



St George's NS

S.P.H.E. Policy

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Introductory Statement:

The wellbeing of the whole school community is central to St. George's ethos/mission statement and school leaders and management actively promote wellbeing. The relationship between academic achievement and a child/young person's wellbeing is understood by all staff in the school. The original plan for S.P.H.E. Was developed by staff, at a staff meeting in 2003. Many developments have taken place since then and this policy required a review and revisions based on our school experiences to date. This policy was reviewed in November 2023.

Rationale:

- To foster the personal development, health and well-being of all the children in our care.
- To help them to create and maintain positive and supportive relationships.
- To help them to become active and responsible members of society.
- To help them develop a framework of values, attitudes and skills which will enable pupils to make informed and responsible choices now and in future.
- To benefit from the teaching and learning experiences of the S.P.H.E Curriculum.
- To conform to the principles of learning outlined in the Primary School Curriculum

Vision:

St George's NS values the uniqueness of all individuals with in a caring school community. We provide a safe, caring school environment where every child is cherished and helped to achieve their maximum potential intellectually, spiritually, physically and emotionally. We recognise that S.P.H.E. Is intrinsic to the holistic learning and teaching that occurs both informally in the school and in the classroom. Through our S.P.H.E. Programme we wish to assist children develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the Social, Personal and Health Education of their children so their involvement

will be encouraged as much as possible.

Aims:

We endorse the aims of Social, Personal and health Education Curriculum for Primary Schools:

- To promote the personal development and well-being of the child.
- 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.
- 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.

Objectives:

When due account is taken of intrinsic abilities and varying circumstances, the S.P.H.E 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 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 individuals 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.

1. Curriculum Planning- Strands and Strand Units:

S.P.H.E. is planned so that children receive a comprehensive programme over a two-year cycle using the Mindful Matters programme. The strands and strand units have been formally divided over a two-year cycle, with natural linkage occurring between strand units each year. This ensures that the strand units not covered in Year One (JI/1st/3rd/5th) are included in the programme of work for Year Two (SI/2nd/4th/6th). In some cases, it may be necessary to revise specific objectives from the previous year. The content objectives for the sensitive areas of the RSE and Stay Safe will be addressed in both classes at a particular level, Year Two serving to revise the content covered in Year One.

Yearly Content Overview		
<i>RSE and Stay Safe are taught annually to all class groups.</i>	<i>JI/1ST/3RD/5TH</i>	<i>SI/2ND/4TH/6TH</i>
Strand	Strand Units	Strand Units
Myself	<ul style="list-style-type: none"> • Self- identity • Taking Care of my Body • Safety and Protection 	<ul style="list-style-type: none"> • Growing and Changing • Safety and Protection
Myself and Others	<ul style="list-style-type: none"> • Myself and my Family 	<ul style="list-style-type: none"> • Relating to others • My friends and other

		people
Myself and the Wider World	<ul style="list-style-type: none"> • Developing Citizenship • Media Education 	<ul style="list-style-type: none"> • Developing Citizenship

SPHE Event Yearly Overview	
September / October	Anti Bullying Week Friendship Week
November / December	
January / February	Black History Week
March / April	RSE Stay Safe Traveller Culture Week
May / June	Intercultural Week

2. Contexts for S.P.H.E.

S.P.H.E. Will be taught through a combination of contexts:

- Positive School Climate and Atmosphere
- Discrete Time
- Integration with other subject areas.

Positive School Climate and Atmosphere

At the first staff meeting of the year all members of the school community are reminded of the importance of promoting a positive school climate. These key messages dealing with school climate and atmosphere are also referred to, as appropriate, during the year through newsletters, meetings with parents and on a regular basis in classes.

Our key messages are:

- We cater for the individual needs of the children. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents we strive to identify and meet individual needs.
- We provide opportunities to enhance the self-esteem of all members of the school-community.
- The staff is aware that their role in helping children to develop their

self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem, as outlined in the curriculum, have been adopted as our approach to self-esteem development.

- They are:
 - A sense of identity
 - A sense of belonging
 - A sense of security
 - A sense of purpose
 - A sense of competence
- We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others
- We work to develop an effective communication system within the school and between the school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- We support a health promoting physical environment. Through our Health and Safety policy we have set out how to promote health and safety awareness and how we intend to deal with unsatisfactory aspects of our environment. Emphasis on healthy lunches, healthy lifestyle, road, water, farm safety and regular fire drills are some of the areas promotes.
- Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, our involvement in the Green Schools programme and through constant review and promotion of behaviour and habits required for maintaining a clean environment. The playgrounds and pitches for lunch time activities and the school garden also promote a healthy physical environment. Informative healthy eating posters throughout the school create further emphasis of the importance of a healthy lifestyle.

We promote democratic processes in all levels of school life while balancing

roles, rights and responsibilities. Children experience and practice by:

- Negotiating the class rules at the start of the year.
- Sharing responsibility
- Valuing the opinions of others
- Experiencing a sense of belonging to their own class group and the wider school community
- Develop a sense of commitment to common goals

We have agreed that we will prioritise care in our behaviour as adults and in our expectations of children. We will help children to learn to care for each other through actively building relationships within our class.

We will seek to build identity, security and belonging, competence and purpose through:

- Discussion, promotion of and valuing difference.
- Agreeing ground rules for responsible behaviour and clarifying values on an ongoing basis
- Learning anger management skills in the classroom in order to be able to apply them on the playground and at home
- Caring for and promotion inclusion of others and learning that it is OK to be different.
- Promoting inclusive and respectful language
- Promoting support and co-operation
- Respecting individual strengths
- Supporting individual needs through teacher support
- Supporting individual needs of children in times of family or individual personal crises (children who suffer serious illness and need to be in hospital or out of school for long periods; children who suffer bereavement, especially bereavement in the immediate family; engaging exterior services e.g., NEPs, CAMHS, Rainbows to assist in this difficult area)
- Create meaningful differentiated learning opportunities
- Celebrating the wide range of children's strengths throughout the school
- Communicating regularly about learning and general development with the home

Discrete Time:

SPHE may be timetabled for 30 mins per week, one hour per fortnight or blocks of 1-2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE and Child protection are addressed through discrete time.

