



Avoca National School

S. N. PHADRAIG NAOFA

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

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Introductory Statement and Rationale

This plan was originally drafted at the initial stages of the revised curriculum in-service in consultation with a committee that was formed within the school. At that time the plan was sufficient for a new subject that was then in its infancy.

Since then there has been a turnover of school staff, the knowledge base of the subject has widened and the resources available to the staff for the teaching of Social, Personal and Health Education (SPHE) have expanded. The staff has also become more familiar with the process of school planning and policy development. It was therefore decided to revisit the current SPHE plan with a view to updating it and to incorporating current school policies and programmes such as *Substance Use, Relationships and Sexuality, Stay Safe, Child Protection* and *Friends for Life* in the plan in order to support the teaching and learning of SPHE in our school. Due consideration is given to practices such as meditation, yoga and other relaxation techniques. Restorative Practice will also be used throughout Scoil N. Phadraig Naofa.

Vision

SPHE in our school is taught with a view to promoting self-esteem, confidence, empathy, good health, and physical / mental well-being within each child in our care, thus fostering a positive, caring school community of children who are prepared to become responsible citizens in their own communities. It is also one of the strands of our overall Child Protection Plan

Aims

The aims of social, personal and health education in Avoca School are

- To promote the personal development and well-being of the child both physically and mentally
- To foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects (physical, nutritional and mental)
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

Contexts for SPHE:

SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school. It will be implemented in a combination of ways - through the context of a positive school climate & atmosphere, discrete time & integrated learning.

Positive School Climate & Atmosphere:

We strive to create a positive school climate which fosters the health and well-being of all the members of the school community. The school acts as a safe and secure environment where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account.

It is our aim to nurture self-confidence and self-worth and promote respectful and caring relationships throughout the school. The school environment provides the context in which work carried out in a range of subjects, including SPHE, is lived out and makes sense.

A positive classroom climate and atmosphere, where children feel respected, valued and cared for, is essential for the effective implementation of an SPHE programme. Any learning that occurs will be reflected in the everyday interactions in the class and in the ways in which the children and the teacher work and relate together. The use of Restorative Practice will support this positive climate. This climate will also be enhanced by the use of meditation and yoga. The Stop, Think and Do Programme.

Discrete Time:

Discrete time is defined by the Curriculum as time to be used to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

Discrete time is allocated 30 minutes per week/one hour per fortnight/blocks of 1-2 hours where appropriate. This affords the teacher and the school the flexibility to accommodate different school needs and circumstances and to provide for the differing aptitudes and abilities of the children. It can be allocated to any of the curriculum areas.

In SPHE, this time will be used to deal with sensitive issues. These issues /topics will inevitably vary from class to class and should be decided upon based on the class teacher's discretion. When children are being withdrawn from class for supplementary teaching, the teacher will ensure that they are present for as much of the SPHE programme as possible.

Broad Objectives of School Plan as outlined in the Curriculum Guidelines

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to

- Be self-confident and have a positive sense of self-esteem
- Develop a sense of personal responsibility and come to understand his/her sexuality and the processes of growth, development and reproduction
- Develop and enhance the social skills of communication, co-operation and conflict resolution
- Create and maintain supportive relationships both now and in the future

- Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- Develop a sense of safety and an ability to protect himself/herself from danger and abuse
- Make decisions, solve problems and take appropriate actions in various personal, social and health contexts
- Become aware of, and discerning about, the various influences on choices and decisions
- Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- Respect the environment and develop a sense of responsibility for its long term-care
- Develop some of the skills and abilities necessary for participating fully in groups and in society
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- Begin to understand the concepts of personal, local, national, European and global identity
- Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

OVERVIEW OF THE SOCIAL AND PERSONAL HEALTH EDUCATION CURRICULUM

SPHE	Myself	Myself and Others	Myself and Wider World
Infant Classes	<ul style="list-style-type: none"> • Self Identity • Taking care of my body • Growing and Changing • Safety and Protection 	<ul style="list-style-type: none"> • Myself and my Family • My friends and other people • Relating to others 	<ul style="list-style-type: none"> • Developing citizenship • Media Education
First and Second	<ul style="list-style-type: none"> • Self-identity • Taking care of my body • Growing and changing • Safety and protection 	<ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others 	<ul style="list-style-type: none"> • Developing citizenship • Media Education
Third and Fourth	<ul style="list-style-type: none"> • Self-identity • Taking care of my body • Growing and changing • Safety and protection • Making decisions 	<ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others 	<ul style="list-style-type: none"> • Developing citizenship • Media education
Fifth and Sixth	<ul style="list-style-type: none"> • Self-identity • Taking care of my body • Growing and changing • Safety and protection • Making decisions 	<ul style="list-style-type: none"> • Myself and my family • My friends and other people • Relating to others 	<ul style="list-style-type: none"> • Developing citizenship • Media education

Strands and Strand units

Class: Junior and Senior Infants

Myself*Self Identity***Self-awareness**

- Discuss and appreciate all the features that make a person special and unique
- Begin to understand, appreciate and respect personal abilities, skills and talents
- Recognise and record personal preferences
- Become aware of his/her immediate world through the senses

Developing self-confidence

- Express own views, opinions and preferences
- Become more self-reliant and independent
- Begin to learn how to cope with various changes as they occur

Making Decisions

- Identify some everyday choices made by himself/herself and those that are made by others
- Begin to develop some awareness of factors that may influence decisions or choices taken
- Introduction to Restorative Practices through the concept of Circle Time

*Taking care of my Body***Knowing about my body**

- Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well
- Respect his/her own body and that of others
- Name parts of the male and female body using appropriate anatomical terms
- Explore and discuss the different things the body can do
- Recognise and practise basic hygiene skills
- Realise that each individual has some responsibility for taking care of himself/herself

Food and Nutrition

- Become ware 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

Growing and Changing

As I grow I change

- Identify some of the factors that promote growth
- Realise that growth and change are part of the process of life and are unique to each individual
- Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older

New Life

- Become aware of new life and birth in the world
- Develop an awareness of human birth
- Identify what babies need to grow and develop

Feelings and Emotions

- Name a variety of feelings and talk about situations where they may be experienced
- Explore the variety of ways in which feelings are expressed and coped with
- Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
- Explore and discuss occasions that can promote positive feelings in himself/herself

Safety and Protection

Personal Safety

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk
- Realise how other people can persuade him/her to engage in unsafe behaviour

Safety Issues

- 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
- Realise and understand that rules are necessary in order to protect people and keep them safe
- Explore how accidents might be prevented at home, in school, on the farm, or in the water
- Realise that many substances used at home and in school are dangerous and that permission should be sought before exploring the contents
- Identify some of the substances or things that are put onto the body and their associated functions
- Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine.

Myself and Others

Myself and my Family

- 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
- Realise how families take care of, support and love each other
- Explore and acknowledge many of the things that can be learned in the home.

