***Scoil Chomáin Naofa***

***Roll no; 17082W***

[***www.roundfortns.net***](http://www.roundfortns.net)

***094-9540177***

***Roundfort NS***

***Hollymount,***

***Co. Mayo***

***F12TX04***

**Social, Personal and Health Education Whole School Plan**

**Introductory Statement**

The staff of Scoil Chomáin Naofa, Roundfort N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our parents, as we believe that SPHE is a shared responsibility, and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school.

**Rationale**

Aspects of SPHE have been taught in Scoil Chomáin Naofa, for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. This plan represents a comprehensive review of SPHE in the school ensuring that recent developments in SPHE are amply accommodated and the programme is delivered comprehensively.

Our policy will provide a comprehensive, developmental and staged SPHE programme in our school. We view SPHE as central to the lives of our children and we believe that parents are in the best position to ensure the personal development of their children towards being responsible citizens. Through our SPHE programme we promote self-confidence, self-awareness and skills such as how to manage feelings, resolve conflicts and cope with new and/or challenging circumstances.

**Relationship to the Ethos of the school**

**Our school aims to:** to motivate and assist our pupils to provide themselves with the knowledge and the basic skills which will enable them to enjoy a happy, useful and fulfilling life. (Mission Statement).

The school’s SPHE policy is a vital element of the school’s mission statement, above. We see the role of parents as being vital in the Social, Personal and Health Education of their children. We acknowledge their right to withdraw their child/ren from lessons which deal with more sensitive issues/relationships and sexuality issues of the programme. In case of such withdrawal, parents will be required to sign a statement confirming that 1. They were offered the programme/element of the programme by the school. 2. They refused the same. 3. They undertake to teach the element/programme to their child/ren themselves.

The school also acknowledges the right of any teacher to withdraw from teaching lessons which they might consider too sensitive.

The Board of Management of the school has overall responsibility for the provision of the SPHE programme in the school.

**Aims**

* We endorse the aims of the revised curriculum:
* To promote the personal development and well-being of the child.
* To foster in the child a sense of care and respect for him/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.

**Content of the plan**

The curriculum is delineated at four levels – infant classes, first and second classes, third and fourth classes and fifth and sixth classes. The curriculum is divided into three strands: Myself, Myself and Others, and Myself and the Wider World.

Each of these strands are subdivided into a number of strand units/topics that contain specific objectives. The content objectives for each strand are outlined at the end of this document.

**Broad objectives**

When due account is taken of intrinsic abilities and varying

circumstances, the SPHE curriculum should enable the child to

* be self-confident and have a positive sense of self-esteem
* develop a sense of personal responsibility and come to understand

his/her sexuality and the processes of growth, development and

reproduction

* develop and enhance the social skills of communication, co-operation

and conflict resolution

* create and maintain supportive relationships both now and in the

future

* develop an understanding of healthy living, an ability to implement

healthy behaviour and a willingness to participate in activities that

* promote and sustain health
* develop a sense of safety and an ability to protect himself/herself from

danger and abuse

* make decisions, solve problems and take appropriate actions in various

personal, social and health contexts

* become aware of, and discerning about, the various influences on

choices and decisions

* begin to identify, review and evaluate the values and attitudes that are

held by individuals and society and to recognise that these affect

thoughts and actions

* respect the environment and develop a sense of responsibility for its

long-term care

* develop some of the skills and abilities necessary for participating fully

in groups and in society

* become aware of some of the individual and community rights and

responsibilities that come from living in a democracy

* begin to understand the concepts of personal, local, national,

European and global identity

* appreciate and respect the diversity that exists in society and the

positive contributions of various cultural, religious and social groups

* promote the values of a just and caring society in an age-appropriate

manner and understand the importance of seeking truth and peace.

**Stay Safe** will be taught every second year during the period January - March. Teachers will teach elements of all three strands each year. The strands and strand units will be chosen in a way that ensures that the child will receive a comprehensive programme in SPHE over a two-year period. Stay Safe will be taught in its entirety in term 2 every second year in order to ensure that there is a consistent approach to its delivery. By the time the children have completed sixth class they will have had access to all aspects of the Stay Safe programme.

The sensitive areas of the RSE programme (Strand unit: Growing and changing/Taking Care of my body) are detailed in outline of the programme at end of this document.

* Year 1 of the timetable referred to 2021-2022
* Year 2 of the timetable refers to 2022-2023
* Year 3 will be the same as year 1 and so on, ensuring that all pupils are receiving a comprehensive SPHE programme over a two-year period.

**Wellbeing**

The school recognises the important role that positive wellbeing, for both students and staff, plays in ensuring a happy and safe school environment for all. Whilst it is recognised that the home and family are the primary source of nurturing and support for children, mental health and wellbeing is everyone’s concern and involves the whole school community, parents/guardians and relevant stakeholders. Scoil Chomáin Naofa acknowledges that one of the most important settings for the promotion of a young person’s mental health and well-being is the school. Mental health and wellbeing should permeate all aspects of school life and learning. It is hoped, that through the implementation of our school’s SPHE policy, that systems will be put in place to promote mental health and wellbeing and thus build resilience in both staff and students to help prepare them to cope with a range of life events (Ref: Guidelines for Mental Health – Well-being in Primary Schools).