Integration:

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, PE, SESE, Visual Arts, Religion and Drama. Teachers have identified the objectives that can be acquired through cross-curricular work. Teachers will include these in their short-term planning and will use the Cuntás Míosúil as a form of self-assessment for these and other objectives.

3. Approaches and Methodologies:

Teachers are in agreement that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies for SPHE:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Use of external speakers/visitors who are specialists in their own fields
- Dental nurse visits to the classroom to discuss healthy eating, cleaning teeth and regular visits to the dentist
- Local Gardaí to talk to pupils about safe use of the internet and social media
- Engaging experts for both pupils and parents talks on safety on internet and prevention of cyberbullying
- Information and communication technologies

4. Assessment:

Children's progress in SPHE is assessed mainly through:

Teacher observation:

- The ability of the child to co-operate and work in groups or to work independently
- The informal interactions between the child and adults and between the child and the other children
- Physical and emotional maturity
- The quality of presentation of work
- The participation and interest of the child in a variety of activities

Teacher-designed tests and tasks

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations

Portfolios and Projects:

Teachers may decide that children will keep personal folders of their work

Self- Assessment by Children:

Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

5. Children with different needs:

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. Evidence of this differentiated approach will be recorded in teacher's planning documentation, The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. Members of the Learning Support Team and Resource Teachers will positively support the work of the class teacher. The SNA supports particular children or groups as directed by the class teacher. Children who experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting individual needs in the most appropriate manner.

6. Equality of Participation and Access:

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities. Diversity within our school community will be recognised by valuing and promoting the needs, interests, skills and talents of children with special needs.

7. Policies and Programmes that support SPHE:

Policies/Programmes

SPHE links with other policies/programmes used in the school-Substance Abuse Prevention Policy, RSE, Stay Safe and Child Protection, Enrolment, Attendance, Code of behaviour, Anti-Bullying, health and safety and healthy Eating. Teachers are expected to be familiar with their policies and ensure that the school's agreed policy is followed when addressing these issues.

(1) Substance Abuse Prevention policy (refer to policy appendix)

The aim of this policy is the welfare, care and protection of every member of the school community in the Education Act 1998 and the Education Welfare Act 2000.

Our Aims for each child:

- Providing a safe and healthy environment
- Promoting positive health behaviours
- Increasing knowledge about health
- Promoting the self-esteem and self-awareness of students
- Working in partnership with parents and pupils

(2) Relationships and Sexuality Education (RSE)

RSE is a lifelong process of acquiring knowledge and understanding and of developing attitudes, beliefs and values about sexual identity, relationships and intimacy. In a school situation RSE, provides structured opportunities for pupils to acquire a knowledge and understanding of human relationships and sexuality through processes which enable them to form values and to

establish behaviours within a moral, spiritual and social framework, appropriate to their age. RSE will be taught in accordance with the Department's directives and within the philosophy framework of the school. Teachers will not teach any content outside the Religion programme used by the school or the DES (Department of Education and Science) curriculum. The teaching methods used in the school are child centred and reflect the age and stage of development of each child.

RSE is taught every year, throughout the school, beginning in the month of March. The teachers will use the 'Busy Bodies' programme in 5th and 6th class. Sensitive issues will be dealt with appropriately. Speakers may be brought in to teach areas of the programme if the teachers are not comfortable doing so. Teachers are encouraged not to segregate the children for RSE lessons. All topics should be addressed on a whole class basis.

Overview of RSE programme

Aims:

In partnership with the home our aims are:

- To promote self-esteem
- To promote respect for the rights of others, encouraging tolerance and understanding of differences between people
- To foster responsibility in decision-making
- To help children to develop healthy relationships and friendships
- To promote an understanding of sexuality leading to a healthy attitude to it and to relationships
- To help pupils think and act in a moral caring and responsible way
- To learn about their own development and about their friendships and relationships with others
- To promote knowledge and respect for human love

The development of relationships is an integral part of all curricular subjects. Aspects of RSE are taught during SPHE, Religion, Science, Implementation of the Code of Behaviour etc. An integrative approach towards RSE ensures that the children encounter RSE in a holistic manner rather than in isolation.

Class	Strand /strand Unit	Content Objectives <i>Consult curriculum for complete objectives in <u>Growing and changing</u> and <u>Taking care of my body</u></i>	Language	Pages in RSE Resource Materials Book	Pages in Walk Tall	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Taking care of my body <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	womb breastfeeding penis vulva	New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p.153	Our Amazing Bodies p94 (Senior Infants book)	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	penis vulva vagina womb breastfeeding urethra	The Wonder of new life p59 /151 How my body works p67/ 161 Growing means changing p77/171 A Visit to the Doctor p.164	Our Amazing Bodies p37 (2 nd class book)	<ul style="list-style-type: none"> Picture books of going to the doctors Tom's Power Flower Books / activities on Life cycles Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand the physical changes taking place in both the male and female body Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body <ul style="list-style-type: none"> Recognise and discuss how feelings and emotions are affected by the physical changes that take place during puberty Discuss the stages and sequence of development of human baby from conception to birth 	Revise above umbilical cord changes in puberty menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 rd class book) Changing and Growing p140 (4 th class book) The Wonder of New Life p.150	<ul style="list-style-type: none"> Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body <ul style="list-style-type: none"> Identify and discuss the physical 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 	Revise above wet dreams <u>Busy Bodies</u> <u>language</u> semen sexual intercourse	My body grows and changes p81 The wonder of new life p92 Caring for new life p103 Different kinds of love p141	My Amazing body p345 (5 th class book) Creation p121 (6 th class book)	<ul style="list-style-type: none"> Busy Bodies Power points recap Question Box Puberty Quiz

Dealing with Questions:

Teachers do not cover content outside that of the DES curriculum or the school's religion programme. At the same time teachers should answer questions sensitively, aware that there are children in our school from many social backgrounds. No child should be made feel uncomfortable or embarrassed when these issues are raised. Ground rules will be set before lessons are taught. The teacher will tell the class that they will do their best to answer as many questions as possible but may not be able to answer every question. It is reasonable for the teacher to say that the children will learn further information as they get older,

Children, who ask questions in class on content outside of the curriculum taught, should be talked to individually and discretely, as soon as is possible, by the teacher and encouraged to seek answers from their parents. If a child poses such a question the parents will be informed and asked not to ignore it but to deal with it as they see fit.