My Friends and Other People

- 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 and care for each other
- Discuss and appreciate all those considered special, both within and outside the family circle
- Recognise 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.
- Use of Restorative Practices to develop good relationships

Relating to Others

- Listen and respond to the opinions and views of others
- Use verbal and non-verbal behaviour to perform social functions
- Practise care and consideration, courtesy and good manners when interacting with others
- Resolve conflicts with others

Myself and the Wider World

Developing Citizenship

My School Community

- Recognise the name of his/her own school and the people who contribute to the life of the school
- Realise that each person is important and has a unique and valuable contribution to make to the class
- Recognise the importance of sharing and co-operating and being fair in all activities in the class and school
- Realise and understand the necessity for adhering to the class and school rules
- Explore and respect the diversity of children in the class and school

Living in the Local Community

- Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others
- Recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe
- Suggest ways of helping other people at home, in school and in the local community
- 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

Environmental care

- Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment.

Media Education

- Realise that he/she receives information from many different sources
- Identify favourite television programmes, videos and video games and indicate reasons for preference
- Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits
- Begin to use and explore the various kinds of information technology available
- Begin to explore and talk about the different advertisements and programmes.

Class: First and Second

Myself

Self-identity

Self-awareness

- Develop an appreciation of and talk about personal strengths, abilities and characteristics
- Recognise and appreciate the similarities and differences between people
- Identify and talk about personal preferences, dreams for the future and hopes
- Become aware of his/her immediate world through the senses

Developing self-confidence

- Become more independent and self-reliant
- Explore different ways of coping with change
- Express personal opinions and preferences and acknowledge those of others and comment on them

Making decisions

- Recognise and reflect on choices that are made every day
- Discuss the factors that may influence personal decisions or choices
- Realise that being involved in decision-making demands more personal responsibility.

Taking Care of my Body

Knowing about my body

- Appreciate the need and understand how to care for the body in order to keep it strong and healthy
- Recognise the importance of treating the body with respect and dignity
- Explore the various things the body can do
- Name parts of the male and female body, using appropriate anatomical terms, and identify some of these functions
- Develop and practise basic hygiene skills
- Realise that each individual must take some responsibility for self-care
- Become aware of how infection spreads easily and the importance of adhering to a code of hygiene
- Recognise and examine some of the substances that are taken into the body and the purpose and function of each one

Food and Nutrition

- Explore the importance of food for promoting growth, keeping healthy and providing energy

- Appreciate that balance, regularity and moderation are necessary in the diet
- Identify some of the foods that are derived from plant and animal sources
- Recognise and practise good hygiene when dealing with food.

Growing and Changing

As I grow I change

- 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
- Realise that growing up brings increased responsibility for himself/herself and others

New Life

- 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

Feelings and Emotions

- Name and identify a wide range of feelings and talk about and explore feelings in different situations
- Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable
- Identify people with whom he/she can discuss feelings and emotions
- Become aware of and be able to choose healthy ways of feeling good about himself/herself
- Explore the various feelings that change as one grows
- Recognise that individual actions can affect the feelings of others.
- Being able to verbalise one's feeling through the use of Circle Time
- Regulation of emotions through the use of meditation

Safety and Protection

Personal Safety

- 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
- Identify risk behaviour and examine its positive and negative consequences

Safety Issues

- Develop and practise strategies for keeping safe when travelling
- Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and the safety of others
- 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
- Recognise and explore occasions when medicines may be needed
- Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them (fertilisers, alcohol, detergents).

Myself and Others

Myself and my Family

- Identify and talk about those who live at home and recognise that homes and families can vary
- Recognise his/her role and place in the family unit and the contribution made by each member to the family
- 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.

My Friends and Other People

- Discuss personal friends and why he/she enjoys being with them
- Identify, explore and discuss qualities and skills associated with friendship
- Explore how friends can influence personal actions and decisions
- Know how to treat people 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 what should be done if one is being bullied or sees it happening to someone else.

Relating to Others

- 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 by others
- Express and record experiences, opinions, feelings and emotions in a variety of ways
- Explore and practise how to handle conflict without being aggressive through the use of Restorative Practices

Myself and the Wider World

Developing Citizenship

My School Community

- 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
- Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone
- Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all
- Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together

Living in the Local Community

- Begin to appreciate how people depend on each other in many aspects of life
- Develop a sense of belonging to his/her local community
- 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 his/her experiences
- Develop an awareness of people in other places
- 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

Environmental Care

- Appreciate the environment and realise that there is an individual and community responsibility in caring for and protecting the environment.

Media Education

- Become aware of and learn about the different ways in which information can be communicated
- Begin to distinguish between fact and fiction in stories or situations in different media forms

Discuss and explore advertising that is specifically aimed at children

Class: Third and Fourth

Myself

Self-identity

Self-awareness

- Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
- Explore the factors that influence his/her self-image
- 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, situations and friendships
- Identify personal preferences, dreams for the future, and hopes.

Developing self-confidence

- Enhance his/her own learning
- Express personal opinions, feelings, thoughts and ideas with growing confidence
- Become more confident in coping with change and with situations that are unfamiliar
- Become increasingly responsible and autonomous.

Taking Care of my Body

Health and well-being

- Understand and appreciate what it means to be healthy and to have a balanced lifestyle
- Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
- Begin to develop strategies to cope with various worries or difficulties that he/she may encounter
- Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink
- 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 into those that are helpful or harmful, legal or illegal
- Recognise and discuss some people who are concerned with health and welfare.

Knowing about my Body

- Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect
- Understand the physical changes taking place in both the 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
- 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
- Recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent.

Food and Nutrition

- Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation
- Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid
- Examine the dietary needs of his/her own age group and other groups in society
- Explore some factors that influence the consumption of different food products (*packaging, shelf-life, advertising, imported or home-produced, price, consumer demand*)
- Discuss and examine the importance of proper food hygiene.

Growing and Changing

As I grow I Change

- Realise that growing and changing are continuous throughout life
- Identify the skills and abilities acquired and the interests and pursuits taken up in recent years
- Recognise the emotional changes that have taken place since infancy
- Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty
- Recognise how spiritual development has taken place in recent years
- Begin to appreciate the need for space and privacy in life
- Recognise how independence and responsibilities are continually increasing

Birth and new Life

- Discuss the stages and sequence of development of the human body
- Develop an appreciation of the wonder of a new-born baby.

Feelings and Emotions

- 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
- Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner
- 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
- Explore how feelings can influence one's life
- Learning how to use meditation and yoga to regulate one's feelings.

Safety and Protection

Personal Safety

- Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe
- Identify people, places and situations that may threaten personal safety
- Begin to assess the consequences of risky behaviour
- Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual.

Safety issues

- 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 to take while playing
- 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 items or 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
- Identify some potential risks to health and safety in the environment.

Making Decisions

- Become aware of and think about choices and decisions that he/she makes every day
- Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision
- Discuss why and how adults can make decisions and set boundaries for young people
- Recognise the opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned
- Recognise and explore the risks and the consequences of making a particular decision
- Learn and begin to devise a simple decision-making strategy
- Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions
- Make individual and group decisions.

Myself and Others

Myself and my Family

- 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
- Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit
- Explore how belonging to a family means that family members love, protect, provide and care for each other
- Understand that families often undergo planned or unplanned changes that may be pleasant or difficult
- Identify the 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.

My Friends and other People

- Appreciate the need for and the importance of friendship and interacting with others
- Explore the different aspects of friendship
- Examine different types of friendship
- Begin to cope with disharmony in, or loss of, friendships
- Acknowledge that friends often circulate in groups, which can be healthy or unhealthy
- Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others

- Respect and show consideration for the views, beliefs and values of others
- Recognise, discuss and understand bullying
- Explore and examine ways of dealing with bullying through the use of Restorative Practice Techniques.