With this in mind, Scoil Chomáin Naofa will use the School Self Evaluation process to initiate a wellbeing promotion review and development cycle. This will be completed by the end of 2025 as per circular 0056/2022. The actions that may be included in our well-being action plan include CPD for staff in Incredible Years/ NEPS training for remaining staff on Friends programmes as it becomes available and the adoption of a small number of whole school initiatives to promote wellbeing for pupils and staff, e.g. Active Week. The school’s implementation of wellbeing is informed by the following documents : Wellbeing Policy Statement , Wellbeing in Education - Framework for Practice , Wellbeing in Primary Schools

**Wellbeing room**

As part of our SSE process, the first steps undertaken were to re-introduce the Wellbeing room as a school resource. This room can be used by designated students for Brain Breaks etc and it will also be used by individual students feeling any anxiety where monitoring and mangement is possible.

SPHE will be taught in Scoil Chomáin Naofa through a combination of the following contexts:

**Positive School Climate and Atmosphere**

Scoil Chomáin Naofa has created a positive atmosphere by:

* building effective communication
* catering for individual needs
* creating a health-promoting physical environment
* developing democratic processes
* enhancing self-esteem
* fostering respect for diversity
* fostering inclusive and respectful language
* developing appropriate communication
* developing a school approach to assessment

**Discrete time for SPHE**

SPHE is allocated ½ hour per week on each teacher’s timetable in Scoil Chomáin Naofa. However, teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit.

**Integration with other subject areas and Linkage within SPHE**

Teachers will endeavour to adopt an thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc.

Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Catholic Schools Week, etc. will also be explored. As Wellbeing has been a focus area in SSE, teachers ensure that wellness activities often tie in with SPHE.

**Resources**:

NCCA published support materials in the ‘SPHE/RSE Toolkits’ for primary and post-primary school teachers. The materials aim to support teachers in preparing for and teaching SPHE and RSE using the Primary School Curriculum. These resources are very practical and provide links to the appropriate teacher manuals. Please click [here](https://curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/SPHE-RSE-Toolkit/) to view this resource.

**The core programmes for the delivery of SPHE are:**

1. SPHE Primary Curriculum

2. Stay Safe programme – mandatory (revised 2017)

3. Walk Tall programme (revised 2017)

4. RSE manuals

5. Zippy’s Friends

6. WebWise & DigiSchools (Internet Safety)

**Other resources in our school to support our teaching of SPHE :**

|  |  |  |
| --- | --- | --- |
| Be Safe! | Primary Health Values Series | What Do You Say? Exploring Children’s rights with Children |
| Making the Links 2018 edition | Personal Safety Skills (Fifth and Sixth Class) | Busy Bodies Book and DVD |
| Webwise resources | Move Well Move Often | Behaviour matters series (see attached ) |
| Positively Me | My Selfie and the Wider World |
| UP2USAnti-Bullying Kit | Think B4U Click |

**Other relevant resources, recommended at in-service:**

* [pdst.ie/sphe](http://www.pdst.ie/sphe)
* [staysafe.ie](http://www.staysafe.ie) (videos and audios)
* [webwise.ie](http://www.webwise.ie) – Cyberbullying, parents
* [Children First Guidelines](https://www.tusla.ie/uploads/content/Children_First_National_Guidance_2017.pdf)
* [kidshealth.org](http://www.kidshealth.org)
* [HTML Heroes](https://heroes.webwise.ie/)
* [Busy Bodies](https://www.sexualwellbeing.ie/for-parents/resources/busy-bodies-adolescent-development-resources.html)
* [Tom's Flower Power Book](https://www.pdst.ie/sites/default/files/Toms%20Flower%20Power.pdf)

All resources and websites should be viewed by teachers and assessed for suitability prior to use with children.

**Approaches and methodologies**

* Emphasis will be on Active Learning
* Exploration of possibilities, questioning, concluding – followed by reflection.
* Individual and group work
* High engagement in their learning, on physical, emotional and cognitive levels.
* Children at the centre of learning, guided by teachers.
* Atmosphere of trust, support and security.
* Cooperative learning, all opinions valued.
* Drama – pair and group work, role-play, interview, exploration and expression of feelings and emotions (p.59 SPHE teacher guidelines).
* Co-operative games – movement (p.69 SPHE teacher guidelines)
* Pictures- Visual images, photographs (p72-78 SPHE teacher guidelines)
* Written activities- comprehension, questionnaires, poetry, creative writing, worksheets and lists. (pp 87-95 SPHE teacher guidelines)
* Media – Newspapers, news, internet
* Aistear in the Junior Classes
* Bizzy Breaks.

**Assessment**

Assessment is central to evaluating children’s progress and future planning based on assessment/evaluation. Tools used for assessment: Teacher observation, teacher designed tasks and tests, written work, portfolios (digital/hard copy)

**Children with special needs**

Approaches and methodologies in SPHE will be modified as necessary to encourage participation of children with special needs. Special Education teaching allocation may be used towards this end. SPHE guidelines for teaching children with Mild/Moderate/Severe learning disabilities are available in our SPHE resources section of our shared drive.