Parental Concerns:

If parents are concerned about any aspect of the school's programme for

the RSE elements of SPHE they should discuss their concerns with the teacher initially and then the Principal. Arrangements will be made to allow the parents to view and access the RSE programme and every effort will be made to accommodate their concerns. Parents have the right to withdraw their child and accept responsibility for teaching the RSE programme themselves.

Teachers' Concerns:

If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss this with the Principal. Every teacher has the right to opt out of teaching the sensitive areas of SPHE and in this event it is the responsibility of the Principal to ensure that the sensitive areas of RSE are taught to that particular class. A swap with another teacher for the duration of these lessons or inviting in a specialist speaker may be deemed acceptable.

(3) Stay Safe Programme

The stay safe programme is a personal safety skills programme for primary schools. It aims to reduce vulnerability to child abuse and bullying. It helps to develop children's ability to recognise, resist and report situations of risk or abusive encounters.

The objectives of the programme are:

- To help children to identify and express safe and unsafe feelings.
- To teach children safety skills for dealing with common unsafe situations such as getting lost
- To encourage children to value friendships and to teach them skills for making and keeping friends
- To teach children safety strategies for dealing with bullying
- To teach children that it is not acceptable to bully others
- To encourage children to value and enjoy normal affection
- To teach children how to deal with an unsafe or inappropriate touch
- To teach the rule: "Never keep secrets about touching"
- To help children recognise the difference between a good secret and a bad secret
- To help children identify the adults they could tell a bad secret and to give them the opportunity to practice telling.
- To clarify for the children who strangers are

- To give the children safety strategies for dealing appropriately with strangers

Content:

The lessons cover the following topics;

1. feeling Safe and Unsafe
2. Friendship and Bullying
3. Touches
4. Secrets and Telling
5. Strangers

Children participating in this programme will learn:

- To distinguish between safe and unsafe feelings
- What to do if lost
- What to do if the phone or doorbell rings when they are alone in the house
- The importance of friends in children's lives
- What to do if bullied
- Stay Safe Rules: Say No/Get Away/Tell
- Why not to bully others
- Appreciating normal, appropriate touches
- That unsafe touches should never be kept secret
- How to respond to inappropriate touches (Stay Safe Rules)
- Good and bad secrets
- That some secrets should not be kept
- Who and how to tell if in trouble
- About strangers and safety strategies

In St George's NS the Stay Safe Programme is taught biannually. Children are not segregated for Stay Safe lessons. All topics are addressed on a whole-class basis.

Covid Measures:

Since unexpected school closures in both 2020 and 2021, staff have taught all areas of the Stay Safe programme annually.

Parental Concerns:

If parents are concerned about the more sensitive aspects of the Stay Safe

programme, they are welcome to come to the school to view the curriculum and discuss their concerns with the principal.

A teacher who is concerned about teaching a particular topic within the Stay Safe programme should talk to the principal about his/ her concerns. Such concerns will be handled discreetly. The principal will endeavour to accommodate such teachers. Resources outside the school profession will be availed of if considered appropriate.

(4) Child Protection (c/f Child Protection Policy appendix):

St George's NS follows the DES Child Protection procedures, which are based on Children First Procedures for the Protection and Welfare of Children. The principal Elaine Browne is the Designated Liaison Person (DLP) and Laura Broadhead is the Deputy Designated liaison Person. Each teacher has a copy of our recently updated policy on Child Protection and a copy is available to parents through the school website or the Parents' Association.

Resources:

Programmes, ICT, DVDs, Textbooks, Supplementary Materials
Resources to support the provision of SPHE will include the curriculum statement and teacher guidelines from the Department of Education and Skills, text books, DVDs, ICT, the internet, programmes which target specific issues and guest speakers.

Resources available within the school include:

- Walk Tall Programme
- RSE Programme
- Stay Safe Programme
- Making the Links
- SUMO4Schools (Stop Understand Move On)
- SALT Programme (Stop Ask Listen Talk)
- Be Safe
- Busy Bodies
- Mindful Matters (Junior Infants- 6th Class)
- Junior Well Being Resource Box
- Senior Well Being Resource Box
- Zippy's Friends
- FRIENDS For Life

Criteria for selecting resources include:

- Conformity with the aims and objectives of the class programme in SPHE and the general principle of the SPHE curriculum
- Freedom from bias, racial or sexual stereotyping
- Compliancy with existing school policies
- Appealing to the pupils and teacher and be reflective of collaborative, active methods of learning
- Suitability and trustworthiness of guest speakers, notwithstanding the fact that the class teacher is responsible for his/her class and should remain with the class at all times for the duration of the visit of the guest speaker.

Materials purchased with school funds remain the property of the school.

Guest Speakers:

For some topics such as nutrition, oral health care, hygiene, RSE, etc. We may occasionally avail of external personnel to enhance the learning that is ongoing in the classroom. We have engaged the services of a dental hygienist, Accord counsellors and Internet specialist to assist in the delivery of those sections of the SPHE programme in St George's NS. Before the visit the teacher must agree with the visitor the aims and objectives of the lesson(s) to be covered and a detailed discussion of the content to be delivered will also take place. Following the workshops, a note will be sent to all parents to let them know these have taken place and to give the parents the opportunity to discuss the issues with their children while it is still fresh in the children's minds. Parents will be made aware of these speakers through the homework journal, school text systems or preparatory work done by the teacher beforehand.

