protect children and families and their privacy. This can be done by ensuring there are ground rules for the sharing of information in relation to the topics covered in RSE. It might be appropriate to encourage children to tell you anything private after lessons.

Provision of Ongoing Support

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

Teachers will be encouraged to attend CPD in RSE and Stay Safe

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.

Review

The policy will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise

Parents and staff will be informed of any amendments made

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

Date: _____

Signed: _____

(Chairperson

Date: _____

Signed: _____

(Principal)

Appendix 1A

The following appropriate language will be taught to the children as part of the specific RSE lessons at each class level

| Class level | Strand/Unit | Content objectives | RSE language to teach at class level | Resource | Teaching the Lesson |
|-----------------------|--|--|--|---|---|
| Junior/Senior Infants | Strand Unit Taking Care of My Body |name parts of the male and female, using appropriate anatomical terms | Junior & Senior Infants term " <i>chest</i> " to identify upper body in boys and girls terms " <i>penis</i> " & " <i>vagina</i> " will be taught as the obvious physical difference between boy and girl | RSE TEACHER BK - SNF Theme 7 - MY BODY Pg 147 – 156 (p150*) | 'Bathing the Baby Doll' Using anatomically correct male and female dolls with toy bath and bathing equipment ie water, soap, brush, cloth, suds etc |
| | Strand Unit Growing & Changing | ... develop an awareness of human birth that a baby grows and is nurtured in the mother's womb until ready to be born | term ' <i>mammy's tummy</i> ' will be taught as special place where baby grows until born term " <i>breastfeeding</i> " may be used in as a means of feeding the baby | RSE TEACHER BK - SNF Theme 7 - CARING FOR NEW LIFE pg 137 – 145 | Story: Conor's New Baby Sister or Arrange Visit of Mother & Baby to Class |
| First/Second Class | Strand Unit Taking Care of My Body | ..name parts of the male and female, using appropriate anatomical terms, and identify some of their functions * *Refer to function of organs ie lungs, stomach, kidneys etc | 1 st & 2 nd Class: Revise: term " <i>chest</i> " to identify upper body in boys and girls 1 st & 2 nd Class: Revise: terms " <i>penis</i> " & " <i>vagina</i> " will be taught as the obvious physical difference between boy and girl | RSE TEACHER BK - SNF Theme 7 - MY BODY pg 153 | 'At the Seaside Picture' with questions from RSE TEACHER BK P.153 Game - I Spy to Identify Senses + Lesson Food We Eat |
| | | | @1 st Class : Introduce term ' <i>urine</i> ' to explain that which is released by the kidneys when going to the toilet (boys and girls) @ 2 nd Class: Introduce term ' <i>urethra</i> ' in girls and ' <i>penis</i> ' in boys for passing urine. NOTE: the function of the male and female reproductive system will <u>not</u> be referenced. | RSE TEACHER BK – 1 st Theme 7 – HOW MY BODY WORKS pg 70+71 RSE TEACHER BK – 2 nd Theme 7 – WHEN MY BODY NEEDS SPECIAL CARE pg 166+ 167 | |
| | Strand unit | ... appreciate what is necessary in order to provide and care for new- | 1 st Class: Introduce term ' <i>womb</i> ' as the special place where baby grows until born | RSE TEACHER BK – 1 st Theme 6 – THE WONDER OF NEW LIFE pg 61+ 69 | Visit of pet animal to the class or use pictures of animals |

| | | | | | |
|--|-------------------------------|--|---|---|--|
| | Growing & Changing | born babies in both the animal and human world | @2nd Class: teach that the baby is in the womb for 9 months and may be breast fed or bottle fed when born | RSE TEACHER BK – 2 nd Theme 6 – THE WONDER OF NEW LIFE pg 153+154 | 2nd Class: Minding Babies Lesson |
|--|-------------------------------|--|---|---|--|

**RSE-specific lessons to be timetabled to ensure whole school approach to teaching content
Parents will be informed in advance of the teaching of the 'sensitive' RSE lessons each class level.**

| Class level | Strand/Unit | Content objectives | RSE language to be taught at class level | Resource | Methodology |
|--------------------|---------------------------------------|---|---|---|---|
| Third/Fourth Class | Strand Unit Taking Care of My Body |understand the physical changes taking place in both the male and female body | 3 rd Class: Introduce terms 'hormones' chemicals which move around your body and cells pg.98. ----- 4 th Class: Introduce term 'Menstruation' using amended text pg. 199 NOTE: Menstruation will be explained in detail in 5th Class | RSE TEACHER BK – 3 rd Theme 8 – As I grow I change pg. 93-101 ----- RSE TEACHER BK – 4 th Theme 8 – Growing and Changing pg. 195-205 | Information Lesson: Growing-Up pg. 97-98 The Growing and Changes I Have Done. Worksheet pg. 95-96 Class Round: Stages of Ages pg.99 ----- RSE TEACHER BK Information Lesson: Growing Up pg. 198-199 |
| | Strand Unit Growing & Changing |recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty* ..discuss the stages and sequence of development of the human baby, from conception to birth* | 3 rd Class: ----- 3 rd Class: Revise term 'womb' pg.73. Introduce terms 'umbilical cord' and 'navel/ belly button' pg. 73. ----- 4 th Class: Revise term 'womb,' Introduce terms 'egg,' 'lining (womb), 'ready to be born.' | ----- RSE TEACHER BK – 3 rd Theme 6 – PREPARING FOR NEW LIFE pg. 69-79 ----- RSE TEACHER BK – 4 th Theme 6 – The Wonder of New Life pg.170-181 Sequence Activity Cards | ----- RSE TEACHER BK 3 rd Class Information Lesson: Caring for Baby pg. 73 ----- RSE TEACHER BK 4 th Class Information Lesson: Someone Special pg. 171 'A New Life Time-Line' pg. 172-178 (Sequencing Activity) |
| Fifth/Sixth Class | Strand Unit Taking Care of My Body | identify and discuss the <u>physical and other changes that occur in boys and girls with the onset of puberty</u> and understand that these take place at different rates for everyone understand the reproductive system of both male and female adults | 5 th & 6 th Class Language to be taught to boys & girls : Puberty, Ovaries– Ovum, Fallopian tube Womb/Uterus, Cervix , Menstruation Puberty, Penis, Testicle, Scrotum, Sperm Erection, Wet dreams | RSE TEACHER BK – 5 th Theme 6 – My Body Grows and Changes pg 84 – 89 RSE TEACHER BK – 5 th Theme 6 – My Body Grows and Changes pgs 85 – 88 | RSE TEACHER BK – 5 th Information Lesson: p.84 My Body Grows and Changes 'Busy Bodies DVD' with questions from RSE TEACHER BK pg. 91 * Scoil Thomáis RSE Folder 'Busy Bodies DVD' |
| | Strand Unit Growing & Changing |understand sexual intercourse, conception and birth within the context of a committed, loving relationship discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent | 5 th & 6 th Class Language to be taught to boys & girls : Sexual Intercourse, Conception, Ovum Fallopian Tubes, NOTE: Discussed in the context of a committed and loving relationship. | RSE TEACHER BK – 5 th Theme 7 – THE WONDER OF NEW LIFE pg. 95+ 96 RSE TEACHER BK – 5 th Theme 7 – THE WONDER OF NEW LIFE pg. 95, 97-98 RSE TEACHER BK – 6 th Theme 8 – A Baby is a Miracle pg. 212 | Information Lesson: The Wonder of New Life RSE TEACHER BK – 5 th pg. 95-96 Story: 'Michael's Birth Day' with questions from RSE TCH BK 5 th pg. 97 RSE TEACHER BK – 6 th 'A Baby is a Miracle' p.212 * Scoil Thomáis RSE Folder |
| | | Discuss the stages and sequence of the human baby in the womb | 5 th Class Content Revise term <i>umbical cord</i> * (p.107) | RSE TEACHER BK – 5 th Theme 8 - Caring for New Life pg. 106-110 | RSE TEACHER BK – 5 th * Worksheet p. 106 * Information Lesson: p. 107 Story: 'Michael's First Year' from RSE TEACHER BK pg.109 |