**Equality of participation and access**

Scoil Chomáin Naofa recognises and values diversity and believes that all pupils are entitled to equal opportunity. The same curriculum is offered to all pupils. The code of behaviour applies to all pupils. The services and facilities of the school are equally available to all pupils.

**Policies and procedures that support SPHE**

* [Child protection](http://www.roundfortns.net/policies--enrolment.html)
* Safeguarding Statement and Risk Assessment
* [Anti – Bullying](http://www.roundfortns.net/policies--enrolment.html)
* Code of Behaviour
* [RSE Policy](http://www.roundfortns.net/policies--enrolment.html)
* Admissions
* Health and Safety
* Special Educational Needs
* [Substance Use Policy](http://www.roundfortns.net/policies--enrolment.html)
* [Internet Acceptable Use](http://www.roundfortns.net/policies--enrolment.html)
* Critical Incident Policy
* Healthy Eating Policy
* Green Schools/Flag initiative

**The delivery of sensitive issues of RSE programme**

The following strategies may be employed.

* Class teacher delivers lesson
* Outside facilitators deliver lesson

Teachers have responsibility for ensuring materials and resources used in lessons are age-appropriate. If unsure, the principal should be consulted. SPHE teacher guidelines (p.103) outlines sample criteria for choosing appropriate resources.

When an outside speaker is used, the class teacher will remain in the classroom as per circular 0042/2018

* Parents are made aware of any visitor or agency proposing to engage with pupils in the delivery of sensitive issues of the RSE programme.
* Home/school links pages are issued to parents, which advise them what topic is being dealt with.
* A full page outlining in detail the tenets of the sensitive areas of RSE is attached to this policy.

**Information for parents**

* Parents advised on enrolment that the Stay Safe programme and the sensitive areas of the RSE programme are taught every second year in all classes.
* Should any pupils' parents not consent to their children attending lessons on sensitive issues they will be required to sign a statement saying that they have been offered the programme but have rejected it and that they undertake to complete the programme with their child/ren themselves.

**Teachers planning and reporting**

The SPHE curriculum documents and the SPHE school plan will inform and guide teachers in their long term and short term planning in SPHE. Each teacher will keep a Cuntas Míosúil reflecting lessons taught. A copy of the two-year cycle is displayed in the staffroom.

**Staff development and parental involvement**

Training opportunities have been availed of by the staff and future opportunities will be availed of. Some of the areas of such training includes; Child abuse prevention programme, PDST training in Stay Safe, PDST training in Relationships and Sexuality, PDST training in SPHE, training in substance-misuse programme/Walk Tall, Zippy’s Friends, NEPS training in My Friends Youth and Friends for Life. Responsibility for the effectiveness of our SPHE programme is

shared by parents, teachers, children, Board of Management, health professionals and other relevant outside agencies such as TUSLA, Child and Adolescent Mental Health Services (CAMHS), Education welfare services. Consultation and communication are central to formulation and review of the plan. Parents are welcome to make submissions/recommendations when plans and policies are being formulated or reviewed.

**Roles and responsibilities**

Teachers have responsibility to ensure the programme is being covered with their class as outlined in this plan. The principal has overall responsibility for organising the successful implementation of the plan.

**Success criteria**

Evaluation of the success of this policy will be based on the following criteria:

* Delivery of the Social, Personal and Health Education curriculum
* Teacher observation of behaviour and attitudes
* Teacher observation during lesson and of pupil-pupil interaction
* Feedback from other professionals working with children
* School atmosphere and climate
* Degree of pupil engagement and participation with the programme during the various lessons/stages.

**Timeframe for implementation**

The revised plan will be implemented from December 2022. The Stay Safe and RSE Policies are available to view on our school website. This whole-school plan for SPHE is available in hard copy from the office on request.

**Timeframe for review**

The policy will be reviewed regularly and as the need arises.

**Responsibility for review**

* Whole staff
* Board of Management/ Parents
* Principal

Ratified by Board of Management on 13/12/2022.

Signed

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Chairperson of the BOM

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| --- | --- |
| RSE Sensitive Areas covered up to 2nd Class include: | RSE Sensitive Areas covered from 3rd to 6th Classes include: |
| * Keeping safe * Bodily changes from birth (birth - 9yrs) * Making age-appropriate choices * Appreciating the variety of family types and the variety of family life that exists in our school and community * Recognising and expressing feelings * Self-care, hygiene, diet, exercise and sleep * Expressing opinions and listening to others * Naming the parts of the male-female body using appropriate anatomical terms (Junior/Senior Infants) * Naming the parts of the male/female body using appropriate anatomical terms and identifying some of their functions (1st/2nd) | * Bodily changes * Healthy eating, personal hygiene and exercise * Keeping safe * Expressing feelings * Appreciating the variety of family types within our school and community and how these family relationships shape us * Making healthy and responsible decisions * Forming friendships * Discuss the stages and sequence of development of the human baby in the womb (3rd & 4th Class) * Introduction to puberty and changes (3rd, 4th, 5th & 6th Class) * Changes that occur in boys and girls with the onset of puberty (5th & 6th Class) * Reproductive system of male/female adults (5th & 6th Class) * Understanding sexual intercourse, conception and birth within the context of a committed, loving relationship (5th, 6th Class) |