8. Individual Teachers Planning and Reporting:

The SPHE curriculum documents will inform the planning of content, approaches and methodologies employed by the individual teachers. Coverage of the strand units each year will be as outlines in this plan. The recording in the Cuntais Mhíosúla of work done will help to monitor progress and assist in future planning.

9. Staff Development:

Staff development will be promoted by:

- Availing of in-service training, summer courses, conferences and seminars where possible.
- Sharing and exchanging skills, expertise and experience
- Increasing our stock of resources
- Allocating time at staff meetings in order to discuss issues relevant to SPHE
- Familiarising members of the learning Support, Resource Teachers, Special Needs Assistants and ancillary staff with the content and vision enshrined in policies relevant to SPHE

10. Role of the Co-Ordinator

- Organise and distribute resources, activities and information to all staff for:
 - o Code of Behaviour Week
 - o Friendship Week
 - o Anti Bullying Week
 - o Black History Week
 - o Traveller Awareness Week
 - o Intercultural Week
 - o Stay Safe Programme
 - o RSE
- Ensure that all staff have access to the required SPHE resources they need to deliver the curriculum
- Provide updates to staff on the SPHE curriculum, especially new language updates
- Keep resources organised and up to date in the Resource room
- Keep SPHE folder on Google drive organised and up to date.
- Yellow Flag Co Ordinator
- Collect and store signed Codes of Behaviour

11. Parental Involvement:

Since parents are the primary educators of their children, we welcome their support of teachers in implementing the SPHE Programme.

Parents/Guardians are made aware of when more sensitive issues (i.e., RSE) of the SPHE programme are being taught in their child's class. The updated policy is placed on the school website when completed.

11. Community Links:

We value the contribution which members of the local community can make towards furthering the aims and objectives of SPHE in our school. The Community Garda, medical persons, people of other cultures and backgrounds, members of local community groups and the media have much to offer in supporting the SPHE programme. We avail of the services of statutory bodies such as HSE and An Garda Síochana, as required. Personnel from these agencies have been invited and have already participated in staff-training and awareness programmes along with parents, school coaches and volunteers.

12. Success Criteria:

Success achieved will depend on thorough preparation of teacher's work and consistently following procedures outlined in the plan. Indications of success will come through positive feedback from the main stakeholders in our school community-teachers, parents, pupils and local community and from the second level schools attended by our past pupils. However, in many situations, success can only be measured in the medium and long-term by the way in which the children mature and live their lives.

13. Implementation:

This plan has been formulated by the staff of the school. It will be supported, developed and implemented by teaching and non-teaching staff members alike. The school principal will co-ordinate it's progression.

14. Review:

In order to ensure optimal implementation of the SPHE programme in our school this plan will be reviewed on a three-year basis. Those involved in the review will include teachers and the Board of management. The principal and the staff will be responsible for the co-ordination of this review.

15. Ratification and Communication:

Following ratification by the Board of management, this plan will be circulated to all staff members. A copy of the plan will be available to parents and Guardians on the school website.

Signed: _____ Date: _____
Chairperson of the Board

Reviewed November 2023

Date for review November 2024

Curriculum Objectives covered each year.

Junior Infants/ Senior Infants

Strand: Myself**Strand unit: Self-identity****Self-awareness**

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|--|------------|--|
| ● discuss and appreciate all the features that make a person special and unique | Units 1, 2 | |
| ● begin to understand, appreciate and respect personal abilities, skills and talents | Unit 2 | |
| ● recognise and record personal preferences | Unit 4 | |
| ● become aware of his/her immediate world through the senses | Unit 4 | |

Developing self-confidence

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|---|--------|--|
| ● express own views, opinions and preferences | Unit 4 | |
| ● become more self-reliant and independent | Unit 3 | |
| ● begin to learn how to cope with various changes as they occur | Unit 7 | |

Making decisions

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|--|--------------|--|
| ● identify some everyday choices made by himself/herself and those that are made by others | Unit 20 | |
| ● begin to develop some awareness of factors that may influence decisions or choices taken | Units 20, 21 | |

Strand: Myself**Strand unit: Taking care of my body****Knowing about my body**

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|---|---------|--|
| ● appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well | Unit 9 | |
| ● respect his/her own body and that of others | Unit 9 | |
| ● name parts of the male and female body, using appropriate anatomical terms | Unit 8 | |
| ● explore and discuss the different things the body can do | Unit 8 | |
| ● recognise and practise basic hygiene skills | Unit 10 | |
| ● realise that each individual has some responsibility for taking care of himself/herself | Unit 10 | |

Food and nutrition

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|--|---------|--|
| ● become aware of the importance of food for growth and development | Unit 11 | |
| ● explore food preferences and their role in a balanced diet people and not for others | Unit 12 | |
| ● discuss and explore some qualities and categories of food | Unit 12 | |
| ● realise the importance of good hygiene when preparing food to eat | Unit 13 | |

Strand: Myself		
Strand unit: Growing and changing		
As I grow I change		
● identify some of the factors that promote growth		Unit 15
● realise that growth and change are part of the process of life and are unique to each individual		Unit 16
● recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older		Unit 4
New life		
● become aware of new life and birth in the world		Unit 17
● develop an awareness of human birth		Units 16, 17, 18
● identify what babies need to help them to grow and develop		Unit 18
Feelings and emotions		
● name a variety of feelings and talk about situations where these may be experienced		Unit 1
● explore the variety of ways in which feelings are expressed and coped with		Unit 2
● begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another		Unit 2
● explore and discuss occasions that can promote positive feelings in himself/herself		Unit 1
Strand: Myself		
Strand unit: Safety and protection		
Personal safety		
● explore appropriate safety strategies	Unit 22	Units 20, 21, 22, 23, 25, 26
● identify situations and places that are safe and those where personal safety might be at risk	Unit 22	Units 22, 23, 25, 26
● realise how other people can persuade him/her to engage in unsafe behavior		Units 23, 25, 26
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	Unit 22	Unit 21
● realise and understand that rules are necessary in order to protect people and keep them safe		Unit 24
● explore how accidents might be prevented at home, in school, on the farm, or in the water		Unit 12
● realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents	Units 23, 24	
● identify some of the substances or things that are put onto the body and their associated functions	Units 23, 24	
● explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine	Unit 23	

