

Muslim National School

Seek knowledge from the cradle to the grave



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Social Personal and Health Education Policy

Introductory Statement

This Social Personal and Health Education (SPHE) Policy was drawn up by the teachers of the Muslim National School. As teachers we respect the importance of SPHE. This whole school SPHE Policy reflects the Islamic ethos of the school. The plan has been drawn up to benefit both teaching and learning of SPHE in the school. This policy was reviewed in the first term of 2021/22. In December 2011 the under-review policy was shared with all school stakeholders for a two-month consultation. Opinions, thoughts, insights were welcomed by either verbal or written communication. This has informed this current policy.

Our School

Our school is a co-educational school with seventeen class teachers. In addition we have a dedicated specialist ASD Unit which was opened in 2018. This unit is call Al Nour.

Rationale

This Policy document is a record of whole school decisions in relation to SPHE, in line with the Primary Curriculum 1999. Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE under the Islamic ethos in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

Areas for Review

The following areas have been identified for review:

- To make explicit the various approaches undertaken at a whole school level that promote the SPHE skills, knowledge, understanding and attitudes we aim to develop.
- To make clear what can be taught in RSE and when it should be taught.
- To introduce a new Resilience Programme as part of our SPHE policy
- To address issues of internet safety and safety using social media
- To address the overlaps between the different SPHE programmes used at the school

Relationship to Characteristic Spirit of the School

In order to foster the personal development, health and well-being of each individual child, the Muslim National School aims to provide a caring Islamic and inclusive school in which our pupils can learn to respect themselves and others. We wish to foster in them a sense of responsibility for their own actions and to help them become people who can contribute to and play a meaningful role in their community.

Aims

We aim to:

- Promote the development and well-being of the child
- Foster in the child a sense of care and respect for themselves and others and appreciate the dignity of every human being
- Enable the child to make informed decisions and choices about the social, personal and health dimensions of their lives now and in the future
- develop a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- Teach skills of personal decision-making, problem solving and foster self-confidence in the context of social relationships
- Enable each child to respect human and cultural diversity and appreciate and understand the interdependent nature of the world.

Curriculum

1. Strands & Strand Units

The strands and strand units for SPHE are as set out in the Primary School Curriculum for SPHE which is available on www.curriculum.ie. The three main strands are as follows:

- Myself
- Myself and others
- Myself and the Wider World

These strands will be taught in all classes throughout the year according to the schedule of topics and schemes as set out in Appendix I.

2. Method

To achieve these aims SPHE will be taught through a combination of contexts:

a) Positive school climate and whole school activities

eg. Green School Committee, Student Council and school committees

b) Discrete class time:

SPHE may be timetabled for ½ hour 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. The 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. The Stay Safe and RSE Programmes are always taught through discrete time.

c) Integration with other subject areas

At each class level, teachers should seek to integrate SPHE with other curricular areas including Islamic Studies. Many aspects of SPHE can be dealt with in the context of Religion, English, Gaeilge, SESE, Visual Arts and Drama.

3. Approaches and Methodologies

Teaching will start from and build upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points may be determined through diagnostic activities eg. concept mapping, "draw and write" and "draw and tell"

techniques and discussion. Wherever possible, contexts for learning will be relevant to the children and make use of actual situations and current issues.

- There will be a high degree of active participation by children, and active learning techniques should be extensively used.
- Games, such as co-operative games, circle time games and parachute games, will be used appropriately.
- Appropriate use will be made of drama, role-play and simulation.
- Wherever possible, teaching methods will use a balance of visual, auditory and kinesthetic approaches in order to cater for the preferred learning styles of the children.
- Organisation and management in the classroom will offer children opportunities for working individually and collaboratively in pairs and groups.
- Circle time will be an important vehicle for providing the above.

a) *Skills Development*

(i) Emotional Literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. In order to be emotionally literate, they need to develop the following skills:

- Recognising, naming and describing feelings
- Understanding and empathising with the feelings of others
- Management of one's own feelings
- Responding appropriately to the feelings of others
- Communicating effectively
- Being an effective listener

(ii) Communication

Communication skills include reading, speaking, listening, questioning, discussion, debating and writing.

(ii) Thinking Skills

Thinking skills include information processing, reasoning, enquiry, creative thinking and evaluation.

(iv) ICT

- Being able to access information from a variety of ICT sources
- Learning to evaluate the validity of different sources of information
- Being able to present information using a variety of ICT skills
- Understanding that the collection, storage and use of personal data have a moral dimension
- Using ICT to communicate with the wider/global community.