*Scoil Chomáin Naofa*

*SPHE – 2 year plan*

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| --- | --- | --- |
| **Month** | **Year 1**  **2021/22**  **2023/24** | **Year 2**  **2022/23**  **2024/25** |
| **September / October** | ***Self-identity (Myself)*** | ***Myself and my family (Myself and others)*** |
| **November / December** | ***My friends and other people (Myself and others)*** | ***Relating to others (Myself and others)*** |
| **January / February** | ***Safety and protection (Myself)*** | ***Growing and changing (Myself)*** |
| **March / April** | ***Making decisions\* (Myself)*** | ***Taking care of my body (Myself)*** |
| **May / June** | ***Media education (Myself and the wider world)*** | ***Developing citizenship (Myself and the wider world)*** |



Dear Parents,

We are planning to teach the Relationships and Sexuality Education (RSE) Programme in all classes over the coming weeks, as part of the subject *Social Personal and Health Education (SPHE).*All teachers have received training and are fully qualified to teach this.  It is best that the RSE Programme is taught naturally and appropriately within the school day, taking into consideration the age of the children. As you are the primary educators of your children, we would appreciate it if you would cover the topics listed below, with your children over the next few weeks in your home. **If you have any concerns about this programme I will be happy to meet with you.**A copy of the parent information booklets for these programmes is available on the school blog under the parent’s page.

These are the ‘sensitive’ areas which will be covered in the RSE programme.

**Junior Infants, Senior Infants, 1st class and 2nd class:**

***Taking care of my body****:*

. Name parts of the male and female body, using appropriate anatomical terms

**3rd and 4th classes:**

***Taking care of my body***

· Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect

***Growing and changing*** – *Birth and new life*

· Discuss the stages and sequence of development of the human baby, from conception to birth.

**5th and 6th classes:**

***Taking care of my body***

· Recognise the importance of treating his/her body and others with dignity and respect

· Identify and discuss the physical and other changes that occur in boys and girls with the onset of

puberty and understand that these take place at different rates for everyone

· Understand the reproductive system of both male and female adults

· Become aware of some communicable diseases and explore how diseases and infections spread

***Strand unit: Growing and changing***

*As I grow I change*

·    Explore patterns of development and growth, comparing present development with that of earlier stages: physical, social, emotional, intellectual and spiritual

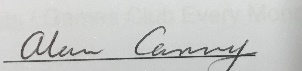
*Birth and new life*

·    Understand sexual intercourse, conception and birth within the context of a committed, loving relationship.

·    Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent

**If you have any questions or concerns about the programmes please do not hesitate to contact me or your child’s class teacher.**