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| | | | 6th Class Content | RSE TEACHER BK – 6th Theme 8 – A Baby is a Miracle pg. 213 - 215 | RSE TEACHER BK – 6th * Let's Talk: Changes a Baby Brings to Parents p. 213-214 * Let's go shopping: Babies' Expenses pg. 215 |
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Appendix 1B- Junior and Senior Infants.

| Strand - Myself Strand Unit - <u>Self-identity</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|---|---|---|----------------------|
| Self-awareness <ul style="list-style-type: none"> Discuss and appreciate all the features that make a person special and unique Recognise and record personal preferences | <i>Feeling Safe and Unsafe</i> p.17 - 30 | Me! Me! Me! p.19 Face Masks p.20 I Like Me p.21 | | |
| <ul style="list-style-type: none"> Begin to understand, appreciate and respect personal abilities, skills and talents | | | The Crocodile Swamp p.37 (SI) The Magic Box p.40 (SI) | |
| <ul style="list-style-type: none"> Become aware of their immediate surroundings | | | I Taste with My Tongue p.47 (JI) The Five Senses p.49 (SI) What's In The Box p.60 (SI) | |
| Developing self-confidence <ul style="list-style-type: none"> Express own views, opinions and preferences Become more self-reliant and independent Begin to learn how to cope with various changes as they occur | <i>Friendship and Bullying</i> p. 32 - 44 | Can You Play Simons Says p.103 Can You Do This? p.104 A Picture Book of Things I Can Do p.104 | | |
| Making decisions <ul style="list-style-type: none"> Identify some everyday choices made by himself/herself and those that are made by others | <i>Strangers</i> p. 62 - 66 | | Stars p.130 (SI) | |
| <ul style="list-style-type: none"> Begin to develop some awareness of factors that may influence decisions or choices made | | | Storm p.84 (JI) | |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|--------------------|---|--|---|
| <p>Knowing about my body</p> <ul style="list-style-type: none"> Appreciate the need, and understand how to care for their own body in order to keep it healthy and well Realise that each individual has some responsibility for taking care of his or her self Respect their own bodies and that of others | | | Our Amazing Bodies p.94 (SI) | Anatomical Dolls Educational Resources available from www.getactiveireland.ie |
| <ul style="list-style-type: none"> Name parts of the male and female body parts using appropriate anatomical terms Recognise and practise basic hygiene skills | Touches p. 45 - 50 | GivingtheDollaBath p.150 Keeping Clean p.152 | | |
| <ul style="list-style-type: none"> Explore and discuss the different things the body can do | | | TheFiveSensesp.47(SI) WhatDoYouSmell?p.63 (SI) | |

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|---|--|--|----------------------|---|
| <p>Food and nutrition</p> <ul style="list-style-type: none">• Become aware of the importance of food for growth and development• Explore food preferences and their role in a balanced diet• Discuss and explore some qualities and categories of food• Realise the importance of good hygiene when preparing food to eat | | | Taste Test p.53 (SI) | FoodDudes-Healthy Eating programme www.fooddudes.ie |
|---|--|--|----------------------|---|

| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|---|---|--|----------------------|
| <p><i>As I grow I change</i></p> <ul style="list-style-type: none"> Identify some factors that promote growth Realise that growth and change are part of the process of life and are unique to the individual Recognise that the ability to take responsibility for himself/herself and others increases as he/she gets older | | <p>About Growing p.78 Watch It Grow p.82 Inner Growth p.82 Measuring Growth p.162</p> | | Anatomical Dolls |
| <p><i>New life</i></p> <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Identify what babies need to help them grow and develop | | <p>SignsofNewLifeinSpring p.69 NewLifeinSpringp.73 Conor'sNew BabySister p.139 Nature Walk p.143 Growing Plants fromSeeds p.143</p> | | |
| <p><i>Feelings and emotions</i></p> <ul style="list-style-type: none"> Name a variety of feelings and talk about situations where these may be experienced Explore a variety of ways in which feelings are expressed and coped with | <p><i>Feeling Safe and Unsafe</i> p.17 - 30</p> | | <p>FeelingsFacesp.110(JI) A Surprise p.118 (JI) ThingsThat GoBumpin TheNightp.121(JI) I'mLonelyp.125(JI) Little Miss Angry p.128 (JI) Caring and Sharingp.131 (JI)</p> | |

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| <ul style="list-style-type: none">• Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another | <i>Friendship and Bullying p. 32 - 44</i> | | <i>OurClassp.77(SI) We Can Help p.82(SI)</i> | |
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|---|---|------------|---------------------------------|--|
| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Explore and discuss occasions that can promote feelings in himself/herself | | | ThingstobeHappyAbout p.105 (SI) | |
| Strand - Myself Strand Unit - <u>Safety and protection</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Personal safety <ul style="list-style-type: none"> Explore appropriate safety strategies Identify situations and places that are safe and those where personalsafety may be at risk Realise how other people can persuade him/her to engage in unsafe behaviour | <i>Feeling Safe and Unsafe</i> p.17 - 30 <i>Friendship and Bullying</i> p. 30 - 44 <i>Touches</i> p. 45 - 54 <i>Secrets and Telling</i> p. 55 - 60 <i>Strangers</i> p. 60 - 66 | | | |
| Safety issues <ul style="list-style-type: none"> Identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian | <i>Secrets and Telling</i> p. 55 - 60 | | Taking Care p.100 (JI) | Road Safety www.rsa.ie/en/RSA/Road-Safety/Education/ Teaching-resources |
| <ul style="list-style-type: none"> Realise and understand that rules are necessary in order to protect people and keep them safe | <i>Friendship and Bullying</i> p. 32 - 44 | | Five Little Children p.80(SI) | |
| <ul style="list-style-type: none"> Explore how accidents might be prevented at home, in school, on the farm or in the water | | | Listen p.65 (SI) | HSE Child Safety Corner www.hse.ie |

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| Strand - Myself Strand Unit - <u>Safety and protection</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|-----------|--|---|---|
| <ul style="list-style-type: none"> Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the content Explore occasions when medicines, injections, or pills are needed and the safety rules that apply when taking medicine Identify some of the substances or things that are put onto the body and their associated functions | | | Things That Go i B p. 98 (SI) Miss Polly's Sick Dolly p. 93 (JI) What Would You Do? p. 96 (JI) Things I Put on my Body p. 89 (JI) | |
| Strand - Myself and others Strand Unit - <u>Myself and my family</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Identify and name the people who constitute a family and appreciate that all family units are not the same Realise that he/she belongs to a family and that each person has a place and role within a family Explore the things that families do together Explore and acknowledge many of the things that can be learned at home | | A Celebration at Home p. 45 Families Celebrate p.48 Looking at Photographs p. 119 | Who Lives Inside My Door p. 75 (JI) | RESPECT Guidelines and resources Different Families Same Love poster / resource www.into.ie/lgbt/ Educational Resources Picture Books resource http://www.pdst.ie/primary/RSE |
| <ul style="list-style-type: none"> Realise how families take care of, support and love each other | | Happy Families p.121 A Surprise for Conorp.118 | My Special Peoples Booklet p. 74 (SI) | |

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| Strand - Myself and others Strand Unit - <u>My friends and other people</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|--|---|-----------|----------------------|
| <ul style="list-style-type: none"> • Discuss and appreciate differences in people and know how to treat others with dignity and respect • Recognise and explore bullying behaviour, who is involved and the effects on different people • Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else • Recognise and appreciate differences in people and know how to treat others with dignity and respect | <p><i>Friendship and Bullying p. 30 - 41</i></p> | | | |
| <ul style="list-style-type: none"> • Identify, discuss and appreciate his/her own friends • Discuss and examine the different aspects of friendship • Identify and appreciate friends at school and how they can help care for each other • Discuss and appreciate all those considered special, both within and outside the family circle | | <p>Who's Whop.27 Your Friends Are Special Too p .29 You and Me, Me and You p.29 What Is a Friend? p.111 Appreciating Us p.112</p> | | |