Relating to Others

Communicating

- 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
- Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively
- Give and receive compliments and constructive criticism in different situations
- Recognise and explore how language can be used to foster inclusiveness.

Resolving Conflict

- Identify reasons for conflict in different situations
- Identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate and acceptable.

Myself and the Wider World

Developing Citizenship

My School Community

- Identify the people who constitute the school community and the role of individuals in contributing to the life of the school
- Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others
- Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline
- 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 the school promotes a sense of belonging
- 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
- Explore and recognise the rights and responsibilities of both adults and children in the school community.

Local and Wider Communities

- Realise what it means to belong to a group

- Recognise how each person has both an individual and a communal responsibility to the community
- Appreciate the diversity of people or groups within 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 a community
- Explore some of the issues and concerns in the local or national community
- Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have
- Become aware of his/her 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

Environmental Care

- 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

(developed in SESE geography and science and also as part of the Green School initiative).

Media Education

- 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
- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media
- become aware of advertising and its purpose and nature
- begin to explore some of the techniques that are used in marketing and advertising
- Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations.

Class: Fifth and Sixth

Myself

Self-identity

Self-awareness

- Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways
- Reflect on his/her experiences and the reasons for taking different courses of action
- Identify realistic personal goals and targets and the strategies required to reach these
- Accept his/her own body image and explore some of the factors that affect his/her self image and beliefs about himself /herself

Developing self-confidence

- Developing further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
- Enhance skill to improve learning
- Take increasing personal responsibility for himself/herself
- Become more independent and autonomous
- Learning to use the techniques and exercises from the Friends for Life Programme to help regulate emotions and to develop confidence

Taking care of my Body

Health and Well-being

- Recognise and examine behaviour that is conducive to health and that which is harmful to health
- Recognise causes of personal worry and identify appropriate coping strategies
- Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have
- 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
- 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

Growing and Changing

Birth and new life

- 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

Feelings and emotions

- 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
- 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 about himself/herself.
- Learning to use the practices of yoga and meditation to help regulate emotions.

Safety and protection

Personal Safety

- 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

Safety issues

- 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
- Develop an awareness of health and safety in the school, home and workplace
- Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident
- 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 a safety strategy for dealing with unknown and dangerous substances
- Explore and examine the use of medicines
- Identify and explore some potential risks to health and safety in the environment

Making Decisions

- 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
- Explore and learn to examine critically the factors and levels of thought that influence decisions and choices
- Recognise that decisions have consequences and that not all people will make the same decisions all the time
- Recognise the importance and legitimate role that adults have to play in making decisions and setting boundaries for young people
- Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned
- Discuss and practise a simple decision making strategy
- Distinguish between assumption, inference, fact, rumour and opinion in making a decision
- Identify sources of help in solving problems

Myself and others

Myself and my family

The child should be enabled to:

- Explore and discuss families and homes and how they can vary in many ways
- Explore what belonging to a family means
- Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them
- Discuss and identify behaviour that is important for harmony in family life

- Critically examine the media portrayals of families and family life
- Examine some factors that can affect family life
- Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.

My friends and other people

The child should be enabled to:

- Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing
- Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances
- Explore the difference 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
- Identify the different groups to which friends can be long 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
- Practise and recognise the importance of care and consideration, courtesy and good manners with others
- 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.

Relating to others

Communicating

- Explore and practise the many verbal and non-verbal ways in which people communicate with each other
- 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
- Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
- 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

Resolving conflict

- Discuss how conflict can arise with different people and in different situations
- Identify and discuss various responses to conflict situations
- Explore and practise how to handle conflict without being aggressive.

Approaches and Methodologies

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

SPHE must be planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Some strand units should be chosen from each of the strands in any one year. The strand units not covered in year one must be included in the teacher's planning for the following year.

The staff will discuss and decide at the planning meeting the five strand units that the teacher will cover in each year of the two year cycle (Split classes will be accommodated). The strand units will be selected from each of the three strands to ensure a broad and balanced curriculum. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information. Each teacher will be familiar with the content objectives for their own class. The teachers will rely on the school planning templates and the Cuntais Miosuil from the previous year to ensure there are no gaps or overlaps in the delivery of the programme where possible.

Integration:

At each class level, the class teacher will seek to integrate SPHE with other curricular areas. They will identify aspects of the programme that could be integrated in a meaningful way with work in other areas, decide on how such aspects could be treated, and arrange the timetable in such a way as to accommodate any integrated learning and teaching.

Integration can take place in various ways: teachers can adopt a thematic approach, where a theme is explored from a number of different perspectives. Alternatively, integration can be subject-based, where for example an SPHE issue is the main focus of the exploration and skills or information from another subject are used to enhance the learning.

Integrating learning processes is also an effective way of implementing SPHE across the curriculum, where, for example, strategies to foster self confidence, independence, positive attitudes or critical reflection are used in a variety of subjects.

Some opportunities to integrate SPHE throughout the curriculum are –

Language: using language precisely; acquiring appropriate vocabulary; developing communication skills; learning how to question, to predict, to be critical and to analyse; developing one's imagination and exploring emotions and feelings through the spoken and written word; examining the print media.

History: developing empathy; exploring changing influences on our lives; learning about the factors that shape the community; exploring the various contributions of different groups to society; exploring myself and my family.

Science: exploring: the way the body works, the constituents of different foods, the process of physical growth and development; learning to care for the environment.

Geography: developing a sense of place; exploring local and national issues; developing an appreciation of different national, religious and cultural groups; learning to care for the environment.

Visual Arts: creating and exploring images and pictures; expressing ideas, feelings and experiences in visual form; looking at and enjoying images in the environment.

Physical Education: choosing teams and playing games in a fair manner;

understanding physical exercise as necessary for overall health and wellbeing; developing individual skills and talents; developing self-esteem and self-confidence; providing opportunities for co-operation and interaction; appreciating the importance of safety and learning how to act safely.

Music: using music to explore moods and feelings; understanding the role of music in our heritage; exploring music as a form of universal communication; developing self expression and a sense of well-being through music; making decisions; taking individual and group responsibility through composing.

Drama: using drama: to recognise and manage feelings, to learn to trust and respect others in a group, to experience open and healthy relationships, to foster respect for differences in people, and to help the child understand and moderate his/her temperament.

The teacher will ensure that the integrity of individual subjects is not compromised and that integration is meaningful.

12. Parental Involvement:

The school acknowledges that parents have the primary role in the social, personal and health education of their children. Therefore, the school will provide them with opportunities to contribute to the development and implementation of SPHE in the school.

Opportunities for involvement include:

- Participating in school planning and review.
- Supporting teachers in implementing particular aspects of the programme.
- Discussing the learning that has taken place in school with their children.
- Reviewing resources for specific aspects of the programme.

Parents are informed of the content of the SPHE programme through viewing the school SPHE plan and also through Parent-Communication letters from the Walk Tall, Stop, Think and Do and Friends for Life programmes. Other resource books which inform the parents of upcoming topics which may be discussed at home.