Strand: Myself and others**Strand unit: Myself and my family**

● identify and name the people who constitute a family and appreciate that all family units are not the same	Units 14, 15	
● realise that he/she belongs to a family and that each person has a place and role within a family	Units 15, 16, 17	
● explore the things that families do together	Units 17, 19	
● realise how families take care of, support and love each other	Units 18, 19	
● explore and acknowledge many of the things that can be learned in the home	Unit 16	

Strand: Myself and others**Strand unit: My friends and other people**

● identify, discuss and appreciate his/her own friends		Unit 9
● discuss and examine the different aspects of friendship		Unit 10
● identify and appreciate friends at school and how they can help and care for each other		Unit 11
● discuss and appreciate all those considered special, both within and outside the family circle		Unit 9
● recognise and appreciate differences in people and know how to treat others with dignity and respect		Unit 11
● recognise and explore bullying behaviour, who is involved and the effects on different people		Unit 19
● know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else		Unit 19

Strand: Myself and others**Strand unit: Relating to others**

● listen and respond to the opinions and views of others		Units 3, 4
● use verbal and non-verbal behaviour to perform social functions		Units 5, 6, 7, 8
● practise care and consideration, courtesy and good manners when interacting with others		Units 4, 5, 6, 7, 8
● resolve conflicts with others		Units 5, 6

Strand: Myself and the wider world**Strand unit: Developing citizenship**

My school community		
● recognise the name of his/her own school and the people who contribute to the life of the school	Unit 6	
● realise that each person is important and has a unique and valuable contribution to make to the class	Unit 5	
● recognise the importance of sharing and co-operating and being fair in all activities in the class and school	Unit 5	Units 3, 4
● realise and understand the necessity for adhering to the class and school rules	Unit 5	
● explore and respect the diversity of children in the class and school	Unit 5	Units 3, 4
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		Units 12, 13
● 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		Unit 14
● suggest ways of helping other people at home, in school and in the local community being aware that some people in the community may be in need		Unit 13
● recognise that each person has an important contribution to make to the life of the community		Unit 28
● begin to become aware of local identity and to participate in and enjoy celebrating local events		Unit 28
Environmental care		
● appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment		Unit 27

Strand: Myself and the wider world**Strand unit: Media education**

● realise that he/she receives information from many different sources	Unit 25	
● identify favourite television programmes, videos and video games and indicate reasons for preference	Unit 25	
● explore popular stories, books and rhymes and discuss some of the characters and their appealing traits	Unit 26	
● begin to use and explore the various kinds of information technology available	Unit 25	
● begin to explore and talk about the difference between advertisements and programmes	Unit 26	

1st Class/ 2nd Class

	1st Class	2nd Class
Strand: Myself		
Strand unit: Self-identity		
Self-awareness		
● Develop an appreciation of and talk about personal strengths, abilities and characteristics	Unit 4	
● Recognise and appreciate the similarities and differences between people	Unit 5	
● Identify and talk about personal preferences, dreams for the future and hopes	Unit 5	
● Become aware of his/her immediate world through the senses	Unit 6	
Developing self-confidence		
● Become more independent and self-reliant	Unit 7	
● Explore different ways of coping with change	Unit 10	
● Express personal opinions and preferences and acknowledge those of others and comment on them	Unit 5	
Making decisions		
● Recognise and reflect on choices that are made every day	Unit 8	
● Discuss the factors that may influence personal decisions or choices	Unit 8	
● Realise that being involved in decision-making demands more personal responsibility	Unit 9	
Strand: Myself		
Strand unit: 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	Unit 12	
● Recognise the importance of treating the body with respect and dignity	Unit 12	
● Explore the various things the body can do	Unit 11	
● Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions	Unit 11	
● Develop and practise basic hygiene skills	Unit 13	
● Realise that each individual must take responsibility for self-care	Unit 13	
● Become aware of how infection spreads easily and the importance of adhering to a code of hygiene	Unit 13	
● Recognise and examine some of the substances that are taken into the body and the purpose and function of each one	Unit 14	
Food and nutrition		
● Explore the importance of food for promoting growth, keeping healthy and providing energy	Unit 15	
● Appreciate that balance, regularity and moderation are necessary in the diet	Unit 15	
● Identify some of the foods that are derived from plant and animal sources	Unit 15	

	1st Class	2nd Class
● Recognise and practise good hygiene when dealing with food.	Unit 17	
Strand: Myself		
Strand unit: Growing and changing		
As I grow I change		
● Begin to recognise the physical, emotional, social and spiritual factors that promote growth		Units 1, 2, 3
● Realise that growth takes place in many different ways and is unique to each individual		Units 1, 2
● Realise that growing up brings increased responsibility for himself/herself and others		Unit 3
New life		
● Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle		Unit 4
● Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world		Units 1, 3
● Realise the various roles parents and other family members have in providing for new-born babies		Unit 1
Feelings and emotions		
● Name and identify a wide range of feelings and talk about and explore feelings in different situations		Units 5, 6
● Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable		Units 4, 5, 6
● Identify people with whom he/she can discuss feelings and emotions		Units 4, 5, 6
● Become aware of and be able to choose healthy ways of feeling good about himself/herself		Units 4, 7
● Explore the various feelings that change as one grows		Unit 8
● Recognise that individual actions can affect the feelings of others		Units 5, 6
Strand: Myself		
Strand unit: Safety and protection		
Personal safety		
● Recognise and explore situations where children feel safe and those where safety might be at risk		Units 16, 17, 18, 19, 22
● Discuss and practise appropriate strategies for dealing with these situations		Units 16, 17, 18, 19, 22
● Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted		Unit 21
● Identify risky behaviour and examine its positive and negative consequences		Unit 21
Safety issues		
● Develop and practise strategies for keeping safe when travelling		Units 24, 25