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| Strand - Myself and others StrandUnit - <u>Relating to others</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|---|-----|--|---|
| <ul style="list-style-type: none"> Listen and respond to opinions and views of others | | | Jack's Story (Co-Operation) p.78 (JI) | |
| <ul style="list-style-type: none"> Use verbal and non-verbal behaviour to perform social functions Resolve conflict with others | <i>Friendship and Bullying</i> p. 31 | | Caring and Sharing p.131 (JI) What a Lovely Bunch p.20 (JI) | |
| <ul style="list-style-type: none"> Practise consideration, courtesy and good manners when interacting with others | | | This is Me! p.23 (JI) I Am, I Can, I Like p.42 (SI) | |
| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| My school community <ul style="list-style-type: none"> Recognise the name of his/her own school and the people who contribute to life of the school | <i>Friendship and Bullying</i> p. 31 | | Name Train p.32 (JI) | |
| <ul style="list-style-type: none"> Realise that each person is important and has a unique and valuable contribution to make to the class | | | The Magic Box p.50 (SI) | Ombudsman for Children Educational resources www.oco.ie/education-and-human-rights/education |

| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|-----|-----------------------------------|---|
| <ul style="list-style-type: none"> Recognise the importance of sharing and co-operating and being fair in all activities in the class and school | | | Bear Hugs p.42 (JI) | |
| <ul style="list-style-type: none"> Explore and respect the diversity of children in the class and school | | | Respecting Differences p.114 (SI) | Intercultural Education in Primary Schools www.ncca.ie |
| <ul style="list-style-type: none"> Realise and understand the necessity for adhering to the class and school rules | | | Do we Need Rules? p.118 (SI) | |
| <p>Living in the local community</p> <ul style="list-style-type: none"> Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others Recognise that each person has an important contribution to make to the life of the community Begin to become aware of local identity and to participate in and enjoy celebrating local events Suggest ways of helping other live it school and in the local community | | | Where I Live p.120 (SI) | Equal Measures; Gender Equality |

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|--|-----------|-----|--|--|
| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying these rules in order to keep us safe | | | Do We Need Rules? p.118 (SI) | |
| Environmental care <ul style="list-style-type: none"> Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment | | | Taking Care of Our World p.122 (SI) | Green schools work https://greenschoolsireland.org/resources/ School Garden and the Living Classroom http:// |
| Strand - Myself and the wider world Strand Unit - <u>Media education</u> | Stay Safe | RSE | Walk Tall | www.schools.ie/enrichmentresources |
| <ul style="list-style-type: none"> Realise that he/she receives information from many different sources | | | Jungle Journey p. 68 (SI) | |
| <ul style="list-style-type: none"> Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits | | | Getting to Know Mep.34 (SI) | |

| Strand - Myself and the wider world StrandUnit - <u>Mediaeducation</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|-----|--|----------------------|
| <ul style="list-style-type: none"> Identify favourite television programmes videos and video games and indicate reasons for preferences Begin to explore and talk about the difference between advertisements and programmes Begin to use and explore the various kinds of information technology available | | | Our Favourite Programmes p.125 (SI) | |

The Stay Safe programme is taught as part of the Safety and protection strand unit (shown above in dark red). The Stay Safe programme also addresses objectives from other strand units (shown above in light red). Teachers are reminded that the Stay Safe programme should be taught in its entirety in one block. However, teachers exercise their own discretion in determining whether or not they feel the other curricular objectives are adequately addressed through the Stay Safe lessons, and can supplement the teaching of these objectives at other times during the year.

Programme for First and Second

| Strand - Myself Strand Unit - <u>Self-identity</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|---|----------------------------------|---|----------------------|
| Self-awareness <ul style="list-style-type: none"> Develop an appreciation of and talk about personal strengths, abilities and characteristics | <i>Feeling Safe and Unsafe</i> p.17 - 30 | Things I do, Things I Enjoy p.17 | I Am Good at Lots of Things p.21(1st) I'm Celebrating All I Have Learned p.154 (2nd) | |
| <ul style="list-style-type: none"> Recognise and appreciate the similarities and differences between people Become aware of his/her immediate world through senses | | | Alike and Different p.27 (1st) | |
| <ul style="list-style-type: none"> Identify and talk about personal preferences and dreams/hopes for the future | | | When I am Older I Would Like to Belong p.128(1st) | |
| Developing self-confidence <ul style="list-style-type: none"> Become more independent and self-reliant | | | I'm Learning to Use My Own Brain p.114 (2nd) | |
| <ul style="list-style-type: none"> Explore different ways of coping with change | | | I Change As I Grow p.75 (2nd) | |
| <ul style="list-style-type: none"> Express personal opinions and preferences and acknowledge those of others and comment on them | | | Bringing it all Together p.145 (1st) | |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|---|---|--|---|
| <p>Making decisions</p> <ul style="list-style-type: none"> Recognise and reflect on choices that are made everyday Discuss the factors that may influence personal responsibility decisions or choices Realise that being involved in decision-making demands more personal | <p><i>Touches</i> p.49-62 <i>Secrets and Telling</i> p.63-70 <i>Strangers</i> p.71-79</p> | <p>How Do I Decide What to Do? p.183 About the Reasons I Do Things p.184</p> | <p>Adverts and Messages p.139 (1st)</p> | |
| <p>Knowing about my body</p> <ul style="list-style-type: none"> Appreciate the need and understand how to care for the body in order to keep it strong and healthy | | | <p>What Does Healthy Mean? p.27 (1ST)</p> | <p>Educational resource available from www.getactiveireland.ie</p> |
| <ul style="list-style-type: none"> Name parts of the male and female body, using appropriate anatomical terms, and some of their functions | <p><i>Touches</i> p.49 - 62</p> | <p>How our Bodies Work p.166</p> | <p>Our Amazing Bodies p.27 (2nd)</p> | |
| <ul style="list-style-type: none"> Recognise the importance of treating the body with respect and dignity Explore the various things the body can do | | <p>How My Body Works p.67 Our Senses p.70 A Listening Walk p.72 A Poem About Our Senses p.73 In My Imagination p.74</p> | <p>My Heart and My lungs p.41 (2nd) My Brain p.45 (2nd)</p> | |
| <ul style="list-style-type: none"> Recognise and examine some of the substances that are taken into the body and the purpose and function of each one | | | <p>Medicines are Powerful Drugs p.62 (2nd) Injections p.69 (2nd)</p> | |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|--|--|---|
| <ul style="list-style-type: none"> Develop and practise basic hygiene skills Realise that each individual must take responsibility for self-care Become aware of how infection spreads easily and the importance of adhering to a code of hygiene | | <p>When My Body Needs Special Care p.161 A Visit to The Doctor p.164</p> | <p>Being Clean Helps Us Keep Healthy p.40(1st) What Does Healthy Mean? p. 37 (1st)</p> | |
| <p>Food and nutrition</p> <ul style="list-style-type: none"> Explore the importance of food for promoting growth, keep healthy, and providing energy Appreciate that balance, regularity and moderation are necessary in diet | | | <p>Types of Food We Need to Be Healthy p.40(1st)</p> | <p>Food Dudes-Healthy Eating programme www.fooddudes.ie</p> |
| <ul style="list-style-type: none"> Identify some foods that are derived from plant and animal sources Recognise and practise good hygiene when dealing with food | | | <p>My Body Needs Different Types Of Food p.52(2nd)</p> | |

| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|-----------|---|----------------------------------|----------------------|
| <p>New life</p> <ul style="list-style-type: none"> • Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle • Appreciate what is necessary in order to provide and care for, new-born babies in both the animal and human world • Realise the various roles parents and other family members have in providing for new-born babies | | <p>The Wonder of New Life p. 59 NewLifeinSpringp.61 WhenIWasaBaby p.155 AboutBabiesp.156</p> | <p>AllShinyandNew p.33 (1st)</p> | |
| <p>As I grow I change</p> <ul style="list-style-type: none"> • Begin to recognise the physical, emotional, social and spiritual factors that promote growth • Realise that growth takes place in many different ways and is unique to each individual | | <p>GrowingandChanging p.171 WhatIWasLikeWhenI Was Littlep.173 The Story of MyLife p.174 Lookingat Photographs p. 82</p> | <p>IChangeAsIGrow p.72 (2nd)</p> | |
| <ul style="list-style-type: none"> • Realise that growing up brings increased responsibility himself/herself and others | | <p>Changing and Growing p. 83 A Poem of Ages p.177</p> | | |
| <ul style="list-style-type: none"> • Realise the various roles parents and other family members have in providing for new-born babies • Appreciate what is necessary in order to provide and care for, new-born babies in both the animal and human world | | <p>About Minding Babies p.153 About Babies p.156</p> | | |

| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|---|---|--|----------------------|
| <p>Feelings and emotions</p> <ul style="list-style-type: none"> Name and identify a wide range of feelings and talk and explore feelings in different situations Realise and explore the various ways feelings can be expressed and dealt with and choose which are most appropriate and acceptable | <p><i>Friendship and Bullying</i> p.31 -48 <i>Feeling Safe and Unsafe</i> p.17 - 30</p> | <p>Music with Feelings p.55</p> | <p>Name That Feeling p.49 (1st) True Feelings p.87 (2nd)</p> | |
| <ul style="list-style-type: none"> Identify people with whom they can discuss feelings and emotions | | <p>About Ways We Sometimes Feel p.146</p> | <p>MySpecialPersonandMe p.90 (2nd)</p> | |
| <ul style="list-style-type: none"> Become aware of and be able to choose healthy ways of feeling good about himself/herself | | <p>Painting a Feeling p.147</p> | <p>I Can Think Positively p.80 (1st)</p> | |
| <ul style="list-style-type: none"> Explore the various feelings that change as one grows Recognise that individual actions can affect the feelings of others | | <p>A Poem About Someone I Love p.177</p> | <p>Random Acts of Kindness p.141 (2nd)</p> | |

| Strand - Myself and others StrandUnit - Safety and protection | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|---|---------------------------------|---|----------------------|
| <p>Personal safety</p> <ul style="list-style-type: none"> Recognise and explore situations where children feel safe and those where safety might be at risk Discuss and practise appropriate strategies for dealing with these situations Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted | <p><i>Feeling Safe and Unsafe p. 17-30</i> <i>Friendship and Bullying p. 31 -48</i> <i>Touches p. 49-62</i> <i>Secrets and Telling p. 63-70</i> <i>Strangers p. 70-90</i></p> | | | |
| <ul style="list-style-type: none"> Identify risky behaviour and examine its positive and negative consequences | | | <p>Smoking And Cigarettes p.25 (2nd)</p> | |
| <p>Safety issues</p> <ul style="list-style-type: none"> Develop and practise strategies for keeping safe when travelling | | <p>Safety Strategies p. 137</p> | | |
| <ul style="list-style-type: none"> Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for their own safety and that of others | | <p>Safety Quiz p. 138</p> | <p>Our Classroom Rules Are Important p.86 (1st) RulesHaveReasons(1st)</p> | |

| Strand - Myself and others StrandUnit - Safety and protection | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|---|--|---|
| <ul style="list-style-type: none"> Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing Recognise how accidents might be caused and what can be done in order to prevent accidents happening | | Keeping Safe p.3.9 What Would I Do? p.43 About Keeping Ourselves Safe p.44 | I'm Learning to Use My Own Brain p.114 (2nd) | |
| <ul style="list-style-type: none"> Recognise and explore occasions when medicines are needed Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them | | | Rules About Medicines p.97 | |
| Strand - Myself and others Strand Unit - Myself and my family | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Identify and talk about those who live at home and recognise that homes and families vary Recognise his/her role and place in the family unit and the contribution made by each member to the family | | A Map of Responsibility p.125 About Ways We Can Help At Home p.126 | I Belong in My Home p.108 (1st) | RESPECT Guidelines and resources Different Families Same Love poster/resource www.into.ie/lgbt/EducationalResources Picture Books resource http://www.pdst.ie/primary/RSE |

| Strand - Myself and others Strand Unit - <u>Myself and my family</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|--|---|--|----------------------|
| <ul style="list-style-type: none"> Appreciate his/her own family and identify ways in which members of families can help, support and care for each other Explore many of the things that are learned in families both practical and otherwise | | About My Family p.33 Drawing a Map of My Family p.34 | | |
| Strand - Myself and others Strand Unit - <u>My friends and other people</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Discuss personal friends and why he/she enjoys being with them Identify, explore and discuss qualities and skills associated with friendship | <i>Friendship and Bullying p.31-48</i> | My Friends p.23 Guess Who? p.25 About Our Friends p.25 Our Friends p.27 | I Belong in My Class p.112 (1st) | |
| <ul style="list-style-type: none"> Explore how friends can influence personal actions and decisions | | What Would a Friend Do? p.117 | Friends Influence Each Other p.19 (2nd) | |
| <ul style="list-style-type: none"> Know how to treat people with dignity and respect | | | We Can Help Make Rules p.131 (2nd) I'm Learning to Trust p.31 (2nd) | |

| Strand - Myself and others Strand Unit - <u>My friends and other people</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|--|-----|--|----------------------|
| <ul style="list-style-type: none"> Recognise and explore bullying behaviour, who is involved and the effects on different people Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else | <i>Friendship and Bullying p.31-48</i> | | Bullying p.124 (1st) | |
| Strand - Myself and others Strand Unit - <u>Relating to others</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions Listen, hear and respond to what is being said | <i>Friendship and Bullying p.31-48</i> | | | |
| <ul style="list-style-type: none"> Express and record experiences, opinions, feelings and emotions in a variety of ways | <i>Feeling Safe and Unsafe p.17-30</i> | | I Have Opinions p.99 (4th) | |
| <ul style="list-style-type: none"> Explore and practise how to handle conflict without being aggressive | <i>Friendship and Bullying p.31-48</i> | | I Am Learning to Ask for What I Want p.102 (2nd) I Am Learning to Say No p.110 (2nd) | |

| Strand - <i>Myself and the wider world</i> Strand Unit - <i>Developing citizenship</i> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|-----------|-----|---|--|
| <p><i>My school community</i></p> <ul style="list-style-type: none"> Explore what it means to belong and recognise some of the different groups to which he/she can belong Recognise and write the name and location of his/her own school and identify those who constitute the school community | | | <p>I Belong with My Class p.112 (1st) Taking Care of The Yard p.138 (2nd)</p> | |
| <ul style="list-style-type: none"> Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone | | | <p>Taking Care of Our Classroom Environment p.120 (1st)</p> | <p>Ombudsman for Children Educational resources www.oco.ie/education-and-human-rights/education</p> |
| <ul style="list-style-type: none"> Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all | | | <p>Our Classroom Rules Are Important p.86</p> | |
| <ul style="list-style-type: none"> Engage in group activities in the class and learn how to share, co-operate, listen to work and play together | | | <p>My Name p.19 (1st) I Am Learning To Co-operate p.134 (2nd)</p> | |

| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|-----|---|---|
| <p><i>Living in the local community</i></p> <ul style="list-style-type: none"> • Begin to appreciate how people depend on each other in many aspects of life • Developing a sense of belonging to their own local community | | | <p>IBelonginMyCommunity p.125 (2nd)</p> | |
| <ul style="list-style-type: none"> • Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich their experiences • Develop an awareness of people in other places | | | <p>Nationalities Day p.143 (2nd)</p> | <p>EU Kids Corner http://europa.eu/kids-corner/index_en.htm</p> |
| <ul style="list-style-type: none"> • Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life | | | <p>I'm Learning About My Rights p.106 (2nd)</p> | |

| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|-----|-------------------------------------|--|
| <p>Environmental care</p> <ul style="list-style-type: none"> Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment | | | Taking Care of Our Yard p.134 (2nd) | <p>Sustainable Energy Authority of Ireland http://www.seai.ie/</p> <p>Green Schools work https://greenschoolsireland.org/resources/</p> <p>School Garden and the Living Classroom http://www.schoolearthed.ie/</p> |
| Strand - Myself and the wider world Strand Unit - <u>Media education</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Become aware of advertis different ways in which information can be communicated | | | We Are Modern Explorers p.136 (1st) | |
| <ul style="list-style-type: none"> Begin to distinguish between fact and fiction in stories or situations in different media forms | | | Facts or Fiction p.133 (1st) | Celebrate Safer Internet Day, see www.saferinternetday.ie www.webwise.ie |

| Strand - Myself and the wider world StrandUnit - <u>Mediaeducation</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|-----|---------------------------------------|----------------------|
| <ul style="list-style-type: none"> Discuss and explore advertising that is specifically aimed at children | | | Adverts and Influences p.148 (2nd) | |

The Stay Safe programme is taught as part of the Safety and protection strand unit (shown above in dark red). The Stay Safe programme also addresses objectives from other strand units (shown above in light red).