Equality of Participation and Access

Scoil Náisiúnta Phádraig Naofa recognises and values diversity, and believes that all children are entitled to access the services, facilities, or amenities that are available in the school environment. In exploring gender equity children are given the opportunity to reflect on their own attitudes and values and to discover ways of counteracting stereotypical images.

Ours is a co-ed school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. The topics in S.P.H.E. are addressed in a general manner within the classroom. However genders may be grouped separately in certain instances, e.g. talks regarding puberty and sexuality, where it would give everyone the opportunity to speak comfortably.

Scoil Náisiúnta Phádraig Naofa is under Roman Catholic school management, and we endeavour to provide for members of the travelling community, children with disabilities, families with literacy difficulties and children who are learning English as a second language.

The school strives to prepare the child for a responsible life in a free society, in a spirit of understanding, peace, and tolerance, equality of sexes and friendship of all ethnic, national and religious groups.

Policies and Programmes that support SPHE.

Policies/ Programmes

The following programmes are integral elements of the SPHE curriculum in our school.

The **Walk Tall, Stay Safe, Stop, Think and Do and Friends for Life** programmes are integral elements of the SPHE curriculum in our school. The Stay Safe programme is taught every year to the classes from Junior Infants to 6th class. It is taught as a full programme during the allocated S.P.H.E timetable throughout the school from January to March. The RSE programme is taught as a full programme over a two year cycle a. Junior/Senior Infants, b. 1st and 2nd c. 3rd and 4th and d. 5th and 6th class

The Walk Tall programme is integrated into the general work of the SPHE programme throughout the school.

See Appendix 1 for the breakdown of material covered in the various classes.

Fifth Class also take part in the Friends for Life programme. All of these programmes provide opportunities for highlighting specific issues pertaining to **Child Protection** as they arise in age-appropriate fashion. Confidentiality and discretion is applied in the handling of all matters pertaining to this particularly sensitive area as a component of the SPHE curriculum. The school has also received training in **Restorative Practices** and is implementing this through Circle Time and the use of the Restorative Questions. These are used to help children to sort out issues between them, particularly those that arise in the playground.

Care of the environment and the **Healthy Eating Policy** are implemented thoroughly at each class level. Prior to official enrolment, each prospective parent is advised formally of the ethos of **Scoil N. Phádraig Naofa** through attendance at a meeting in the summer term of each school year. Parents are advised to familiarise themselves with the School's **Code of Behaviour**, the core aims of which are included in the school rules. The School Rules are also included in the Pupil's Journal, issued to every pupil at the beginning of each school year. The issue of bullying is addressed within a specific policy and at specific times throughout the school year during Assembly. SPHE, as taught throughout the school, is inextricably linked with these fundamental procedures and policies.

While certain sections of the Health and Safety Statement are quite technical, relating to regulations within the building, the sections pertaining to safety of the pupils while in care of the school are always relevant. The SPHE curriculum is linked with both the 'health' and safety element of this particular Statement, in so far as it pertains to student safety. It should be mentioned that the school's **Accident and Emergency and Medication Policy** also has great links to the school's SPHE policy.

In addition to the Health and Safety statement the school has an **Acceptable Use Policy** in relation to the use of the internet. Internet safety workshops are held on a regular basis to highlight the appropriate use of the internet and social media and lessons on cyber safety are taught from www.webwise.ie

The school also has as a policy on charity part of its' Catholic Ethos .A number of regular events take place throughout the year to support this policy .For example the students participate in GOAL 'Jersey Day' each year. The 6th class organise and hold a cake sale each year for a nominated charity. Non uniform days are held at the end of each term. The money raised is donated to local charities.

Approaches and Methodologies

Active learning is the principal learning and teaching approach recommended for SPHE. It requires children to actively participate in their learning in a wide variety of ways, thereby increasing the possibility of internalising what they have explored and of being able to use the learning in their everyday lives. Active learning contributes significantly to fostering self-confidence, self-discipline and self-control in the learner.

Drama Activities

: Drama provides active learning situations that explore human relationships, behaviour and events. Through drama, children can express their present feelings, understanding and knowledge and are led to new feelings, new understanding and new knowledge. Using drama as a methodology in SPHE can help to heighten self-esteem and self-confidence by providing opportunities for children to take risks and to experiment with their own ideas

Pair activities	Group activities	Whole-class activities
Making a complaint	Exploring responses to different situations	A court of inquiry
Resolving a conflict	A family situation, for example eating together	A class meeting
Conducting an interview	Listener-speaker-observer activities	A press conference
Giving an explanation	Developing questioning skills	A trial
Conducting a phone conversation		

Co-operative games:

A range of co-operative games are available. These games are a valuable means of helping children to work together in a caring and co-operative way. They can raise the level of co-operative consciousness and help children to realise what they can learn from each other. Games include all children and they give children the opportunity to practice a range of skills, to be a member of a team, to raise their self-esteem and to be effective group members. Some of the most valuable work takes place during the discussion that follows these co-operative games and time needs to be given to this important element of the activity. Games provide an opportunity for having fun while learning and create a more relaxed atmosphere in the class. They range from active games that require space for movement to quieter board games and table activities that can be used in the classroom.

Pictures, photographs and visual images: Pictures, photographs and visual images may be used in a number of different ways in SPHE. Children need to develop skills of discernment and critical analysis to deal with much of the conflicting information and misinformation that they receive from various sources. Picture and photographs are a powerful means of provoking a reaction or arousing interest in a particular topic or subject. Examining visual images enables the children to:

- explore bias
- question the content of an image
- explore different points of view
- compare their own experience with reality
- explore attitudes and understanding of certain concepts
- examine stereotyping and the similarities and differences between people

Pictures are a helpful means of presenting sensitive or controversial information to children, for example in the older classes the teacher could use appropriate pictures to help children understand the growth of the foetus in the womb.

Pictures or photographs used in the class can be taken from a magazine or newspaper or from a professionally produced picture pack. In exploring visual images children will also become familiar with some of the techniques used by the media and so become critical media users.

Written Activities

There are many opportunities to use written activities for exploring particular issues and aspects of SPHE. Surveys, checklists, worksheets and questionnaires are all useful ways of provoking children's thinking, of helping them to gain new insights and of examining topics in some depth. Information that children gather through surveys, questionnaires and projects can encourage children to explore and research a topic in detail, to question popular ideas and to develop opinions and ideas of their own. Information gathered can form the basis of further exploration or research and encourage the children to think about an issue in a real and meaningful manner. It is essential that any written activities undertaken are discussed, findings explored and reasons given for particular consideration.

Media Studies/ Information Technology.

Children live in an information society and it is essential that they are given opportunities in SPHE to:

- Access and receive information
- Explore some techniques used in the media and the various technologies for communication available to them
- Learn to make decisions and become more discerning in their use of the technology and the media
- Develop self confidence in using a wide range of technology
- Enhance their relationship skills

A number of CD roms and DVDs are available covering issues such as life-cycles, diet analysis, growing up together, the human body and the process of conception, pregnancy and birth and diet analysis. These issues are all presented in interesting ways and with the help of task cards, can help children of all ages to understand these aspects of all the programme.

Word-processing programs and publishing programs give children the opportunity to draft, edit and correct their own work. This enables them to communicate their ideas, findings, or suggestions in an interesting and original way. Children can work very effectively in pairs or small groups on such tasks, and in sharing ideas and investigating together they can learn from and with one another.