	1st Class	2nd Class
● 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 that of others		Units 23, 24, 25
● Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing		Units 24, 26
● Recognise how accidents might be caused and what can be done in order to prevent accidents happening		Units 23, 25, 26
● Recognise and explore occasions when medicines are needed		Unit 20
● Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them		Unit 20
Strand: Myself and others		
Strand unit: Myself and my family		
● Identify and talk about those who live at home and recognise that homes and families can vary	Units 18, 19, 20	
● Recognise his/her role and place in the family unit and the contribution made by each member of the family	Units 18, 19, 20, 21	
● Appreciate his/her own family and identify ways in which members of families can help, support and care for each other	Units 19, 20, 21, 23	
● Explore many of the things that are learned in families, both practical and otherwise	Units 21, 22, 23	
Strand: Myself and others		
Strand unit: My friends and other people		
● Discuss personal friends and why he/she enjoys being with them		Unit 9
● Identify, explore and discuss qualities and skills associated with friendship		Unit 9
● Explore how friends can influence personal actions and decisions		Unit 9
● Know how to treat people with dignity and respect calling people by their proper name, respecting the personal belongings of others, practising care and consideration, courtesy and good manners when interacting with others		Unit 9
● Recognise and explore bullying behaviour, who is involved and the effects on different people the bully, the child being bullied, the onlookers		Units 10, 18
● Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else.		Units 10, 18
Strand: Myself and others		
Strand unit: Relating to others		
● Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions		Units 11, 12, 13, 15
● Listen, hear and respond to what is being said by others		Units 11, 12, 13, 15

	1st Class	2nd Class
● Express and record experiences, opinions, feelings and emotions in a variety of ways		Units 14, 16
● Explore and practise how to handle conflict without being aggressive		Units 14, 15, 16
Strand: Myself and the wider world		
Strand unit: Developing citizenship		
My school community		
● Explore what it means to belong and recognise some of the different groups to which he/she can belong	Unit 2	
● Recognise and write the name and location of his/her own school and identify those who constitute the school community	Unit 2	
● Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone	Unit 1	
● Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all	Unit 1	
● Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together	Unit 1	
Living in the local community		
● Begin to appreciate how people depend on each other in many aspects of life	Unit 3	
● Develop a sense of belonging to his/her own local community	Unit 3	
● 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	Unit 25	
● Develop an awareness of people in other places	Unit 25	
● 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	Unit 3	
Environmental care		
● Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment	Unit 24	
Strand: Myself and the wider world		
Strand unit: Media education		
● Become aware of and learn about the different ways in which information can be communicated		Unit 27
● Begin to distinguish between fact and fiction in stories or situations in different media forms		Units 27, 28
● Discuss and explore advertising that is specifically aimed at children		Unit 28

3rd Class/ 4th Class

Strand: Myself		
Strand unit: Self-identity		
Self-awareness		
● Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities	Unit 1	
● Explore the factors that influence his/her self-image	Unit 2	
● Identify realistic personal goals and targets and how these can be achieved in the short or long term	Unit 3	
● Realise that each person has a unique contribution to make to various groups, situations and friendships	Unit 1	
● Identify personal preferences, dreams for the future, and hopes	Unit 3	
Developing self-confidence		
● Enhance his/her own learning	Unit 4	
● Express personal opinions, feelings, thoughts and ideas with growing confidence	Unit 5	
● Become more confident in coping with change and with situations that are unfamiliar	Unit 6	
● Become increasingly responsible and autonomous	Unit 7	
Strand: Myself		
Strand unit: Taking care of my body		
Health and well-being		
● Understand and appreciate what it means to be healthy and to have a balanced life-style	Unit 20	
● Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older	Units 20, 22	
● Begin to develop strategies to cope with various worries or difficulties that he or she may encounter	Units 22, 26	
● Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink	Units 26, 28	
● Know and understand the meaning of the word 'drug' and when it is appropriate or inappropriate to take drugs	Units 25, 27	
● 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	Units 25, 27	
● Recognise and discuss some people who are concerned with health and welfare	Unit 22	
Knowing about my body		
● Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect	Units 20, 27	
● Understand the physical changes taking place in both the male and female body	Unit 19	Unit 9
● Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal	Unit 19	Unit 9

	3rd Class	4th Class
● Recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction	Unit 23	
● Understand and explore the relationship between health and hygiene	Unit 23	
● 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	Unit 31	
Food and nutrition		
● Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation	Unit 21	
● Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid	Unit 21	
● Examine the dietary needs of his/her own age group and other groups in society	Unit 21	
● Explore some factors that influence the consumption of different food products	Unit 21	
● Discuss and examine the importance of proper food hygiene	Unit 24	
Strand: Myself		
Strand unit: Growing and changing		
As I grow I change		
● Realise that growing and changing are continuous throughout life		Unit 8
● Identify the skills and abilities acquired and the interests and pursuits taken up in recent years		Unit 8
● Recognise the emotional changes that have taken place since infancy		Unit 8
● Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty		Units 9, 30
● Recognise how spiritual development has taken place in recent years		Unit 7
● Begin to appreciate the need for space and privacy in life		Unit 7
● Recognise how independence and responsibilities are continually increasing		Unit 12
Birth and new life		
● Discuss the stages and sequence of development of the human baby, from conception to birth		Units 10, 30
● Identify the care that needs to be taken while waiting for a baby to be born		Unit 10
● Develop an appreciation of the wonder of a new-born baby		Unit 10
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		Unit 13