Teachers are reminded that the Stay Safe programme should be taught in its entirety in one block. However, teachers exercise their own discretion in determining whether or not they feel the other curricular objectives are adequately addressed through the Stay Safe lessons, and can supplement the teaching of these objectives at other times during the year.

Third and Fourth Class

| Strand - Myself Strand Unit - <u>Self-identity</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|---|--|--|----------------------|
| <p>Self-awareness</p> <ul style="list-style-type: none"> Recognise, describe and discuss individual personal traits, qualities, strengths, limitations, interests and abilities Identify personal preferences, dreams for the future and hopes | <p><i>Friendship and Bullying</i> p. 18</p> | <p>WhoAmI?p.20 My Giftsp.23</p> | <p>MyStrengthsp.33(3rd) WhoAm I?p.20(4th)</p> | |
| <ul style="list-style-type: none"> Explore factors that influence their self-image | | <p>Pass The Compliment p.21</p> | <p>My Name is Special p.29 (3rd)</p> | |
| <ul style="list-style-type: none"> Identify realistic personal goals and targets and how these can be achieved in the short or long term Realise that each person has a unique contribution to make to various groups | | <p>Working Alone, Working Together p.119 Team Work p.121</p> | <p>Self Portrait p.24 (4th) Everyone is Unique p.37 (3rd)</p> | |
| <p>Developing self-confidence</p> <ul style="list-style-type: none"> Enhance their own learning Express personal opinions, feelings, thoughts and ideas with growing confidence | | | <p>I Know, I Think p.27 (4th) Speaking with I Statements p.180 (4th)</p> | |

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|--|--|--|--|--|
| <ul style="list-style-type: none">• Become more confident in coping with change and with situations that are unfamiliar• Become increasingly responsible and autonomous | | | Easy Talking, Difficult Talking p.161 (4th) | |
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| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|--------------------------------------|-----------------------------|---|---|
| <p>Health and wellbeing</p> <ul style="list-style-type: none"> Understand and appreciate what it means to be healthy and to have a balanced lifestyle Realise that each individual has some responsibility for their health and that this responsibility increases as he/she gets older | | ARecipeforGoodHealth p.192 | As I Grow Older... p.101 (4th) | Eat Smart, Move More resource available from www.healthpromotion.ie |
| <ul style="list-style-type: none"> Begin to develop strategies to cope with various worries or difficulties that he/she may encounter | <i>Friendship and Bullying</i> p. 18 | Who, What, When, Why? p. 52 | Keeping My Thinking Healthy p.114 (4th) | |
| <ul style="list-style-type: none"> Beware of the dangers in using tobacco or alcohol or the reasons why people may choose to smoke or drink | | | The Risk of Smoking Cigarettes p.142 (3rd) The Risk of Drinking Alcohol p.149 (3rd) | |
| <ul style="list-style-type: none"> Know and understand the meaning of the word drug and when it is appropriate or inappropriate to take drugs Identify and categorise a variety of substances that are taken into or onto the body that are helpful or harmful, legal or illegal | | | What is a Drug? p.125 (4th) The Dangers of Solvents p.136 (4th) | |
| <ul style="list-style-type: none"> Recognise and discuss some people who are concerned with health and welfare | | | Sometimes Adults Need Rules p.154 (3rd) | |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|--|--------------------------------------|---|
| <p>Knowing about my body</p> <ul style="list-style-type: none"> Understand the physical changes taking place in both male and female body Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal | | <p>Growing Up p.198 A List of Changes p. 203</p> | | <p>Busy Bodies DVD and Booklet http:// www.healthpromotion.ie</p> |
| <ul style="list-style-type: none"> Realise the importance of caring for and treating their own body and that of others with dignity and respect | | <p>Healthy Choices and Decisions p.105</p> | | |
| <ul style="list-style-type: none"> Recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction Understand and explore the relationship between health and hygiene | | <p>Being Clean - Keeping Healthy p.185 Body Protection p.189</p> | <p>Clean and Healthy p.107 (4th)</p> | |
| <ul style="list-style-type: none"> Realise the adverse effects of sexual stereotypes and realise that these effects can become more exaggerated and the physical differences between males and females become more apparent | | | | <p>Gender Equality; Equal Measures</p> |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|-----------|--|-------------------------------|---|
| Food and nutrition <ul style="list-style-type: none"> Differentiate between a healthy and unhealthy diet and appreciate the role of balance and moderation Recognise the wide choice of food available and categorise the food into the four main food groups and their places on the food pyramid Examine the dietary needs of their own age group and other groups in society | | | Balancing Our Food p.49 (3rd) | FoodDudes-Healthy Eating programme www.fooddudes.ie |
| <ul style="list-style-type: none"> Explore some factors that influence the consumption of different food products Discuss and examine the importance of proper food hygiene | | | Food Choices p. 110 (4th) | |
| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| As I grow I change <ul style="list-style-type: none"> Realise that growing and changing are continuous throughout life | | *revisit/link with Knowing About My Body Growing Up p198 A List of Changes p.203 | Feeling Proud p. 63 (3rd) | Busy Bodies DVD and Booklet http:// www.healthpromotion.ie |
| Strand - Myself Strand Unit - <u>Growing and changing</u> | | | | |

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| <ul style="list-style-type: none"> Identify the skills and abilities acquired and the interests and pursuits taken up in recent years Recognise how independence and responsibilities are continually changing | | | | |
| <ul style="list-style-type: none"> Recognise the emotional changes that have taken place since infancy Recognise how spiritual development has taken place in recent years Begin to appreciate the need for space and privacy in life | | | | |
| <p>Birth and new life</p> <ul style="list-style-type: none"> Discuss the stages and sequence of development of the human baby, from conception to birth Identify the care that needs to be taken while waiting for a baby to be born Develop an appreciation of the wonder of a new-born baby | | | | |
| <p>Feelings and emotions</p> <ul style="list-style-type: none"> Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed | | | | |
| <ul style="list-style-type: none"> Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty | | | | |

| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|--|------------------------------|---|----------------------|
| <ul style="list-style-type: none"> Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate way Explore how feelings can influence one's life | | Ways of Feeling Better p.161 | When Someone Special Dies p. 75 (3rd) | |
| <ul style="list-style-type: none"> Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later | | | What I Need and What I Want p. 56 (4th) | |
| Strand - Myself Strand Unit - <u>Safety and protection</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Personal safety <ul style="list-style-type: none"> Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping themselves and others safe Identify people, places and situations that threaten my safety Begin to assess the consequences of risky behaviour Begin to realise that as independence increases, responsibility for personal safety | <i>Feeling Safe and Unsafe</i> p.17 -30 <i>Friendship</i> p. 31 - 50 <i>Touches</i> p.52 - 66 <i>Secrets and Telling</i> p. 67-72 <i>Strangers</i> p. 73 - 77 | | | |

increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual

| Strand - Myself Strand Unit - <u>Safety and protection</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|-----------|--|--|--|
| <p>Safety issues</p> <ul style="list-style-type: none"> • Be aware of potential travel hazards and the need for responsible behaviour when travelling • Adopt responsible behaviour at play and know the appropriate safety measures when playing • Identify some potential risks to health and safety in the environment | | Rights, Responsibilities and Rules p.149 | Safety Audit for the Toddler p.136 (3rd) | Road Safety www.rsa.ie/en/RSA/ Road-safety/ Education/ Teaching-resources |
| <ul style="list-style-type: none"> • Explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs • Identify substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them • Explore and examine the use of medicines | | | Who Made the Mistake? p.133 (3rd) Growing in Responsibility p.138 (3rd) | HSE Child Safety Corner |