Looking at children's work.

Children's participation in various SPHE activities, both formal and informal provides a flow of information about their progress in the SPHE curriculum. This information is crucial to the teacher's professional judgement about how successfully pupils are learning and in enabling him/her to help children to learn more effectively. A number of techniques will be used in collecting and recording information about pupil's progress in SPHE. Each has its contribution to make in assisting the teacher in assessing progress, identifying strengths and difficulties, communicating to the pupil, parents and others and in planning further learning experiences for the child.

Teacher observation

Teacher observation is one of the most important tools of assessment in SPHE. Aspects of children's learning that teachers notice while SPHE topics and issues are explored and taught provide both immediate and essential information about each child's learning. As the teacher observes the children in their everyday interactions and conversations in the class, he/she can take note of the

ways in which they can work with others, the types of questions asked and the level of interest and self-confidence displayed. In observing children interacting with each other, both inside and outside the classroom, the teacher can discover those children who are able to relate effectively to others and those who may need help in developing social skills and abilities.

It is helpful for the teacher to keep some notes on his/her informal observations of children as they work and interact.

Portfolios and projects

Many samples of work will emerge from the activities carried out by the children. Where these are gathered in a portfolio compiled by the child they become a useful source for assessing children's understanding and skills. Portfolios can range from a simple folder or wallet to a scrapbook or file. Throughout the year there will be many examples of work carried out by the children, and a selected sample can be chosen for inclusion in the portfolio that will ultimately be assessed by the teacher. The sample chose, either by the child or the teacher should represent a variety of work indicating the child's progress in and experience of various strands of the curriculum. This collection will allow the teacher to make a professional informed judgement about the child's progress and his/her readiness for further learning experiences.

Projects that are carried out in the class by an individual or groups of children are also a useful means of assessing children's understanding and their skill and attitudinal development on a particular topic. The teacher can note the information gathered, the methods of research used, the way the children worked together, the styles of presentation and the facility with which children answered questions related to their project.

Both portfolios and projects have a role to play in providing the teacher with information to communicate to parents about the child's progress. They are also helpful in ascertaining children's ability to set individual or group goals and targets and the ways in which they were or were not achieved. They may also contribute to the teachers planning, indicating certain difficulties, the limitations and strengths of particular approaches, or the content that is well covered and which may need further consolidation and exploration.

Key Skills	Key skill element	Student learning activity
Being Creative	Exploring options and alternatives	Students explore and evaluate options and alternatives in the context of decisions they make. They record and communicate their learning in creative ways.
Being literate	Expressing ideas clearly and accurately	Students learn to articulate their thoughts and feelings clearly and respectfully through group work, role-play and reflections, and by exploring and discussing scenarios and case studies.
Being numerate	Gathering, interpreting and representing data	Students gather information through questionnaires, surveys and personal records and present their findings in graphic form to different audiences
Communicating	Listening and expressing myself	Students learn to express themselves clearly and respectfully, to ask

		for help, to listen to other peoples' viewpoints and discuss ideas and opinions.
Managing information and thinking	Gathering, recording, organising and evaluating information	Students become familiar with how and where they can access information and support to maintain their physical and mental health in a holistic way.
Managing myself	Knowing myself	Students learn more about themselves as they engage in decision-making activities and goal setting. They learn to be flexible, to organise themselves and their studies, to plan to achieve their goals and to develop a sense of balance in their lives.
Staying well	Being healthy and physically active	Students learn about taking responsibility for their wellbeing and relationships. They also learn how to include a balanced diet, physical activity and relaxation as part of a healthy lifestyle.
Working with others	Respecting difference	Students learn about group processes and how group membership can affect an individual's thinking and behaviour. They develop greater empathy as they learn about other peoples' perspectives and develop skills for relating effectively to others.

Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. It provides us with valuable information on the child's progress as well as the effectiveness and suitability of the programme and the teaching methodologies being used. Assessment is necessary in order to enhance and complement the learning and teaching in our school. There will be a greater possibility of continuity and progression in SPHE in our school where we have a common language and approach to observing, describing, discussing and reporting on children's progress. In order to utilise time effectively time will be spent discussing and sharing ideas which will ensure that assessment is used in the most positive and helpful way.

Assessment will provide teachers with information on how and what children are learning through the planned programme in SPHE. This knowledge will inform decisions regarding future learning experiences and give directions for planning, designing and adapting materials in SPHE and for adopting certain teaching approaches in the classroom.

Assessment in SPHE requires the use of particular tools that will help the teacher to acquire information about the child's progress and the effectiveness and suitability of the programme in place. The primary emphasis will be on informal assessment but this will be complemented by formal techniques occasionally such as pupil profiles and set criteria reference tests for certain aspects. The informal tools that we will use are:

Teacher observation
Teacher designed tasks and tests
Portfolios and projects

Teacher Observation:

Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum. It will take place when the children are engaged in various activities in class or school. It will focus primarily on the following areas:

- The ability of the child to co-operate and work in groups
- The informal interactions between the child and adults and between the child and other children
- The quality of presentation work
- Particular interests or aptitudes displayed by the child
- The level of personal or social responsibility exhibited by the child
- The reliability of the child in carrying out established routines
- The perseverance of the child in carrying out a task
- Physical and emotional maturity of the child.

Observations by the teacher play a formative and diagnostic role by indicating aspects of the programme that may need development thus helping the teaching with future planning. For example, where a child or number of children seems ill equipped to work together effectively, the teacher will spend further time developing the group work process. These communications will also be used to communicate regularly with the child regarding their work and helping them to gain more from the learning process.

Teacher designed tasks and tests:

Tasks set in a learning context can allow for the assessment of the process and product or a combination of both. The teacher can assess the processes in which the children are involved and gauge the extent to which they understand what is being taught and are able to transfer and use what they have learned to a variety of situations. As children reflect on a particular process they can begin to make sense of it and become more aware of themselves as individuals and the ways in which they learn and work.

Tasks will be purposefully designed to allow the children to demonstrate abilities in many social, personal and health contexts. The use of such tasks in SPHE is recommended because they mirror the type of activities required by the objectives of the curriculum and so create a link between objectives, methodologies and assessment.

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Simple tests designed by the teachers will allow for the teacher to ascertain the knowledge that has been acquired. For example, on completion of the strand unit on food and nutrition a test will be administered requiring the children to display their knowledge of food, food groups, healthy diet, etc.

Portfolios and projects:

A portfolio is a personal folder that will be kept by each child containing a wide variety of evidence of achievement and is appropriate for all age groups in the school. It will be a very useful way of collecting work that is completed as well as being a means of assessing progress.

These portfolios, by becoming a source of pride and giving the child a sense of ownership, can enhance the self-esteem of the child and show concretely that everybody has some success in school. They also provide a means of self-assessment where the child becomes aware of, and reflects on, personal capabilities and limitations. These portfolios will include surveys, questionnaires, drawings, written activities, newspapers, checklists etc.

Projects will allow children to focus on a particular aspect of the curriculum and to study it in some detail. Such projects can illustrate how much a child has learned and are particularly significant in assessing the child's ability to gather information, to collate it and present it and to work with others.