(v) Working With Others

- Improving one's own learning and performance
- Problem Solving

b) Children's Methods of Recording Their Own Work

Children's methods of recording their work in SPHE will vary according to the precise nature of the task and the stage of development of the child in terms of his/her ability and age. Children's recording methods may include drawings, annotated drawings, charts, symbols, models, graphs, tables, written observation and explanations.

All these may include the use of ICT.

4. Assessment

Children's progress in SPHE is assessed mainly through teacher observation:

a) Short term objectives

Short term achievement can be evaluated by monitoring classroom and school behaviour, achievements and developments. Such as:

- 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 other children
- Physical and emotional maturity
- Positive attitudes displayed towards themselves and towards others
- The quality of presentation of work
- The participation and interest of the child in a variety of activities
- Confidence and competence at taking on responsibilities in the school life e.g. the Green Committee, -the Student Council, Club na Gaeilge etc.

b) Medium term objectives

Medium term objectives may be monitored when pupils have progressed (as above) to senior levels of the school and through feedback from post-primary schools.

c) Long Term Objectives

Long term objectives will be largely assessed through general feedback from health services and other social data.

Much of the assessment in the area of SPHE will be informal and formative, rather than diagnostic or summative. The following general approaches will be used:

- Teacher Observation
- Teacher-designed Tasks
- Projects and Folders
- Feedback from Pupils and Parents

5. Children with Different Needs

To ensure that the learning experiences are effective, positive and relevant to all pupils the programme will be developmental, accessible and be appropriate to the age and maturity of the pupils. As maturity is not always determined by chronological age,

teachers have to be alert to the personal and emotional circumstances of each individual pupil. Teachers will have to be aware of, and take into account, the variety of existing pupil knowledge, the different attitudes and beliefs and the pupils' capacity to understand the issues. This will be particularly important in relation to children with special education needs where physical development may outstrip emotional maturity.

The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. In particular we have identified the following programmes for use with the children who attend Al Nour:

- **Stay Safe** (adapted programme)
- Vanderbilt Kennedy Center "**Healthy Bodies**" Programme for Children with Intellectual and/or Developmental Disabilities. The Programme consists of detailed explanations and resources. More information and resources are available at vkc.vumc.org/HealthyBodies. This will be adapted to suit the needs of the children in Al Nour and throughout the school and delivered by their teachers as appropriate in every school year.

Parents can familiarise themselves with the content of the Healthy Bodies programme on <https://vkc.mc.vanderbilt.edu/healthybodies/>

- For those children in 5th and 6th class they will attend the specific approved **RSE** lessons as appropriate

Children who experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner. Additional support from the National Council for Special Education (NCSE) and the National Education Psychological Service (NEPS) will advise us on supporting positive mental health among the student body.

6. **Equality of Participation**

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children.

Organisation

7. **Policies and Programmes**

SPHE links with other policies/programmes used in the school – Acceptable Use Policy, Substance Use Policy, Stay Safe, Child Safeguarding Statement, Code of Behaviour, Anti-Bullying Policy and questionnaires, Positive Behaviour Awards and medals, Curriculum documents, Health and Safety Statement, Healthy Eating eg. Food Dudes programme, and Care of the Environment. Teachers are expected to be familiar with these policies and ensure that the schools agreed policy is followed when addressing these issues. Teachers will access and utilise various texts or resource material.

8. **Resources**

After consultation and evaluation the following were selected as the most appropriate programmes to follow: Stay Safe, Relationship and Sexuality Education (RSE), Walk Tall, Webwise and the Healthy Bodies programmes. Each of these programmes will be taught in the context of the Islamic ethos of our school.

The Stay Safe Programme

As required by law, the Stay Safe Programme is taught in our school in Senior Infants, 2nd Class, 4th Class, 6th Class and all composite classes. Every child at the school will receive the Stay Safe Programme every second year at a minimum and a record of completed work will be kept and stored in the school for two years after completion.

(i) **Overview of the Stay Safe Programme**

This programme is a personal safety skills programme for primary schools. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of personal safety education for children. It is based on the following core elements each of which is an integral part of the SPHE curriculum:

- Nurturing children's self-esteem
- Building children's confidence
- Enabling children to be assertive
- Helping children to identify and express their feelings

The Stay Safe Programme will be delivered in each of the classes listed above during the second term of the school year.