| Strand - Myself StrandUnit - <u>Makingdecisions</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Become aware and think about choices and decisions that he/she makes everyday Explore and discuss the factors that influence personal decisions and choices and the different levels of thoughts in making a decision | <i>SecretsandTellingp.67-72</i> <i>Strangersp.73-77</i> | Shared Ideas p.108 | How We Make Decisions p. 62 (4th) What Influences Me? p.32 (3rd) | |
| <ul style="list-style-type: none"> Discuss why and how adults make decisions and set boundaries for young people Learn and begin to devise a simple decision making strategy Recognise and explore the risks and the consequences of making a particular decision | | WhatWillIdop.111 Solvethatp.208 | What Happens Next? p.69 (4th) | |
| <ul style="list-style-type: none"> Recognise that opportunities to exercise choice can increase as responsibilities are expected and as the trust of others is earned Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions | | | Boundaries p.65 (4th) | |
| <ul style="list-style-type: none"> Make individual and group decisions | | Solving Scenarios p. 213 | What Influences Us? p. 75 (4th) | |

| Strand - Myself and others Strand Unit - <u>Myself and my family</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time Explore how belonging to a family means that family members love, protect, provide and care for each other | | <p>How Families Are the Same and How Families Are Different p. 139 A Star Family p. 39</p> | <p>My Family p.38 (4th)</p> | <p>RESPECT Guidelines and resources Diferent Families Same Love poster / resource www.into.ie/lgbt/EducationalResources Picture Books resource http://www.pdst.ie/primary/RSE</p> |
| <ul style="list-style-type: none"> Recognise that each family member has a place and role in the family and contributes to the effective functioning of the family unit | | <p>A Family Time Line p.40 Families; Block Graphs p.143</p> | | |

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| <ul style="list-style-type: none"> • Understand that families often undergo planned or unplanned changes that may be pleasant or difficult • Identify behaviour that is important for harmony in families • Compare and contrast life styles of families in urban and rural areas, in different countries and in different cultures within and outside Ireland | | <p>Recipe For A Family p.44</p> | <p>Changes in the Family p. 40 (4th)</p> | |
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| Strand - Myself and others Strand Unit - <u>My friends and other people</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|---|--|---|--|----------------------|
| <ul style="list-style-type: none"> • Appreciate the need for and the importance of friendship and interacting with others • Explore the different aspects of friendship • Examine different types of friendship | <i>Friendship and Bullying p.31-54</i> | A Friendship Timeline p.29 | Having Friends p.82 (4th) | |
| <ul style="list-style-type: none"> • Begin to cope with disharmony in, or loss of, friendships • Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others • Explore and examine ways of dealing with bullying | | How to Make Friends Again p.31 Arguments and Making-Up p.34 | When Friendships Go Wrong p.86 (4th) | |
| <ul style="list-style-type: none"> • Acknowledge that friends often circulate in groups which can be healthy and unhealthy • Recognise, discuss and understand bullying | | Bullying Behaviour p.127 Understanding Bullying p.133 | What is Bullying? p.97 (3rd) The Effects of Bullying p.105 (3rd) | |

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| <ul style="list-style-type: none"> Respect and show consideration for the views beliefs and opinions of others | <i>Friendship and Bullying p.31-54</i> | Both Perspectives p.134 | | All Together Now - Homophobic and Transphobic Bullying http://www.belongto.org |
| Strand - Myself and others Strand Unit - Relating to others | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Communicating <ul style="list-style-type: none"> Recognise and explore various verbal and non-verbal means of communicating Listen carefully and reflectively to others Use language, gestures and other appropriate behaviour to perform social functions | | | Listening p.24 (3rd) Easy Talking...Difficult Listening p.161 (4th) | |
| <ul style="list-style-type: none"> Explore and examine ways of dealing with bullying | <i>Friendship and Bullying p.31-54</i> | Bullying Experience p.135 | Dealing with Bullying p.93 (4th) Witnessing Bullying p.116 (3rd) A Bully-Free Zone p.121 (3rd) | |

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| <ul style="list-style-type: none"> Examine the power of persuasion in relating to others and identify times when it can be used positively Give and receive compliments and constructive criticism in different situations Recognise and explore how language can be used to foster inclusiveness | | | Our Actions Affect the Feelings of Others p.67 (3rd) | |
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| Strand - Myself and others Strand Unit - <u>Relating to others</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Resolving conflict <ul style="list-style-type: none"> Identify reasons for conflict in different situations Identify and discuss various responses to conflict situations and decide on and practise that are the most appropriate or acceptable | Friendship and Bullying p.31-54 | | The Journey of Anger p.174 (4th) Standing up to Bullying and Other Things p.127 (3rd) | |
| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |

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| <p><i>My school community</i></p> <ul style="list-style-type: none"> Identify the people who constitute the school community and the role of individuals in contributing to life of the school Explore the various ways in which the school promotes a sense of belonging Explore and recognise the rights and responsibilities of both adults and children in the school community | | | Success p. .82 (3rd) | |
| <ul style="list-style-type: none"> Be aware of the importance of mutual respect and sensitivity to different values and attitudes held by others | | | Holding Onto My Values p.170 (4th) | |

| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
|--|-----------|-----|-----------------------------------|---|
| <ul style="list-style-type: none"> Play a role in deciding classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline | | | Rules in the Classroom p.19 (3rd) | |
| <ul style="list-style-type: none"> Develop and practise leadership roles and learn to work together in different group situations Discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner Examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping | | | All the Way The Way p.86 (3rd) | |
| <p><i>Local and wider communities</i></p> <ul style="list-style-type: none"> Realise what it means to belong to a group | | | We Are Unique p.142 (4th) | |
| <ul style="list-style-type: none"> Recognise how each person has both individual and communal responsibilities to the community | | | | Ombudsman for Children Education resources www.oco.ie/education-and-human-rights/education |

| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> • Appreciate the diversity of people or groups with communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony • Examine how justice, fairness and equality may or may not be exemplified in the community | | | FeelingLeftOutp.71(3rd) | Gender Equality; Equal Measures |
| <ul style="list-style-type: none"> • Explore some of the issues and concerns in the local or national community • Discuss the role of leaders and organisation that serve the community at different levels and the influence that they have | | | Speaking Up in a Democracy p.183 (4th) | Ombudsman for Children Educational resources www.oco.ie/education-and-human-rights/education |
| <ul style="list-style-type: none"> • Become aware of their own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country • Begin to develop an awareness of the lives and culture of some people in the European Union | | | It's a Wonderful World p. 45 (3rd) | Intercultural Education in Primary Schools http://www.ncca.ie EU Kids Corner http://europa.eu/kids-corner/index_en.htm |

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| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Environmental care <ul style="list-style-type: none"> Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations | | | IWant....INeedp.53(3rd) I Want...I Need (Wider World)p.56(3rd) | Sustainable Energy Authority of Ireland http://www.seai.ie/ Green schools work https://greenschoolsireland.org/resources/ School Garden and the Living Classroom http://www.schoolearthed.ie/ |
| Strand - Myself and the wider world StrandUnit - <u>Mediaeducation</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Strand - Myself and the wider world StrandUnit - <u>Mediaeducation</u> | Stay Safe | RSE | Producing Our Own TV Programme p.171(4th) Walking Tall | Enrichment resources |
| <ul style="list-style-type: none"> Discuss and explore television, radio, videos, computer games, the internet and other media Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations | | | My Favourite TV Programme p.161 (4th) Documentary p.165 (4th) | Safe Food lessons on Media http://mediawise.ie/ |
| <ul style="list-style-type: none"> Begin to explore some techniques that are used in marketing and advertising | | | Advertising p.167(4th) | |

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| <ul style="list-style-type: none"> • Become aware of advertising and its purpose and nature | | | <p>What Influences Me? p.32 (4th)</p> | |
| <ul style="list-style-type: none"> • Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes | | | | <p>Myselfie and the wider world available from www.webwise.ie Celebrate Safer Internet Day, see www.saferinternetday.ie</p> |

Fifth and Sixth Classes.