Among the recommended approaches and methodologies in SPHE are displays and presentations of work. These allow children to summarise and collate information they have gathered, to present particular viewpoints or to argue a position. These displays and presentations will be used to assess what children have learned and indicate their ability to present data to a specific audience.

It is imperative that assessment within SPHE be discussed on a regular basis among staff members. In sharing expertise, exploring opinions, we will develop a common understanding of pupil's progress and the role of assessment in SPHE. Assessment provides essential information for children, teachers, parents and others about the child's learning and overall development and so facilitates future decisions regarding learning experiences and pupil's needs.

Children with different needs

All children should have the opportunity to participate in and benefit from the full range of experiences offered in SPHE. With this in mind the class teachers take into account the range of difference in their classes so that all children are given the opportunity to obtain maximum benefit from the programme. The class teacher facilitates collaborative group work and differentiated individual work to meet the needs of all pupils in the class. The pupils are encouraged and affirmed for their work.

The teachers strive to create a positive school environment in which the individuality of the student is respected and celebrated and thus enhance each student's feeling of self-esteem and belonging.

We hold a weekly school assembly which serves to increase the pupils' sense of belonging to the school community. We also have monthly treats for pupils who wear their uniforms properly – these include table quizzes, karaoke and other group activities where all pupils can become involved.

We also run team sports events during the year with teams consisting of pupils from different class levels and abilities. The emphasis is always on participation and fun.

All pupils are given responsibilities (classroom jobs) on a rota basis in the classrooms regardless of academic ability.

The learning support teacher, in consultation with the class teacher, parents and other relevant personnel, develop an individual educational plan for each student selected for supplementary teaching. Where possible parts of the IEP are implemented in the classroom setting, other parts of the plan are implemented with the learning support teacher and where applicable in conjunction with the pupil's SNA.

In specific or sensitive cases eg. Bereavement, disability or illness, there is a consultation between the principal, class teacher, learning support teacher, parents and other relevant personnel where all available options are considered for the pupil in question. There is a Rainbows programme available locally and we have found this very useful at times. We also discuss problems regarding pupils with Mairead Clifford, our NEPS representative and we have found her to be very helpful.

Extra Resources for Children with SEN

- Exploring Feelings Tony Attwood
- Social Skills Training Jed E. Baker
- The New Social Story Book Carol Gray
- Writing Social Stories Carol Gray
- Circle Time Jenny Mosley
- 101 Games for Self Esteem Jenny Mosley

- My Friend Daniel Doesn't Talk
- Mental Health in Children and adolescents- A guide for teachers
Sarah Buckley
Blánaid Gavin
Fiona Mc Nicholas

Homework

SPHE homework gives parents the chance to contribute to the development of SPHE in the school and ensures that there is a dialogue between parents and teachers. This means that both can listen to one another and the opinions and concerns of both home and school can be taken account.

If homework is prescribed in SPHE it will reflect the active learning approach as described in the curriculum. For example, Stay Safe worksheets are sent home to be signed and parents are asked to discuss the topic with their child. Also in older classes children may be asked to research a debate topic at home or to find the opinions of people about certain topics discussed in class.

Individual teachers' planning and reporting

There are many issues to be taken into consideration when planning SPHE in the classroom. A plan of work for the classroom derives from the overall school plan and must reflect school policy on all matters related to the social, personal and health education of the children.

The curriculum in SPHE comprises of three strands, Myself, Myself and others and Myself and the wider world, which are subdivided into a number of strand units.

The pages for planning and selecting content in the SPHE curriculum will guide the teacher in choosing the strand units and the range of objectives for each class.

Having chosen the content to be covered in a particular year the individual teachers will decide through their long and short term planning how the content can be implemented in the three contexts for learning. These include the objectives that will be achieved in the discrete time, in the context of other subject areas, or in a combination of both, and how these objectives will be reinforced and developed in the context of the classroom or school climate and atmosphere. A number of very useful exemplars in the Teachers Guidelines provide assistance and illustrate how a strand can be explored during SPHE discrete time and across other subjects.

Cuntas Míósúil provide a valuable resource in the planning of SPHE. At the end of every school year the individual teachers hand in a copy of their Cuntas Míósúil to the office. These are kept on file and are consulted prior to individual teacher preparation for the following year. This ensures that certain topics are not repeated a number of times. It also helps to ensure that other topics are not omitted accidentally. This is necessary especially with split classes where this could occur unintentionally.

11. Staff Development:

The teachers have access to current research, reference books, resource materials and websites dealing with SPHE. The Principal monitors staff development and notifies and organises SPHE training and planning days. When SPHE courses are available at local educational centres, staff are notified of these and encouraged to attend.

Teachers have the opportunity to share their skills, experiences and expertise at staff meetings and staff planning days and also informally on a daily basis. Teachers can avail of internal and external speakers to share their expertise and up skill the school community.

Teachers can engage in team teaching at their discretion and with the co-operation of fellow teachers and the Principal.

The wider school community (i.e. learning support teacher, resource teacher, S.N.A, care taker, secretary and other staff) will have an important role to play in supporting the social, personal and health development of the children. In their interactions with both teachers and children they can reflect the principles promoted by the SPHE programme. It will be important that they are involved in the consultation process and are aware of the various policies that exist in the school.

Community Links

The local community has an important role to play in supporting the SPHE programme. This very helpful in allowing children to see the link between their SPHE work in school and how it affects them with their families, within their community and with the wider world.

Members of the Fire Service visit 3rd and 4th classes do discuss fire safety annually.

The Dental hygienist visits the school regularly and discusses dental hygiene with all of the classes.

The choir sing at the 'switching on' of the Christmas lights every year in the village.

GAA coaching is ongoing in the school fostering community spirit as the coaches are players from the local team and the children take part in competitions and are encouraged to join local teams.

These are just some examples of the roles members of the local community play in supporting the SPHE programme in our school.

Success Criteria

The school plan will assist the different parties involved in teaching SPHE in the school to work as a cohesive team in implementing all the strands of the revised SPHE curriculum.

How will we know that the plan has been implemented?

Class teachers will devise yearly plans and fortnightly schemes of work based on the school plan. In addition, Cúntas Míósúil and staff discussion will ensure that procedures and all strands in the school plan are being followed.

Has the plan achieved its aims?

The success of the implementation of the plan's aims **may** be measured using the following indications:

- Feedback will be given from teachers, parents, the pupils and the community (e.g. school outings, choir, sports, school tours field trips etc.)
- Teachers' observations
- Reports/suggestions from Inspector's reports
- Feedback from second level schools

How has the plan enhanced pupil learning?

The child has been enabled to:

- Foster a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote their personal development and well-being
- To promote their health and provide a foundation for healthy living in all its aspects
- To make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

Implementation

Roles and Responsibilities

The plan in its entirety will be developed and implemented by the teaching staff of the school. Implementation of the plan may be enhanced by guest speakers/organisations (e.g. Accord) to the school.

The principal, with the support of the staff will co-ordinate the progress of the plan. Feedback on its implementation will take place at staff meetings

Timeframe

This plan was revised in 2016. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The review will include the opinions of the teachers involved in implementing the curriculum, the response of the pupils to the material taught and the requirements of the wider school community as they arise.