(ii) **Content**

The lessons cover the following five topics:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- 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

Parents can familiarise themselves with the content of all Stay Safe lessons at www.staysafe.ie and www.pdst.ie/staysafe.

The Walk Tall Programme

Walk Tall is a programme that was designed to give children the confidence, skills, attitudes and knowledge to make healthy choices in their lives. It also covers prevention of substance abuse, personal safety and issues connected to growing and changing. This programme will be taught in all classes from junior infants to 6th class. In some classes it will be complemented with lessons from other programmes such as Stay Safe, RSE, Webwise and Weaving Wellbeing, details of which are included in this policy. Topics from the Walk Tall programme that will be covered in each class are as set out in Appendix I to this policy.

Parents can familiarise themselves with the content of all Walk Tall lessons at www.pdst.ie/walktall

The Relationship and Sexuality in Education Programme

(i) Summary of the RSE Programme

In Circular 2/95 issued by the Department of Education and Science the Minister requested all schools to introduce RSE as part of the curriculum. In the 1999 curriculum RSE was included in SPHE.

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. The teaching methods used in the school are child centred and reflect the age and stage of development of each child. Sensitive issues will be dealt with appropriately.

(ii) Overview of the RSE Programme

In partnership with the home, our aims are:

- To provide opportunities for our pupils to learn about relationships and sexuality imparted in a loving and caring way, within a wholesome environment and in the context of Islamic marriage.
- To help them think and act in a moral caring and responsible way under the Islamic ethos.
- To learn about their own development and about their friendships and relationships with others in accordance with the Islamic ethos.

(iii) **Approaches & Methodologies**

The development of relationships is an integral part of all curriculum subjects. This will be taught primarily using the Walk Tall programme in all classes from Junior Infants to 6th Class. Certain aspects of RSE are also taught during SPHE and Islamic Studies.

Both the class teacher and Islamic teachers will work together to teach selected discrete RSE lessons to **fifth and sixth classes** every year. Details of these lessons are set out in Appendix II and have been agreed with the Religion Department and the Board of Management at the school. Teachers are to stick strictly to the lesson plans provided. All lesson plans including RSE will be taught in the context of marriage and always with the Islamic ethos of the school in mind. Girls and Boys will be taught separately.

*** Substitute teachers or teaching practice students are not allowed to teach the RSE topics and it is up to the class teacher to make sure this is clearly marked in your folders and plans. ***

(iv) **Dealing with Questions**

Teachers do not cover content outside that of the DES curriculum or the school's religious programme. Topics include contraception, same sex friendships, abortion etc. Answers to questions must be in line with the Islamic ethos teaching ie. Sexual-intercourse will be discussed within the context of marriage. 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 embarrassed when these issues are raised.

Children who ask questions in class on content outside the curriculum taught, should be talked to individually and discretely, as soon as possible, by the teacher and encouraged to seek answers from their parents.

Friends for Life and Fun Friends

These programmes are school based anxiety prevention and resilience building programmes designed to develop resilience, by teaching children effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. Skills learned throughout the programme help children both now and in later life. The programmes can be run by class teachers as a whole class, or as a small group intervention. Further information can be found at <https://friendsresilience.org/>

Webwise Programme

This is a resource for teaching internet safety to primary children and was developed by the PDST. It is aimed at 5th and 6th class children and teaches the skills needed to surf the web (such as effective and safe searching, downloading images and determining what online content can be trusted). It teaches the skills for safe and effective communication online or by text message and deals with issues relating to sharing personal information online, treating others with respect, cyberbullying, and dealing with spam.

This Programme was introduced in our school in 2019 and will be taught in 5th and 6th Class using the lessons set out in the "My Selfie" Handbook. Details of the topics being covered are as set out in Appendix I to this policy. Teachers may deviate from the topics referred to as issues arise throughout the school year regarding online safety.

In addition to these lessons we will aspire to have an annual talk on internet safety from an external expert speaker for all children from 2nd class to 6th class.

Parents can familiarise themselves with the content of all Webwise lessons at www.webwise.ie

9. **Overlap between the four main programmes covered in SPHE throughout the school**

There is a significant overlap between the five main programmes that will be delivered by class teachers. The **Walk Tall** programme is our main SPHE Programme and teachers of all classes will use this Programme to inform and plan their SPHE plans for the school year. Not all Units from the Walk Tall Programme will be taught (for example where the topic concerned is one that will be covered by another programme being taught in that class such as the Stay Safe Programme). Teachers are encouraged to reference the PDST document, *Making the Links and Beyond, 2017* to assist and guide their planning which references the programmes that are suitable to deliver different curriculum objectives.