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|--|-------------------------------------|--------------------------|--|-----------------------------|
| Strand - Myself Strand Unit - Self-identity | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Become more independent and autonomous | <i>Secrets and Telling p. 61-67</i> | Decisions,Decisionsp.226 | | |
| Strand - Myself Strand Unit - Taking care of my body | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Health and wellbeing <ul style="list-style-type: none"> Recognise and examine behaviour that is conducive to health and that which is harmful to health Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have | | Healthy Habits p.168 | Healthy and Unhealthy Behaviour p.67 (6th) | |
| <ul style="list-style-type: none"> Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use Explore the role of personal choice, risk factors and the influence of others when choosing to use non- prescribed substances Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind | | | Influences and Choices p.104 (5th) | |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Identify and discuss the roles of various people who are concerned with the health of others Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others | | | Help and the Community p.94 (6th) | |
| <ul style="list-style-type: none"> Recognise causes of personal worry and identify appropriate coping strategies | <i>Feeling Safe and Unsafe</i> p.17 -27 | | | |
| <p>Knowing about my body</p> <ul style="list-style-type: none"> Recognise the importance of treating his/her body and that of others with dignity and respect Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone Understand the reproductive system of both male and female adults | <i>Touches</i> p. 51 - 60 | Puberty p. 84 Relationships and New Life p. 202 | My Amazing Body p.345 (5th) | Busy Bodies DVD and Booklet http:// www.healthpromotion.ie |
| <ul style="list-style-type: none"> Realise how increased activity or involvement in physical activities can require increased attention to body care | | Health and Hygiene in Puberty p.121 | Body Care and Physical Activity p.119 (5th) | Busy Bodies DVD and Booklet http:// www.healthpromotion.ie |

| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Recognise some physical disabilities and how they can affect people's lives | | | Differing Abilities p.111 (5th) | |
| <ul style="list-style-type: none"> Become aware of some communicable diseases and explore how diseases and infections are spread Identify and be aware of the different ways in which the body may be protected against disease and infection | | | Infections and Body Protection p.114 (6th) | Busy Bodies DVD and Booklet http:// www.healthpromotion.ie |
| <p>Food and nutrition</p> <ul style="list-style-type: none"> Appreciate the importance of good nutrition for growing and developing and staying healthy Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet Recognise some of the important nutrients that are in a balanced diet and the food products in which they are found Explore the factors that influence food choices | | Healthy Choices p.169 How Easy/Difficult Was It to Plan A Well Balanced Meal p.170 A Recipe for Good Health p.173 | Wise Food Choices p.104 (5th) | FoodDudes-Healthy Eating programme www.fooddudes.ie |

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| <ul style="list-style-type: none"> Explore and examine some of the illnesses particularly associated with food intake or special health conditions | | | A Problem with Food? p.104 (6th) | |
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| Strand - Myself Strand Unit - <u>Taking care of my body</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Become aware of the importance of hygiene and care in the preparation and use of food | | | Care with Food p.102 (6th) | |
| Strand - Myself Strand Unit - <u>Growing and changing</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| As I grow I change <ul style="list-style-type: none"> Identify and discuss the changes that are experienced in growing from child to adult Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual Appreciate the need for individual space and privacy as he/she is growing and developing | | Potential Challenges p. 90 | Rights and Responsibilities in Families p. 221 (6th) Changing Families p. 221 (5th) | Busy Bodies DVD and Booklet http:// www.healthpromotion.ie |

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| <p>Birth and new life</p> <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a committed, loving relationship | | <p>Relationships and A Context for New Life p.203</p> | <p>Privileges and Responsibilities p.128 (6th)</p> | <p>Busy Bodies DVD and Booklet http:// www.healthpromotion.ie</p> |
| | | <p>ItCouldBeAnyDayNowp. 205</p> | | |
| <p>Strand - Myself Strand Unit - <u>Growing and changing</u></p> | <p>Stay Safe</p> | <p>RSE</p> | <p>Walk Tall</p> | <p>Enrichment resources</p> |
| <p>Feelings and emotions</p> <ul style="list-style-type: none"> Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express Discuss and practise how to express and cope with various feelings in an appropriate manner Understand how feelings help in understanding himself/herself | <p><i>Feeling Safe and Unsafe</i> p.17 -27</p> | <p>HowIHandleMyStrong Feelings p.177 All Kinds of Love p.143</p> | <p>Talking About Feelings p. 130 (5th) Identifying and Exploring Feelings p. 136 (6th) Managing Feelings p.141 (6th) All You Need Is Love p.312 (6th)</p> | <p>Busy Bodies DVD and Booklet http:// www.healthpromotion.ie</p> |
| <ul style="list-style-type: none"> Differentiate between needs and wants and recognise and explore the concept of delayed gratification Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media Identify and learn about healthy ways to help him/her feel positive | | <p>Self-Portrait p. 136</p> | <p>Being Positive About Myself p.156 (5th) Needs and Wants p. 152 (5th)</p> | |

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| about himself/herself | | | | |
| <ul style="list-style-type: none">Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent | | | | |



| Strand - Myself Strand Unit - Safety and protection | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <p>Personal safety</p> <ul style="list-style-type: none"> • Explore rules and regulations at home, in school and in society and the importance of adhering to them • Identify situations and places that may threaten personal safety • Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks • Realise that as independence increases responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual • Discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others | <p><i>Feeling Safe and Unsafe p. 17- 27</i> <i>Friendship and Bullying p. 29- 50</i> <i>Touches p. 51 - 60</i> <i>Secrets and Telling p. 61 - 67</i> <i>Strangers p. 69- 76</i></p> | <p>What Can You Do Now? p.64 About Tasks p.65 Making a Resolution p.67</p> | | |

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| <p>Safety issues</p> <ul style="list-style-type: none"> Recognise places where it is safer to play and how to behave in a responsible manner when playing Know how to keep safe when travelling and to understand how individuals can keep others safe | | | Keeping Safe p. 176 (5th) | HSE Child Safety Activity Corner www.hse.ie |
| <p>Strand - Myself Strand Unit - Safety and protection</p> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Develop an awareness of health and safety in the school, home and work-place | | Responsibilities p.66 | Managing Risky Situations p.165 (5th) | |
| <ul style="list-style-type: none"> Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident | | About Tasks p.65 | Preventing Accidents p. 178 (5th) or p.181 (6th) | |
| <ul style="list-style-type: none"> Identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that he/she has learned safety strategy for dealing with unknown and dangerous substances Identify and explore some potential risks to health and safety in the environment | | | Care with Substances p.186 (6th) | |

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| <ul style="list-style-type: none"> Explore and examine the use of medicines | | | Medicines p.160 (6th) | |
| Strand - Myself StrandUnit - <u>Makingdecisions</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <ul style="list-style-type: none"> Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make Distinguish between assumption, inference, fact, rumour and opinion in making a decision | <i>SecretsandTellingp.61-67</i> <i>Strangersp.69-76</i> | About Choices We Make p. 224 | FactandOpinionsp.208 (5th) | Webwise; My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/ |
| <ul style="list-style-type: none"> Identify sources of help in solving problems Recognise that decisions have consequences and that not all people will make the same decisions all the time Discuss and practise a simple decision-making strategy | <i>Feeling Safe and Unsafe p. 17 - 27</i> <i>Touches p. 51- 60</i> <i>SecretsandTellingp.61-67</i> <i>Strangersp.69-76</i> | Decisions,Decisionsp.226 | Ways of Deciding p.204 (5th) | |
| <ul style="list-style-type: none"> Explore and learn to examine critically the factors and levels of thought that influences decisions and choices | | Time to Myself p. 228 | Making Informed Decisions p.192 (6th) | |
| <ul style="list-style-type: none"> Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people | | | Decisions Have Consequences p.196 (6th) | |