This completed plan was presented to the members of the Board of Management for ratification in September 2018. The plan will be reviewed annually and is due to be revised in 2020. It will be further communicated to parents through their representatives on the board. Furthermore a copy will be available for inspection at all times in the office.

Marian Canavan(Chairperson)

Mary Cahill(Principal)

Appendix 1- 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
Knowing about my body <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 	<i>Touches p. 45 - 50</i>	Giving the Doll a Bath p.150 Keeping Clean p.152		
<ul style="list-style-type: none"> Explore and discuss the different things the body can do 			The Five Senses p.47 (SI) What Do You Smell? p.63 (SI)	

<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
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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 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 		About Growing p.78 Watch It Grow p.82 Inner Growth p.82 Measuring Growth p.162		Anatomical Dolls
New life <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 		Signs of New Life in Spring p.69 New Life in Spring p.73 Conor's New Baby Sister p.139 Nature Walk p.143 Growing Plants from Seeds p.143		
Feelings and emotions <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 	<i>Feeling Safe and Unsafe</i> p.17 - 30		Feelings Faces p.110 (JI) A Surprise p.118 (JI) Things That Go Bump in The Night p.121 (JI) I'm Lonely p.125 (JI) Little Miss Angry p.128 (JI) Caring and Sharing p.131 (JI)	

<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</i> p. 32 - 44		Our Class p.77 (SI) We Can Help p.82 (SI)	
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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 			Things to be Happy About 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 personal safety 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 - Safety and protection	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 in My Body 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 - Myself and my family	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/EducationalResources 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)	
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 	<i>Friendship and Bullying</i> <i>p. 30 - 41</i>			

<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 Friends p.112</p>		
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Strand - Myself and others Strand Unit - <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
<i>My school community</i> <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
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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 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 people at 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://www.schoobanthe.ie/
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"> 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)	
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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"> 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
Making decisions <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 	<i>Touches</i> p.49-62 <i>Secrets and Telling</i> p.63-70 <i>Strangers</i> p.71-79	How Do I Decide What to Do? p.183 About the Reasons I Do Things p.184	Adverts and Messages p.139 (1st)	
Knowing about my body <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 			What Does Healthy Mean? p.27 (1ST)	Educational resource available from www.getactiveireland.ie
<ul style="list-style-type: none"> Name parts of the male and female body, using appropriate anatomical terms, and some of their functions 	<i>Touches</i> p.49 - 62	How our Bodies Work p.166	Our Amazing Bodies p.27 (2nd)	
<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 		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	My Heart and My lungs p.41 (2nd) My Brain p.45 (2nd)	
<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 			Medicines are Powerful Drugs p.62 (2nd) Injections p.69 (2nd)	

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 		When My Body Needs Special Care p.161 A Visit to The Doctor p.164	Being Clean Helps Us Keep Healthy p.40 (1st) What Does Healthy Mean? p. 37 (1st)	
Food and nutrition <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 			Types of Food We Need to Be Healthy p.40 (1st)	Food Dudes-Healthy Eating programme www.fooddudes.ie
<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 			My Body Needs Different Types Of Food p.52 (2nd)	

Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
New life <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 		The Wonder of New Life p. 59 New Life in Spring p. 61 When I Was a Baby p. 155 About Babies p. 156	All Shiny and New p. 33 (1st)	
As I grow I change <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 		Growing and Changing p. 171 What I Was Like When I Was Little p. 173 The Story of My Life p. 174 Looking at Photographs p. 82	I Change As I Grow p. 72 (2nd)	
<ul style="list-style-type: none"> Realise that growing up brings increased responsibility himself/herself and others 		Changing and Growing p. 83 A Poem of Ages p. 177		

<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</p> <p>About Babies p.156</p>		
Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Feelings and emotions <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 	<i>Friendship and Bullying</i> p.31 -48 <i>Feeling Safe and Unsafe</i> p.17 - 30	<p>Music with Feelings p.55</p>	<p>Name That Feeling p.49 (1st)</p> <p>True Feelings p.87 (2nd)</p>	
		<p>The Princess Who Never Smiled p.51</p> <p>Miming Feelings p.54</p>	<p>Being Happy p.65 (1st)</p> <p>It's OK to Cry When I Am Sad p.69 (1st)</p> <p>Letting Off Steam p.72 (1st)</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>My Special Person and Me 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 Strand Unit - <u>Safety and protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Personal safety <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 	<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>			
<ul style="list-style-type: none"> Identify risky behaviour and examine its positive and negative consequences 			Smoking And Cigarettes p.25 (2nd)	
Safety issues <ul style="list-style-type: none"> Develop and practise strategies for keeping safe when travelling 		Safety Strategies p. 137		
<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 		Safety Quiz p. 138	Our Classroom Rules Are Important p.86 (1st) Rules Have Reasons(1st)	

Strand - Myself and others Strand Unit - <u>Safety and protection</u>	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 - <u>Myself and my family</u>	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 - Myself and the wider world Strand Unit - <u>Developing citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>My school community</i> <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 			I Belong with My Class p.112 (1st) Taking Care of The Yard p.138 (2nd)	
<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 			Taking Care of Our Classroom Environment p.120 (1st)	Ombudsman for Children Educational resources www.oco.ie/education-and-human-rights/education
<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 			Our Classroom Rules Are Important p.86	
<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 			My Name p. 19 (1st) I Am Learning To Co-operate p.134 (2nd)	

Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Living in the local community</i> <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 			I Belong in My Community p.125 (2nd)	
<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 			Nationalities Day p.143 (2nd)	EU Kids Corner http://europa.eu/kids-corner/index_en.htm
<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 			I'm Learning About My Rights p.106 (2nd)	

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 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)	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 Strand Unit - <u>Media education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Become aware of and learn 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 Strand Unit - <u>Media education</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
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Self-awareness <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 	<i>Friendship and Bullying</i> p. 18	Who Am I? p.20 My Gifts p.23	My Strengths p.33 (3rd) Who Am I? p.20 (4th)	
<ul style="list-style-type: none"> Explore factors that influence their self-image 		Pass The Compliment p.21	My Name is Special p.29 (3rd)	
<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 		Working Alone, Working Together p.119 Team Work p.121	Self Portrait p.24 (4th) Everyone is Unique p. 37 (3rd)	
Developing self-confidence <ul style="list-style-type: none"> Enhance their own learning Express personal opinions, feelings, thoughts and ideas with growing confidence 			I Know, I Think p.27 (4th) Speaking with I Statements p.180 (4th)	
<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)	

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Health and wellbeing <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 		A Recipe for Good Health 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 	Friendship and Bullying p. 18	Who, What, When, Why? p. 52	Keeping My Thinking Healthy p.114 (4th)	
<ul style="list-style-type: none"> Be aware of the dangers in using tobacco or alcohol and 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
Knowing about my body <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 		Growing Up p.198 A List of Changes p. 203		Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<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 		Healthy Choices and Decisions p.105		
<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 		Being Clean - Keeping Healthy p.185 Body Protection p.189	Clean and Healthy p.107 (4th)	
<ul style="list-style-type: none"> Realise the adverse effects of sexual stereotypes and realise that these effects can become more exaggerated as the phys differences between males and females become more apparent 				Gender Equality; Equal Measures

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 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