The **Stay Safe** Programme is mandatory and will be delivered by teachers of the appropriate classes (as listed in Appendix I) during term two. All 5 topics from the Stay Safe Programme will be taught.

Only those specific **RSE** lessons that have been agreed with our religion department and Board of Management (and as listed in Appendix I and II) will be taught in the school. The agreed RSE lessons will be delivered by the teachers of 5th, 6th and 5th/6th composite during the third term. As most of the other themes from the RSE programme are already covered by the Walk Tall programme, they will not be taught using the RSE Programme.

It is envisaged that The **Friends for Life (3rd class)** and **Fun Friends (1st class)** programme will be piloted in 1st and 3rd class starting in 2024 and following feedback, it will form part of our delivery of the SPHE curriculum each year after.

In addition, lessons from the **Webwise** Programme will be taught to 5th and 6th classes. This may overlap to some extent with the Stay Safe lessons on bullying and cyber-bullying and teachers will use their discretion as to which lessons to teach. Webwise lessons are aimed at 5th and 6th class only.

Details of the lessons to be taught to each class are set out in Appendix I.

SET teachers will teach **Stay Safe (adapted)** and the **Healthy Bodies** programme and will also use the adapted programmes as referred to in Appendix III to this Policy at their discretion and when required.

10. **Request for Withdrawal by parent of pupil or teacher**

If parents are concerned about the more sensitive aspects of the RSE or Stay Safe programmes, they are welcome to visit the school to examine the content of the programmes and discuss their concerns with the teacher. Following this meeting if parents

wish to have their child/ren withdrawn when sensitive issues are being taught, they are requested to submit this in writing to the Principal. Efforts will be made by the school, using the resources it has, to accommodate these children by providing supervision within another classroom. Teachers cannot be held responsible for language used necessarily in school life or by children.

A teacher who is concerned about teaching a particular topic within the RSE or Stay Safe programmes should talk to the Principal about his/her concerns. Such concerns will be handled discreetly. The Board of Management will endeavor to accommodate such teachers. Resources outside the school profession will be availed of if considered appropriate, as is the case in 5th and 6th class.

11. Timetable

A letter will be sent to parents prior to commencement of the RSE and Stay Safe lessons. If parents do not return the letters showing their consent this will be taken as implied consent. The lessons should be spread through the terms rather than taught within a concentrated timeframe. This allows the children the time to absorb the values within which this knowledge is presented.

12. Child Protection

The school follows the DES Child Protection Guidelines and Procedures, which are based on Children First, national Guidelines for the Protection and Welfare of Children. The Principal is the designated liaison person (DLP). Each teacher has a copy of our policy on Child Protection and Safeguarding and a copy is available to parents, through the secretary, if they request one or on the school website.

13. Resources/Videos/DVDs

A comprehensive selection of resources is available for teaching all strand units including Walk Tall, Stay Safe Programme, RSE Programme (DES), Friends for Life and Fun Friends, Webwise and Healthy Bodies.

This Policy was ratified by the Board of Management on the 30th January 2025.

The ratified policy is displayed on the school website and made available to the staff through the school's Google Drive account and Aladdin. Parents may view a hard copy of the policy in the school office by appointment.

Signed: Asiya Attwash

Date: 30/01/2025

(Chairperson of the Board of Management)

Signed: John McDonnell

Date: 30/01/2025

(School Principal)

Appendix I

Table of Content: Junior/Senior Infants

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Myself & My World

	Lessons 1-3	
Walk Tall	Unit 1 Lesson 4-6	Myself & My World
Walk Tall	Unit 2	My Five Senses
*Stay Safe Programme Walk Tall	Unit 3	Belonging & Co-operating
*Stay Safe Programme Walk Tall	Unit 4	Taking Care of my body
Walk Tall	Unit 5 Lessons 1-2	Feelings
Walk Tall	Unit 5 Lessons 3-4	Feelings

Walk Tall	Unit 5 Lessons 5-6	Feelings
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***SENIOR INFANTS:** The Stay Safe must be delivered to the senior infants classes each year and the following lessons must be covered in their entirety.