Mise le Meas



Alan Canny

Príomhoide

**Content Objectives of SPHE Curriculum from Infant Classes to 6th Class**

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| **INFANT CLASSES - Strand: Myself** | |
| **Strand unit:** Self-identify  Self-awareness   * discuss and appreciate all the features that make a person special and unique   *name, size, hair colour, sex, fingerprints, birthday*   * begin to understand, appreciate and respect personal abilities, skills and talents   *being a friend, being co-operative, playing games*   * recognise and record personal preferences   *things I like and things I don’t like*   * become aware of his/her immediate world through the senses   Developing self-confidence   * express own views, opinions and preferences * become more self-reliant and independent   *taking responsibility for own personal belongings*  *asking relevant questions to seek clarification*  *beginning to reflect on his/her own learning and experiences*  *accepting that making mistakes and trying again are part of the learning process*  *attempting new tasks with courage*  *learning to save money*   * begin to learn how to cope with various changes as they occur   *moving to a new class, losing a friend*  Making Decisions   * identify some everyday choices made by himself/herself and those that are made by others * begin to develop some awareness of factors that may influence decisions or choices taken   **Strand unit:** Taking care of my body  Knowing about my body   * appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well   *regular exercise and activity, adequate sleep and rest, balanced diet, correct posture*   * respect his/her own body and that of others * name parts of the male and female body, using appropriate anatomical terms * explore and discuss the different things the body can do   *move, feel, think, grow, heal*   * recognise and practise basic hygiene skills   *personal hygiene practices*  *hygienic eating habits*  *developing basic skills in dressing himself/herself and caring for clothes*  *taking proper care of teeth*   * realise that each individual has some responsibility for taking care of himself/herself   Food and nutrition   * become aware of the importance of food for growth and development   *food provides energy for work and play, food helps to protect against illness, food helps us to grow*   * explore food preferences and their role in a balanced diet   *treats, snacks, fruit, vegetables, foods that are unhealthy for some people and not for others*   * discuss and explore some qualities and categories of food   *fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals*   * realise the importance of good hygiene when preparing food to eat | **Strand unit:** Growing and changing  As I grow I change   * identify some of the factors that promote growth   *food, love, warmth, exercise, rest, sleep, affirmation, natural light*   * realise that growth and change are part of the process of life and are unique to each individual   *physical: increase in shoe size, need to cut hair and nails frequently*  *social: interacting with others, sharing, arguing, talking, playing together*  *intellectual: drawing, writing, reading, questioning, things I can do for myself*  *spiritual: fostering wonder and imagination through the senses, beginning to reflect, availing of quiet time*   * recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older   New life   * become aware of new life and birth in the world   *new growth in springtime*  *baby animals being born*   * develop an awareness of human birth   *that a baby grows and is nurtured in the mother's womb until ready to be born*   * identify what babies need to help them to grow and develop   *love, regular food and water, warmth, nappy changing, careful bathing, medical check-ups*  Feelings and emotions   * name a variety of feelings and talk about situations where these may be experienced   *feelings: happiness, love, joy, excitement, surprise, fear, loss, jealousy, pain, loneliness*  *experiences: when it's my birthday, when I try something new, the day I started school*   * explore the variety of ways in which feelings are expressed and coped with   *hugging or cuddling when expressing affection*  *becoming red in the face when embarrassed*  *crying when upset or afraid*   * begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another * explore and discuss occasions that can promote positive feelings in himself/herself   *making a new friend, receiving an invitation, being affirmed*  **Strand unit:** Safety and protection  Personal safety   * explore appropriate safety strategies   *knowing how and when to seek help,*  *knowing who to ask,*  *people I can trust and tell*  *not wandering off on his/her own*  *knowing when to say 'yes' and 'no' to friends or adults in different situations, e.g. taking lifts knowing own name, address and telephone number identifying local landmarks*   * identify situations and places that are safe and those where personal safety might be at risk   *being in a supervised playground, going on an outing with family*  *going into unfamiliar places*  *feeling unsafe with people, being asked to keep a difficult secret (one that causes worry or makes him/her feel uncomfortable)*   * realise how other people can persuade him/her to engage in unsafe behaviour   Safety issues   * identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian   *crossing the road with an adult*   * realise and understand that rules are necessary in order to protect people and keep them safe   *tidying away own school bag, lining up without running, following school code of hygiene*   * explore how accidents might be prevented at home, in school, on the farm, or in the water   *items in the home or school environment that are unsafe to play with*   * realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents   *never touch, taste or smell unknown substances*   * identify some of the substances or things that are put onto the body and their associated functions   *plasters, ointment, cream or lotions*   * explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine |
| **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   *sibling, parent, guardian, grandparent, relative*   * realise that he/she belongs to a family and that each person has a place and role within a family * explore the things that families do together   *talking, eating, working, travelling, shopping, playing, participating in leisure activities together*   * realise how families take care of, support and love each other * explore and acknowledge many of the things that can be learned in the home   **Strand unit:** relating to others   * listen and respond to the opinions and views of others * use verbal and non-verbal behaviour to perform social functions   *introducing others, expressing thanks, making requests*   * practise care and consideration, courtesy and good manners when interacting with others   *giving and taking turns in listening and speaking*   * resolve conflicts with others   *learning:*  *to listen to others*  *to apologise and to accept apologies*  *to compromise and to forgive* | **Strand unit:** My friends and other people   * identify, discuss and appreciate his/her own friends * discuss and examine the different aspects of friendship   *talking together, spending time together, helping each other, sharing with each other, trusting each other*   * identify and appreciate friends at school and how they can help and care for each other   *recognising and including the lonely child at playtime*  *being fair and equitable when working and playing with others*   * discuss and appreciate all those considered special, both within and outside the family circle   *parent, grandparent, sister, brother, neighbour, teacher*   * recognise and appreciate differences in people and know how to treat others with dignity and respect * recognise and explore bullying behaviour, who is involved and the effects on different people   *the bully, the child being bullied, the onlookers, the family of the victim*   * know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else |
| **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 * realise that each person is important and has a unique and valuable contribution to make to the class * recognise the importance of sharing and co-operating and being fair in all activities in the class and school   *learning and understanding how to work and play together in a group, taking turns*   * realise and understand the necessity for adhering to the class and school rules * explore and respect the diversity of children in the class and school   Living in the local community   * recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others   *local credit union, parent and toddler groups, sports clubs*   * recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe * suggest ways of helping other people at home, in school and in the local community   *being aware that some people in the community may be in need*   * recognise that each person has an important contribution to make to the life of the community   *caring for the local environment*   * begin to become aware of local identity and to participate in and enjoy celebrating local events   Environmental care   * appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment | **Strand unit:** Media education   * realise that he/she receives information from many different sources   *pictures, posters, other people, books, newspapers, cards, television, internet*   * identify favourite television programmes, videos and video games and indicate reasons for preference * explore popular stories, books and rhymes and discuss some of the characters and their appealing traits * begin to use and explore the various kinds of information technology available * begin to explore and talk about the difference between advertisements and programmes   *what is real and imaginary, the content of advertisements and favourite programmes* |