<p>As I grow I change</p> <ul style="list-style-type: none"> Realise that growing and changing are continuous throughout life 		<p>*revisit/link with Knowing About My Body Growing Up p198 A List of Changes p.203</p>	<p>Feeling Proud p. 63 (3rd)</p>	<p>Busy Bodies DVD and Booklet http://www.healthpromotion.ie</p>
<p>Strand - Myself Strand Unit - <u>Growing and changing</u></p>				
<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 	Feeling Safe and Unsafe p.17 -30 Bullying Friendships p. 31 - 50 Touches p.52 - 66 Secrets and Telling p. 67-72 Strangers p. 73 - 77			

independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual				
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Strand - Myself Strand Unit - <u>Safety and protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Safety issues <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 Strand Unit - <u>Making decisions</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<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>Secrets and Telling</i> p.67-72 <i>Strangers</i> p.73-77	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 		What Will I do p.111 Solving p.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
<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</p> <p>A Star Family p. 39</p>	My Family p.38 (4th)	<p>RESPECT Guidelines and resources</p> <p>Different Families Same Love poster / resource</p> <p>www.into.ie/lgbt/EducationalResources</p> <p>Picture Books resource</p> <p>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</p> <p>Families; Block Graphs p.143</p>		

<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 		Recipe For A Family p.44	Changes in the Family p. 40 (4th)	
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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)	

<ul style="list-style-type: none"> Respect and show consideration for the views beliefs and values of others 	Friendship and Bullying p.31-54	Both Perspectives p.134		All Together Now - Homophobic and Transphobic Bullying http://www.belongto.org
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"> 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 	Friendship and Bullying p.31-54	Bullying Experience p.135	Dealing with Bullying p.93 (4th) Witnessing Bullying p.116 (3rd) A Bully-Free Zone p.121 (3rd)	

<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 	<i>Friendship and Bullying p.31-54</i>		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

<p>My school community</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 			Let it be Fse Along The Way p.86 (3rd)	
Local and wider communities <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 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
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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

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 			I Want....I Need p.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 Strand Unit - <u>Media education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Strand - Myself and the wider world Strand Unit - <u>Media education</u>			Producing Our Own TV Programme p.171 (4th)	Webwise resources 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)	

<ul style="list-style-type: none"> Become aware of advertising and its purpose and nature 			What Influences Me? p.32 (4th)	
<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</p> <p>Celebrate Safer Internet Day, see www.saferinternetday.ie</p>

Fifth and Sixth Classes.

Strand - Myself Strand Unit - Self-identity	Stay Safe	RSE	Walk Tall	Enrichment resources
Self-awareness <ul style="list-style-type: none"> Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways 		Getting to Know You and Me p.27	This is My Life p.26 (5th)	
<ul style="list-style-type: none"> Reflect on his/her experiences and the reasons for taking different courses of action 			A Kaleidoscope of Families p. 225 (6th)	
<ul style="list-style-type: none"> Identify realistic personal goals and targets and the strategies required to reach these 		If I Were.... p.135	Realistic Goals and Targets p. 34 (5th)	
<ul style="list-style-type: none"> Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself 			I Like Me Just the Way I Am p.39 (5th)	
Developing self-confidence <ul style="list-style-type: none"> Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others 	Feeling Safe and Unsafe p.17 -27	'I' Statements p.35		
<ul style="list-style-type: none"> Enhance skills to improve learning Take increasing personal responsibility for himself/herself 		About Choices We Make p. 224	Being an Effective Listener p.51 (5th)	

Strand - Myself Strand Unit - <u>Self-identity</u>	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, Decisions p.226		
Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Health and wellbeing</i> <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
<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 p.17 -27</i>			
Knowing about my body <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 p. 51 - 60</i>	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
<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
Food and nutrition <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 seen 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
<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)	

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
<i>As I grow I change</i> <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
<i>Birth and new life</i> <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a committed, loving relationship 		Relationships and A Context for New Life p. 203	Privileges and Responsibilities p.128 (6th)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<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 		It Could Be Any Day Now p. 205		

Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Feelings and emotions <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 	<i>Feeling Safe and Unsafe</i> p.17 -27	How I Handle My Strong Feelings p.177 All Kinds of Love p.143	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)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<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 about himself/herself 		Self-Portrait p. 136	Being Positive About Myself p.156 (5th) Needs and Wants p. 152 (5th)	

Strand - Myself Strand Unit - <u>Safety and protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<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></p> <p><i>Friendship and Bullying p. 29- 50</i></p> <p><i>Touches p. 51 - 60</i></p> <p><i>Secrets and Telling p. 61 - 67</i></p> <p><i>Strangers p. 69- 76</i></p>	<p>What Can You Do Now? p.64</p> <p>About Tasks p.65</p> <p>Making a Resolution p.67</p>		

Safety issues <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
Strand - Myself Strand Unit - <u>Safety and protection</u>	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)	

<ul style="list-style-type: none"> Explore and examine the use of medicines 			Medicines p.160 (6th)	
Strand - Myself Strand Unit - <u>Making decisions</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>Secrets and Telling</i> p. 61- 67 <i>Strangers</i> p. 69- 76	About Choices We Make p. 224	Fact and Opinions p. 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</i> p. 17 -27 <i>Touches</i> p. 51- 60 <i>Secrets and Telling</i> p. 61- 67 <i>Strangers</i> p. 69- 76	Decisions, Decisions p. 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
<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 - <u>My friends and other people</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<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</i> p. 38- 50	Qualities of a True Friend/What I Value in a True Friend p.43 Same Situation - Different Feelings p.180	Changing Friends p.236 (6th)	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</i> p. 69- 76			
<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	Groups and Me p.239 (6th)	

<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 AboutFriendshipp.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
<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 Strand Unit - <u>Relating to others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<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 Arts 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
<i>Living in the local community</i> <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 belonging 			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)	

<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
Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
National, European and wider communities <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
<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

<ul style="list-style-type: none"> Realise and begin to understand the unequal distribution of the world's resources 			Our Rights, Our Responsibilities p.300 (6th)	
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 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

<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 	<i>Strangers p. 71 - 76</i>		Print Media: Newspapers p.321 (6th) Recreation p.339(5th)	Webwise resources • 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
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 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, life-styles and ideas 	<i>Friendship and Bullying p.29-50</i>		My World, Our World p.307 (6th)	Safefood media awareness campaign http://Mediawise.ie
<ul style="list-style-type: none"> Explore various recreation and leisure activities as an alternative to watching television 			Recreation p.339(5th)	

<ul style="list-style-type: none"> Explore and use some simple 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.

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Sample Planning Grid

Strand	Strand Unit	Objective	Language	Whole School Atmosphere	Integration	Discrete Teaching	Differentiation	Assessment
Myself and the wider world	Media education	Explore various recreation and leisure activities as an alternative to watching television	Play Involvement Fitness Healthy	Emphasis on DEAR time each Friday	Exploring value of yard time through PE	Recreation P. 339 (5th) Walk Tall	Activity	Portfolio Work
Myself	Self-identity	Reflect on his/her experiences and the reasons for taking different courses of action	Challenge Overcome Persistence	Growth mind-set response	Maths lessons - whole class discussions	A Kaleidoscope of Families p. 225 (6th) Walk Tall	Extra time for pupils Prompting	Teacher question Pupil self-assessment