- Topic 1: Feeling Safe and Unsafe
- Topic 2: Friendship and Bullying
- Topic 3: Touches
- Topic 4: Secrets and Telling
- Topic 5: Strangers

First Class

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Self-Identity
Walk Tall	Unit 2 (Lessons 1 and 2)	Taking Care of My Body
Walk Tall	Unit 2 cont'd (Lessons 3 and 4)	Taking Care of My Body
Walk Tall	Unit 3 (Lessons 1 - 3)	Growing & Changing
Walk Tall	Unit 3 cont'd (Lessons 4-7)	Growing & Changing
Walk Tall	Unit 4	Keeping Safe
Walk Tall	Unit 5 (Lessons 1 - 2)	Myself and Others

Walk Tall	Unit 5 cont'd (Lessons 3-5)	Myself and Others
Walk Tall	Unit 6	Media
Walk Tall	Unit 7	Celebrating our Learning

Second Class and 1st/2nd Composite

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Me & My Decisions
Walk Tall	Unit 2 Lessons 1-3	Looking After Our Bodies
Walk Tall	Unit 2 cont'd Lessons 4-6	Looking After Our Bodies
Walk Tall	Unit 4	Standing Tall (except lesson 6 as covered by Stay Safe Lessons)
Stay Safe	Topic 1	Feelings
Stay Safe	Topic 2	Friendships & Bullying
Stay Safe	Topic 3	Touches
Stay Safe	Topic 4 & 5	Secrets & Telling Strangers

Third Class

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Setting the Scene
Walk Tall	Unit 2 Lessons 1-4	Valuing Self and Others
Walk Tall	Unit 2 cont'd Lessons 5-7	Valuing Self and Others
Walk Tall	Unit 3 Lessons 1-3	Feelings & Friendships
Walk Tall	Unit 3 cont'd Lessons 4-5	Feelings & Friendships
Walk Tall	Unit 4 Lessons 1-3	Relating to Others
Walk Tall	Unit 4 cont'd Lessons 4-6	Relating to Others
Walk Tall	Unit 5 or Unit 6	Safety & Protection or Media

Fourth Class and 3rd/4th Composite

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Self Identity
Walk Tall	Unit 2	Myself & My Family
	Unit 7	Changing & Growing
Walk Tall	Unit 4	Making Decisions
	Unit 8	Communication
Walk Tall	Unit 6	Taking Care of My Body
Stay Safe	Topic 1	Feelings
Stay Safe	Topic 2	Friendships & Bullying
Stay Safe	Topic 3	Touches

Stay Safe	Topic 4 & 5	Secrets & Telling Strangers
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Fifth Class

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Self Identity
Walk Tall	Unit 2A	Taking Care of My Body
Walk Tall	Unit 2B	Food & Nutrition
Walk Tall	Unit 4	Safety & Protection
Walk Tall	Unit 5 Unit 9 Unit 10 (at teachers discretion)	Decision Making Developing Citizenship Media Education
WebWise	"My Selfie" Teachers Handbook	<u>Lesson 1</u> My Online World <u>Lesson 2 & 3</u> Cyberbullying How it Makes You Feel
RSE	Lesson 1 of the approved lessons set out in Appendix II*	
RSE	Lesson 2 of the approved lessons set out in Appendix II*	

*Speak to the Principal before doing these lessons

Sixth Class and 5th/6th Composite

Scheme	Unit of Work	Lessons
Walk Tall	Unit 1	Self-Identity
Walk Tall	Unit 2A	Taking Care of My Body
Walk Tall	Unit 2B	Taking Care of My Body
Walk Tall	Unit 5	Safety & Protection
Stay Safe	Topic 1	Feelings
Stay Safe	Topic 2	Friendships & Bullying
Stay Safe	Topic 3	Touches
Stay Safe	Topic 4 & 5	Secrets & Telling Strangers
RSE	Lesson 1 of the approved lessons set out in Appendix II*	
RSE	Lesson 2 the approved lessons set out in Appendix II*	
Webwise Remaining Units from Walk Tall (at discretion of teacher)	"My Selfie" Teachers Handbook	<u>Lessons 4 & 5</u> Digital Photo Sharing Online Code <u>Unit 6:</u> Making Decisions <u>Unit 9:</u> Relating to Others <u>Unit 10:</u> Developing Citizenship <u>Unit 11:</u> Media Education

*Speak to the Principal before doing Stay Safe lessons

Teacher to draw from resources as required by class.