| Strand - Myself and others Strand Unit - <u>Myself and my family</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Explore and discuss families and homes and how they can vary in many ways Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them Examine some factors that can affect family life | | Family Scenarios p. 51 Feelings and Actions p. 53 | Changing Families p. 221 (5th) | Different Families Same Love poster / resource www.into.ie/lgbt/EducationalResources |
| <ul style="list-style-type: none"> Explore what belonging to a family means Discuss and identify behaviour that is important for harmony in family life | | Families p.155 Conflict Scenarios p.158 | My Family p.218 (5th) | |
| <ul style="list-style-type: none"> Critically examine the media portrayals of families and family life Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad | | Families on Television p.54 | Different Kinds of Families p. 225 (5th) A Kaleidoscope of Families p. 225 (6th) | |

| Strand - Myself and others Strand Unit - My friends and other people | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing | <i>Friendship and Bullying p. 38-50</i> | Qualities of a True Friend/What I Value in a True Friend p.43 Same Situation - Different Feelings p.180 | <i>Changing Friends p.236 (6th)</i> | Webwise; My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/ Cyberbullying & information www.webwise.ie |
| <ul style="list-style-type: none"> Practise and recognise the importance of care and considerations, courtesy and good manners with others | <i>Strangers p. 69- 76</i> | | | |
| <ul style="list-style-type: none"> Explore the importance of friendship Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances | | Friendship Collage p. 46 | <i>Groups and Me p.239 (6th)</i> | |

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| <ul style="list-style-type: none"> • Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances • Explore the differences between boy-and-girl friendships and same-sex friendships • Consider problems that can arise in friendships and other relationships and how these could be handled • Practise and recognise the importance of care and consideration, courtesy and good manners with others | | <p>WhoIsCloseToYou? p.41 About Friendship p.46</p> | <p>Friendships p.238 (5th)</p> | |
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| Strand - Myself and others Strand Unit - <u>My friends and other people</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Identify the different groups to which friends can belong and recognise what constitutes a healthy group Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively | Friendship and Bullying p. 38-50 | About Choices We Make p.224 | Part of the Group p.231 (5th) | |
| <ul style="list-style-type: none"> Recognise, discuss and understand bullying and its effects Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully | | | Bullying p. 242 (6th) Bullying p. 246 (5th) | Surf the Web Safely https://www.webwise.ie/sphe/ |
| Strand - Myself and others Strand Unit - <u>Relating to others</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| Communicating <ul style="list-style-type: none"> Listen actively to others and respect what each person has to say Examine the various ways in which language can be used to isolate and discriminate against people | Friendship and Bullying p. 38-50 | Getting To Know You and Me p.29 | Listening p. 254 (6th) Name-calling p. 269 (6th) | |

| Strand - Myself and others StrandUnit - Relating to others | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <ul style="list-style-type: none"> Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others | | | Assertive Communication p.259 (6th) | |
| <ul style="list-style-type: none"> Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences | <i>Secrets and Telling p. 61-68</i> <i>Strangers p. 69 - 76</i> | | | |
| Resolving conflict <ul style="list-style-type: none"> Discuss how conflict can arise with different people and in different situations | | | Sources of Conflict p. 280 (5th) | |
| <ul style="list-style-type: none"> Identify and discuss various responses to conflict situations Explore and practise how to handle conflict without being aggressive | | How its Affect Feelings p.179 | Managing Conflict p. 283 (5th) | |

| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
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| <p><i>Living in the local community</i></p> <ul style="list-style-type: none"> • Explore the concept of the class or school as a community • Practise ways of working together and of developing a sense of belongi | | | Part of The Group p.231 (5th) | |
| <ul style="list-style-type: none"> • Explore local traditions and folklore and develop a sense of pride in his/her local community • Identify some local issues of concern and explore possible actions that could be taken to address these issues | | | WeLiveinOurCommunity p.295 (5th) | |
| <ul style="list-style-type: none"> • Recognise and understand the role of the individual and various groups in the community • Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals | | | Save Our Surroundings p.303 (5th) | |

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| <ul style="list-style-type: none"> Explore how inequality might exist in the local community and suggest ways in which this might be addressed | | | Paper Bag Game p.294 (6th) | Human Rights Stories https://www.amnesty.ie |
| <p>Strand - <i>Myself and the wider world</i> Strand Unit - <i>Developing citizenship</i></p> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <p><i>National, European and wider communities</i></p> <ul style="list-style-type: none"> Become aware of elements of his/her own cultural heritage and traditions | | | Working Together to Learn About Our Community p.300 (5th) | |
| <ul style="list-style-type: none"> Begin to explore the concept of democracy Become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world Explore how justice and peace can be promoted between people and groups, both nationally and internationally | | | Our Community: Our World p.312 (5th) | EU Kids Corner http://europa.eu/kids-corner/index_en.htm |

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| <ul style="list-style-type: none"> Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected | | | Between Cultures? Bridging the Gap p.291 (6th) | Intercultural Education in Primary Schools www.ncca.ie |
| Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |
| <i>Environmental care</i> <ul style="list-style-type: none"> Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations | | | My World, Our World p.307 (6th) | Green schools work https://greenschooland.org/resources/ School Garden and the Living Classroom http://www.schoolearthed.ie/ |
| Strand - Myself and the wider world Strand Unit - <u>Media education</u> | Stay Safe | RSE | Walk Tall | Enrichment resources |

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| <ul style="list-style-type: none"> • Explore and understand how information is conveyed and practise relaying messages using a variety of methods • Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included • Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media • Identify the audiences at which different aspects of the media are aimed | <p><i>Strangers p. 71 - 76</i></p> | | <p>Print Media: Newspapers p.321 (6th) Recreation p.339(5th)</p> | <p>Webwise resources</p> <ul style="list-style-type: none"> • My Selfie and the Wider World • Be inCtrl • Surf the Web Safely available from: www.webwise.ie Celebrate Safer Internet Day, see www.saferinternetday.ie |
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| <p>Strand - Myself and the wider world Strand Unit - Media education</p> | <p>Stay Safe</p> | <p>RSE</p> | <p>Walk Tall</p> | <p>Enrichment resources</p> |
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| <ul style="list-style-type: none"> • Become aware of the different forms of advertising, its purpose and the messages it promotes • Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, lifestyles and ideas | <p><i>Friendship and Bullying p.29-50</i></p> | | <p>My World, Our World p.307 (6th)</p> | <p>Safefood media awareness campaign http://Mediawise.ie</p> |
| <ul style="list-style-type: none"> • Explore various recreation and leisure activities as an alternative to watching television | | | <p>Recreation p.339(5th)</p> | |

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| <ul style="list-style-type: none"> Explore and use some simple and broadcasting production and communication techniques | | | Media p.318 (6th) | |
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The Stay Safe programme is taught as part of the Safety and protection strand unit (shown above in dark red). The Stay Safe programme also addresses objectives from other strand units (shown above in light red).

Teachers are reminded that the Stay Safe programme should be taught in its entirety in one block. However, teachers exercise their own discretion in determining whether or not they feel the other curricular objectives are adequately addressed through the Stay Safe lessons, and can supplement the teaching of these objectives at other times during the year.

Dear... Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'. We will be completing these Strand Units with all class levels in the forthcoming weeks.

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| <p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> • Keeping Safe • Bodily changes from birth (birth-9) • Making age appropriate choices • Appreciating the variety of family types and an 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) <p>The Language at taught at this level will be.....</p> <ul style="list-style-type: none"> • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd) <p>The Language at taught at this level will be...</p> | <p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene, exercise • Keeping Safe • Expressing Feelings • Appreciating the variety of family types within our school and community and how we 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) <p>The Language at taught at this level will be.....</p> <ul style="list-style-type: none"> • Reproductive system of male/female adults (5th and 6th class) <p>The Language at taught at this level will be.....</p> <ul style="list-style-type: none"> • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class) <p>The Language taught at this level will be...</p> |
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The class teacher will send home appropriate home school links pages from the Relationships and Sexuality manual which outline the material that will be covered in class and encourage further discussion on the topics at home.

If you have any concerns please make an appointment to see the class teacher.

Yours sincerely