	3rd Class	4th Class
● Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner		Unit 13
● 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		Unit 11
● Explore how feelings can influence one's life		Unit 13
Strand: Myself		
Strand unit: 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	Unit 30	Units 19, 25
● Identify people, places and situations that may threaten personal safety		Units 6, 24, 25, 27
● Begin to assess the consequences of risky behaviour	Units 26, 28	Units 23, 27
● 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	Units 26, 27, 28	Units 6, 23, 25, 27
Safety issues		
● Be aware of potential travel hazards and the need for responsible behaviour when travelling		Units 19, 20
● Adopt responsible behaviour at play and know the appropriate safety measures to take while playing		Unit 26
● 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		Unit 22
● 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	Unit 27	Unit 21
● Explore and examine the use of medicines		Unit 21
● Identify some potential risks to health and safety in the environment	Unit 36	
Strand: Myself		
Strand unit: Making decisions		
● Become aware of and think about choices and decisions that he/she makes every day	Units 8, 12	
● Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision	Units 9, 11, 13, 14	
● Discuss why and how adults can make decisions and set boundaries for young people	Units 10, 11	

	3rd Class	4th Class
● Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned	Units 9, 11	
● Recognise and explore the risks and the consequences of making a particular decision	Units 10, 12, 13	
● Learn and begin to devise a simple decision-making strategy	Units 12, 13	
● Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions	Units 13, 14	
● Make individual and group decisions	Units 8, 10, 13, 14	
Strand: Myself and others		
Strand unit: 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	Unit 15	
● Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit	Unit 16	
● Explore how belonging to a family means that family members love, protect, provide and care for each other	Units 15, 17	
● Understand that families often undergo planned or unplanned changes that may be pleasant or difficult	Unit 17	
● Identify the behaviour that is important for harmony in families	Units 16, 17	
● Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland	Unit 18	
Strand: Myself and others		
Strand unit: My friends and other people		
● Appreciate the need for and the importance of friendship and interacting with others		Unit 1
● Explore the different aspects of friendship		Unit 1
● Examine different types of friendship		Unit 2
● Begin to cope with disharmony in, or loss of, friendships		Unit 3
● Acknowledge that friends often circulate in groups, which can be healthy or unhealthy		Unit 4
● Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others		Unit 5
● Respect and show consideration for the views, beliefs and values of others		Unit 5
● Recognise, discuss and understand bullying		Unit 6
● Explore and examine ways of dealing with bullying		Unit 6
Strand: Myself and others		
Strand unit: Relating to others		
Communicating		
● Recognise and explore various verbal and non-verbal means of communicating		Unit 14

	3rd Class	4th Class
● Listen carefully and reflectively to others		Unit 15
● Use language, gestures and other appropriate behaviour to perform social functions		Units 14, 15
● Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively		Unit 18
● Give and receive compliments and constructive criticism in different situations		Unit 16
● Recognise and explore how language can be used to foster inclusiveness		Units 14, 18
Resolving conflict		
● Identify reasons for conflict in different situations		Unit 17
● Identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable		Unit 17
Strand: Myself and the wider world		
Strand unit: 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	Unit 29	
● Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others	Unit 30	
● Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline	Unit 30	
● Develop and practise leadership roles and learn to work together in different group situations	Unit 29	
● 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	Unit 30	
● Explore the various ways in which the school promotes a sense of belonging	Unit 29	
● 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	Unit 31	
● Explore and recognise the rights and responsibilities of both adults and children in the school community	Unit 30	
Local and wider communities		
● Realise what it means to belong to a group	Unit 32	
● Recognise how each person has both an individual and a communal responsibility to the community	Unit 32	
● 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	Unit 33	
● Examine how justice, fairness and equality may or may not be exemplified in a community	Unit 34	
● Explore some of the issues and concerns in the local or national community	Unit 34	

	3rd Class	4th Class
● Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have	Unit 29	
● Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country	Unit 35	
● Begin to develop an awareness of the lives and culture of some people in the European Union	Unit 33	
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	Unit 36	
Strand: Myself and the wider world		
Strand unit: 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		Units 28, 29
● Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media		Units 28, 29
● Become aware of advertising and its purpose and nature		Unit 28
● Begin to explore some of the techniques that are used in marketing and advertising		Unit 28
● Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations		Unit 29

5th Class/ 6th Class

	5th Class	6th Class
Strand: Myself		
Strand unit: Self-identity		
Self-awareness		
● Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways	Unit 1	
● Reflect on his/her experiences and the reasons for taking different courses of action	Unit 1	
● Identify realistic personal goals and targets and the strategies required to reach these	Unit 3	
● Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/ herself	Unit 4	
Developing self-confidence		
● 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	Unit 2	
● Enhance skills to improve learning	Unit 5	
● Take increasing personal responsibility for himself/herself	Unit 5	
● Become more independent and autonomous	Unit 5	
Strand: Myself		
Strand unit: 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	Unit 17	
● Recognise causes of personal worry and identify appropriate coping strategies	Unit 17	
● Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have	Units 18, 19, 20	
● Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use	Units 18, 19, 20	
● Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances	Units 19, 20	
● Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind	Units 19, 20	
● Identify and discuss the roles of various people who are concerned with the health of others	Unit 21	
● Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others	Unit 21	
Knowing about my body		
● Recognise the importance of treating his/her body and that of others with dignity and respect	Unit 22	