Some Walk Tall lessons mentioned here have been covered in 5th class so may require teachers to only briefly revisit before continuing to other topics.

Appendix II

Approved RSE Lessons for 5th and 6th Classes

We have identified 4 specific topics from the RSE Programme which will be taught to the children of 5th and 6th class (including children in the 5th/6th Composite class). Details of these lessons and resources which will be used to teach these lessons are set out in this Appendix. The lessons will be taught separately to boys and girls. **All lessons will be taught within the context of marriage and the Islamic ethos of our school.** Parents will be informed before these lessons will be taught.

Overview of what will be taught in 5th Class

Naming Body Parts (own body)

Identify and discuss the physical and other changes that occur in boys/girls with the onset of puberty and understand these take place at different times for everyone

Understanding own reproductive system

Emotional changes during puberty

Hygiene

Overview of what will be taught in 6th Class

Review of puberty

Hygiene

Naming body parts

Reproductive system of both sexes

Intercourse

Conception, pregnancy, development, birth

5th Class

Topic	Puberty
Lesson	Lesson 1 of 2
Curriculum Strand	Myself
Strand Unit	Taking Care of My Body Growing and Changing
Team	Class Teacher Arabic/Religion Teacher
Learning Objective	Puberty Naming body parts - Boy/Girl
Plans	RSE 4 th Class - p.196 - Option 1 Boy/Girl Growing & Changing RSE 6 th Class - p.176 - Option 1 Boy/Girl Feelings & Emotions
Resources	<ul style="list-style-type: none"> • Powerpoint Presentation - Boy/Girl - "Powerpoint_for_Puberty_5th+6th" • Diagrams from Powerpoint Presentation - Boy/Girl • Wellcast online -see link in Powerpoint - Boy/Girl • Story from Powerpoint - Boy/Girl

5th Class cont'd

Topic	Personal Hygiene
Lesson	Lesson 2 of 2
Curriculum Strand	Myself
Strand Unit	Taking Care of My Body
Team	Class Teacher Arabic/Religion Teacher
Learning Objective	Personal Hygiene
Plans	RSE 4 th Class - p.184 - Option 1 Boy/Girl - Keeping Healthy
Resources	<ul style="list-style-type: none"> • Powerpoint Presentation - Boy/Girl - "Powerpoint_for_Hygiene_5th+6th" • Wellcast online video -see link in Powerpoint Presentation - Boy/Girl

6th Class

Topic	Review Puberty - Changes - Body Parts - Boy and Girl
Lesson	Lesson 1 of 2
Curriculum Strand	Myself
Strand Unit	Taking Care of My Body
Team	Class Teacher Arabic/Religion Teacher
Learning Objective	Brainstorm - review of 5 th Class lesson Puberty Naming body parts - Boy/Girl
Plans	RSE 5 th Class - p.90 RSE 5 th Class - p.114 - Option 1 - Good Health & Hygiene Practice RSE 5 th Class - p 82 - Option 1 - My Body Grows and Changes
Resources	<ul style="list-style-type: none"> ● Powerpoint Presentation - Boy/Girl -“Powerpoint_for_Puberty_5th+6th” ● Diagrams from Powerpoint Presentation/RSE - Boy/Girl ● Wellcast online -see link in Powerpoint - Boy/Girl ● Story from Powerpoint - Boy/Girl <p>QURANIC REFERENCE - SEE RELIGION TEACHER</p>

6th Class cont'd

Topic	Conception/Development in Womb/Birth
Lesson	Lesson 2 of 2
Curriculum Strand	Myself
Strand Unit	Growing & Changing
Team	Class Teacher Arabic/Religion Teacher
Learning Objective	Conception Development in the womb Birth
Plans	RSE 6 th Class - p.94 - Option 1 - As I Grow I Change RSE 6 th Class - p.199 - Relationships and New Life RSE 4 th Class - p.169 - The Wonder of New Life
Resources	<ul style="list-style-type: none"> ● Powerpoint Presentation "Powerpoint_conception_pregnancy_development_birth_6th" ● Diagrams from powerpoint presentation - Boy/Girl ● Wellcast online -see link in Powerpoint Presentation - Boy/Girl ● Story from powerpoint - Boy/Girl

Appendix III

SPHE Programmes for Children with Special Educational Needs

Healthy Bodies Programme

Adapted Stay Safe Programme

Curriculum Guidelines for Teachers of students with Moderate General Learning Disabilities NCCA – Volume 3 - SPHE