	5th Class	6th Class
● 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	Puberty Unit	Puberty Unit
● Understand the reproductive system of both male and female adults	Reproduction Unit	Reproduction Unit
● Realise how increased activity or involvement in physical activities can require increased attention to body care	Unit 22	
● Recognise some physical disabilities and how they can affect people's lives	Unit 25	
● Become aware of some communicable diseases and explore how diseases and infections are spread	Unit 22	
● Identify and be aware of the different ways in which the body may be protected against disease and infection	Unit 22	
Food and nutrition		
● Appreciate the importance of good nutrition for growing and developing and staying healthy	Unit 23	
● Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet	Unit 23	
● Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found	Unit 23	
● Explore the factors that influence food choices	Unit 23	
● Explore and examine some of the illnesses particularly associated with food intake or special health conditions	Unit 23	
● Become aware of the importance of hygiene and care in the preparation and use of food	Unit 24	
Strand: Myself		
Strand unit: Growing and changing		
As I grow I change		
● Identify and discuss the changes that are experienced in growing from child to adult		Unit 9
● Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual		Unit 9
● Appreciate the need for individual space and privacy as he/she is growing and developing		Unit 14
Birth and new life		
● Understand sexual intercourse, conception and birth within the context of a committed, loving relationship	Reproduction Unit	Reproduction Unit
● Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent		Unit 13
Feelings and emotions		
● Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express		Unit 10

	5th Class	6th Class
● Discuss and practise how to express and cope with various feelings in an appropriate manner		Units 10, 11
● Understand how feelings help in understanding himself/herself		Unit 10
● Differentiate between needs and wants and recognise and explore the concept of delayed gratification		Unit 15
● Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media		Unit 12
● Identify and learn about healthy ways to help him/her feel positive about himself/herself		Units 10, 11
Strand: Myself		
Strand unit: Safety and protection		
Personal safety		
● Explore rules and regulations at home, in school and in society and the importance of adhering to them		Unit 16
● Identify situations and places that may threaten personal safety		Units 20, 21, 23
● 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		Unit 19
● 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		Units 20, 21, 23
● 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		Unit 18
Safety issues		
● Recognise places where it is safer to play and how to behave in a responsible manner when playing		Unit 21
● Know how to keep safe when travelling and to understand how individuals can keep others safe		Unit 17
● Develop an awareness of health and safety in the school, home and work-place		Unit 24
● Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident		Unit 24
● 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		Unit 22
● Explore and examine the use of medicines		Unit 22
● Identify and explore some potential risks to health and safety in the environment		Unit 25

Strand: Myself		
Strand unit: Making decisions		
Personal safety		
● Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decision she/he has to make	Unit 11	
● Explore and learn to examine critically the factors and levels of thought that influence decisions and choices	Unit 12	
● Recognise that decisions have consequences and that not all people will make the same decisions all the time	Unit 13	
● Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people	Units 11, 12, 13	
● Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned	Units 12, 13	
● Discuss and practise a simple decision-making strategy	Unit 14	
● Distinguish between assumption, inference, fact, rumour and opinion in making a decision	Unit 16	
● Identify sources of help in solving problems	Unit 15	
Strand: Myself and others		
Strand unit: Myself and my family		
● Explore and discuss families and homes and how they can vary in many ways	Unit 6	
● Explore what belonging to a family means	Unit 6	
● Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them	Unit 7	
● Discuss and identify behaviour that is important for harmony in family life	Unit 6	
● Critically examine the media portrayals of families and family life	Unit 9	
● Examine some factors that can affect family life	Unit 8	
● Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.	Unit 10	
Strand: Myself and others		
Strand unit: My friends and other people		
● Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing		Unit 1
● Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances		Unit 1
● Explore the differences between boy-and-girl friendships and same-sex friendships		Unit 5

	5th Class	6th Class
● Consider problems that can arise in friendships and other relationships and how these could be handled		Unit 2
● Identify the different groups to which friends can belong and recognise what constitutes a healthy group		Unit 2
● Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively		Units 1, 3
● Practise and recognise the importance of care and consideration, courtesy and good manners with others		Units 1, 2
● Recognise, discuss and understand bullying and its effects		Unit 4
● Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully		Unit 4
Strand: Myself and others		
Strand unit: Relating to others		
Communicating		
● Explore and practise the many verbal and non-verbal ways in which people communicate with each other		Unit 6
● Listen actively to others and respect what each person has to say		Units 6, 7
● Examine the various ways in which language can be used to isolate and discriminate against people		Unit 6
● Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others		Unit 7
● 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		Unit 7
Resolving conflict		
● Discuss how conflict can arise with different people and in different situations		Unit 8
● Identify and discuss various responses to conflict situations		Unit 8
● Explore and practise how to handle conflict without being aggressive		Unit 8
Strand: Myself and the wider world		
Strand unit: Developing citizenship		
Living in the local community		
● Explore the concept of the class or school as a community	Unit 26	
● Practise ways of working together and of developing a sense of belonging	Unit 26	
● Explore local traditions and folklore and develop a sense of pride in his/her local community	Unit 28	

	5th Class	6th Class
● Recognise and understand the role of the individual and various groups in the community	Unit 27	
● Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals	Unit 27	
● Explore how inequality might exist in the local community and suggest ways in which this might be addressed	Unit 30	
● Identify some local issues of concern and explore possible action that could be taken to address these issues	Unit 27	
National, European and wider communities		
● Become aware of elements of his/her own cultural heritage and traditions	Unit 28	
● Begin to explore the concept of democracy	Unit 29	
● 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	Unit 31	
● Become aware of some of the cultures, life-styles and languages of some countries in the European Union and the wider world	Unit 31	
● Explore how justice and peace can be promoted between people and groups, both nationally and internationally	Unit 29	
● Realise and begin to understand the unequal distribution of the world's resources	Unit 32	
Environmental care		
● 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	Unit 32	
Strand: Myself and the wider world		
Strand unit: Media education		
● Explore and understand how information is conveyed and practise relaying messages using a variety of methods		Unit 26
● Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included		Unit 27
● Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media		Unit 28
● Identify the audiences at which different aspects of the media are aimed		Unit 26
● Become aware of the different forms of advertising, its purpose and the messages it promotes		Unit 28
● Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas		Unit 28
● Explore various recreation and leisure activities as an alternative to watching television		Unit 26
● Explore and use some simple broadcasting, production and communication techniques		Unit 27