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| **1st & 2nd CLASSES - Strand: Myself** | |
| **Strand Unit:**  **Self-Identity**  *The child should be enabled to*  Self-awareness   * develop an appreciation of and talk about personal strengths, abilities and characteristics * recognise and appreciate the similarities and differences between people * identify and talk about personal preferences, dreams for the future and hopes * become aware of his/her immediate world through the senses   Developing self-confidence   * become more independent and self-reliant   *taking responsibility for personal belongings*  *asking for help when needed*  *reflecting on his/her learning and experiences*  *assessing his/her progress*  *appreciating that making mistakes is part of the learning process*  *saving money, looking after school clothes*   * explore different ways of coping with change   *seeking clarification, taking time to adjust*  express personal opinions and preferences and acknowledge those of others and comment on them  Making decisions   * recognise and reflect on choices that are made every day * discuss the factors that may influence personal decisions or choices * realise that being involved in decision making demands more personal responsibility   *beginning to realise that more opportunities to make choices will be given as the trust of others is earned and maintained*  **Strand Unit:**  **Growing and changing**  *The child should be enabled to*  As I grow I change   * begin to recognise the physical, emotional, social and spiritual factors that promote growth   *love, food, warmth, shelter, communication, friendship, sleep*   * realise that growth takes place in many different ways and is unique to each individual   *physical: growing out of clothes and shoes*  *social: making new friends, joining clubs, playing or engaging in sports together, an increasing ability to communicate*  *intellectual: improving mental skills and abilities*  *spiritual: becoming more reflective, enjoying quiet time for longer periods, experiencing wonder through the senses*   * realise that growing up brings increased responsibility for himself/herself and others   *making own lunch, putting away school clothes, helping to feed a younger child*  New Life   * begin to understand that reproduction, birth, life, growth and death are all part of a life cycle * appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world   *love, regular feeding, nappy changing, careful bathing, medical check-ups*   * realise the various roles parents and other family members have in providing for new-born babies   *love, time, energy, talking to the baby, money, patience*  Feelings and emotions   * name and identify a wide range of feelings and talk about and explore feelings in different situations   *when I changed classes, when my brother/sister was born, when I got glasses for the first time*  *when I attempted something new*  *when I was excluded*   * realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable   *affection: shaking hands, hugging*  *anger: crying, telling someone that I am angry*  *loss: crying, remaining quiet, asking for help*  *hurt: isolated, angry, seeking an apology*   * identify people with whom he/she can discuss feelings and emotions * become aware of and be able to choose healthy ways of feeling good about himself/herself * explore the various feelings that change as one grows   *what made me laugh when I was younger*  *the things I was afraid of when I was younger*  *the things that I find funny or that make me cry now*   * recognise that individual actions can affect the feelings of others   **Strand: Myself and others**  **Strand Unit:**  **Myself and my family**  *The child should be enabled to*   * identify and talk about those who live at home and recognise that homes and families can vary   *personal names, sex, physical description, characteristics*   * recognise his/her role and place in the family unit and the contribution made by each member to the family * appreciate his/her own family and identify ways in which members of families can help, support and care for each other * explore many of the things that are learned in families, both practical and otherwise   **Strand Unit: Relating to others**  *The child should be enabled to*   * distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions   i*ntroducing oneself and others*  *expressing concern and appreciation*  *expressing thanks, asking questions, offering help*   * listen, hear and respond to what is being said by others   *accepting compliments and affirmations received*   * express and record experiences, opinions, feelings and emotions in a variety of ways   *through: oral language, drama and improvisation drawing, painting, music*   * explore and practise how to handle conflict without being aggressive   *listening to and thinking about the other person’s point of view*  *presenting his/her own point of view clearly*  *seeking to persuade and compromise*  *apologising and/or accepting apology*  *practising using assertive behaviour when dealing with others* | **Strand Unit:**  **Taking care of my body**  *The child should be enabled to*  Knowing about my body   * appreciate the need and understand how to care for the body in order to keep it strong and healthy   *regular sleep and rest, a balanced diet, regular exercise, quiet time, relaxation, correct posture*   * recognise the importance of treating the body with respect and dignity * explore the various things the body can do   *see, hear, move, breathe, make energy, feel, think*   * name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions * develop and practise basic hygiene skills   *discussing and exploring the effects of poor personal hygiene*  *practising and learning about hygienic eating habits*  *practising effective dental care*   * realise that each individual must take some responsibility for self-care * become aware of how infection spreads easily and the importance of adhering to a code of hygiene * recognise and examine some of the substances that are taken into the body and the purpose and function of each one   Food and nutrition   * explore the importance of food for promoting growth, keeping healthy and providing energy * appreciate that balance, regularity and moderation are necessary in the diet   *the food pyramid, the need for a balanced diet, the importance of having an appropriate intake of liquids, food that is unhealthy for some people and not for others*   * identify some of the foods that are derived from plant and animal sources * recognise and practise good hygiene when dealing with food   **Strand Unit:** Safety and protection  *The child should be enabled to*  Personal safety   * recognise and explore situations where children feel safe and those where safety might be at risk   *getting lost, being left alone*  *coming in contact with unsafe or unknown substances*  *being with people who make me feel unsafe*  *inappropriate or unsafe touches, being asked to keep a difficult secret (one that causes worry or makes me feel uncomfortable*)   * discuss and practise appropriate strategies for dealing with these situations   *being assertive, telling a trusted person, making a telephone call, asking for help, knowing when to tell a secret, knowing how to seek help, distinguishing between real and imaginary dangers, adhering to rules made by others, recognising local landmarks*  *recognising people who are responsible for keeping him/her safe*   * explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted * identify risky behaviour and examine its positive and negative consequences   *smoking, trying a new activity or game*  Safety issues   * develop and practise strategies for keeping safe when travelling   *being familiar with the rules for travelling in car or bus, on bicycle*  *crossing the road with an adult*  *obeying those responsible for safety in the community*   * 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 * recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing * recognise how accidents might be caused and what can be done in order to prevent accidents happening   *not playing with dangerous equipment or machinery, wearing protective headgear*   * recognise and explore occasions when medicines are needed   *reasons for taking medicine, feelings experienced before and after taking the medicine, who administered the medicine, the safety rules that apply when taking medicine*   * distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them   *fertilisers, alcohol, detergents*  **Strand Unit:**  **My friends and other people**  *The child should be enabled to*   * discuss personal friends and why he/she enjoys being with them * identify, explore and discuss qualities and skills associated with friendship   *spending time together*  *talking, playing, travelling together*  *forgiving each other, trusting each other*  *being sensitive to the feelings of one’s friends*   * explore how friends can influence personal actions and decisions   *adopting a healthy eating option,*  *isolating a classmate, welcoming a newcomer, taking a risk,*  *persuading one to smoke, using inappropriate language*   * 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*   * recognise and explore bullying behaviour, who is involved and the effects on different people   *the bully, the child being bullied, the onlookers*   * know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else |
| **Strand: Myself and the Wider World** | |
| **Strand Unit:**  **Developing citizenship**  ***The child should be enabled to***  My school community   * explore what it means to belong and recognise some of the different groups to which he/she can belong   *family, class, school, village, town, city, club, parish*  *activities that promote belonging*  *projects, games, concerts, book time*   * recognise and write the name and location of his/her own school and identify those who constitute the school community * discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone * be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all * engage in group activities in the class and learn how to share, co-operate, listen to, work and play together   *exploring issues of sexual equality that may arise with friends and others*  *practising fairness when playing or working together, taking turns*  Living in the local community   * begin to appreciate how people depend on each other in many aspects of life   some *people in the community may be in need or require special attention*   * develop a sense of belonging to his/her own local community   *recognising, participating in and enjoying the celebration of local events*   * be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences * develop an awareness of people in other places   *other communities, other towns, other countries*   * identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life   Environmental care   * appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment | **Strand Unit: Media education**  *The child should be enabled to*   * become aware of and learn about the different ways in which information can be communicated   *print, radio, television, internet, CD-ROM*   * begin to distinguish between fact and fiction in stories or situations in different media forms   *television, comic or magazine, story book, video*  *creating new or different endings to familiar stories or rhymes*  *identifying favourite television programme, favourite video, favourite song*  *exploring the content of various programmes, advertisements, videos, CDs*   * discuss and explore advertising that is specifically aimed at children   *identifying: the difference in content between advertisements and programmes, favourite advertisements, the purpose of the advertisement* |
| **3rd & 4th CLASSES – Strand: Myself** | |
| **Strand Unit: Self-Identity**  ***The child should be enabled to***  Self-awareness   * recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities * explore the factors that influence his/her self-image   *how I feel about my own body and my abilities, advertising and media images, comments from other people*   * identify realistic personal goals and targets and how these can be achieved in the short or long term * realise that each person has a unique contribution to make to various groups, situations and friendships * identify personal preferences, dreams for the future, and hopes   Developing self-confidence   * enhance his/her own learning   *asking for help when needed*  *saying 'I don't understand', asking questions to seek clarification when required, reflecting on his/her own learning and experiences*  *taking an active role in a project or event in the class or school, recognising that making mistakes and learning from them is an important part of growing up*   * express personal opinions, feelings, thoughts and ideas with growing confidence   *taking into consideration the views, opinions and feelings of others*   * become more confident in coping with change and with situations that are unfamiliar   *joining a new club, making new friends, moving house, teams and games*   * become increasingly responsible and autonomous   *saving money, taking care of his/her own sports gear, tidying his/her own room, asserting his/her rights, being able to make a complaint and seek redress*  **Strand Unit: Growing and changing**  ***The child should be enabled to***  As I grow I change   * realise that growing and changing are continuous throughout life * identify the skills and abilities acquired and the interests and pursuits taken up in recent years   *developing sporting skills, playing chess, reading, developing critical thinking abilities, making new friends, joining clubs*   * recognise the emotional changes that have taken place since infancy   *when I need something - what I did then and now*  *when I am afraid - what I did then and now*   * recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty (as per SPHE whole-school plan)   *smiling when hurt or angry, being withdrawn when afraid*   * recognise how spiritual development has taken place in recent years   *becoming more reflective, using and appreciating quiet time, becoming more aware through exploring the senses, continuing to use his/her imagination and to wonder*   * begin to appreciate the need for space and privacy in life   *the need for personal boundaries, having opportunities for uncluttered space, having opportunities to work individually*   * recognise how independence and responsibilities are continually increasing   *choosing own reading materials*  *doing jobs for self and parents*  *being trusted*  Birth and new life   * discuss the stages and sequence of development of the human baby, from conception to birth (as per SPHE whole school plan) * identify the care that needs to be taken while waiting for a baby to be born   *diet, rest, love, support and role of other family members, medical interventions*   * develop an appreciation of the wonder of a new-born baby   Feelings and emotions   * talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed   *'highs' and 'lows': sports event, prize giving, moving away, not winning a prize, not being chosen for a team*   * identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner   *love, embarrassment, shyness, success, happiness, excitement, frustration, jealousy, anger, rage, loss, resentment, 'being put down' seeking help at an appropriate time and in an appropriate manner, naming and discussing the feeling, pausing, taking appropriate action*   * 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   *Will I buy something with my money now or will I save for something more expensive later?*   * explore how feelings can influence one's life   *recognising how an individual action can affect the feelings of another*  *beginning to recognise how real feelings can sometimes be hidden from others*  **Strand Unit: Making decisions**  ***The child should be enabled to***   * become aware of and think about choices and decisions that he/she makes every day * explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision   *personal wishes and desires*  *impulse values and beliefs*  *wishes and directions of parent or teacher*  *social constraints*  *peer and media influences*   * discuss why and how adults can make decisions and set boundaries for young people   *because they care for and love them*  *because they want to keep them safe*  *because they know how to keep them healthy*   * recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned * recognise and explore the risks and the consequences of making a particular decision * recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions   *affirming, expressing sympathy, including others, isolating people, bullying, smoking, truancy, drinking alcohol*   * make individual and group decisions | **Strand Unit: Taking care of my body**  ***The child should be enabled to***  Health and wellbeing   * understand and appreciate what it means to be healthy and to have a balanced lifestyle   *having energy, being in good form, feeling enthusiastic, having a positive outlook, having a balanced diet, having friends, having good posture*   * realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older   *not remaining in wet clothes, eating a proper lunch, taking regular and appropriate exercise, balancing work and play*  *having correct posture*  *protecting skin from dangerous sun rays*   * begin to develop strategies to cope with various worries or difficulties that he or she may encounter   *disappointments, peer pressure, bullying, illness*   * be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink * know and understand the meaning of the word 'drug' and when it is appropriate or inappropriate to take drugs   *learning that drugs are substances that change the way the body, and often the mind, works; all medicines are drugs but not all drugs are medicines*   * 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   *nicotine, food, alcohol, liquids, nose drops, sprays*   * recognise and discuss some people who are concerned with health and welfare   *doctor, nurse, speech therapist, pharmacist, optician, chiropodist, dentist*  Knowing about my body   * realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect * understand the physical changes taking place in both the male and female body   *growing height and weight, increasing strength*  *growing from boy to man, growing from girl to woman*   * realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal   *accepting his/her own body image*  *being sensitive to the patterns of growth and development in himself/herself and other people*   * recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction * understand and explore the relationship between health and hygiene   *the transmission of bacteria and viruses, the spread of infection and disease*   * recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent   Food and nutrition   * differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation   *identifying the nutrients that are necessary in a balanced diet*  *exploring how diet promotes growth, performance and development*   * recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid   *bread, potatoes, cereals*  *fruit and vegetables*  *milk, cheese, yoghurt*  *meat, fish and alternatives*   * examine the dietary needs of his/her own age group and other groups in society * explore some factors that influence the consumption of different food products   *presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand*   * discuss and examine the importance of proper food hygiene   **Strand Unit: Safety and protection**  ***The child should be enabled to***  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   *realising that individual action can keep others safe or can threaten safety*   * identify people, places and situations that may threaten personal safety   *bullies, large gatherings*  *being touched inappropriately, being asked to keep a difficult secret (one that is worrying or makes him/her feel uncomfortable)*   * begin to assess the consequences of risky behaviour   *smoking a cigarette, tasting alcohol, climbing a wall*   * 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   *being assertive*  *realising how and when to get help*  *telling people who are trustworthy*  *becoming familiar with emergency services and how to contact them*  *telling someone where he/she is going at all times*  *adhering to rules about unsafe places*  *not accepting bribes from anyone or taking lifts from unauthorised people*  Safety issues   * be aware of potential travel hazards and the need for responsible behaviour when travelling * adopt responsible behaviour at play and know the appropriate safety measures to take while playing   *situations: in the water, at home, in the school yard, while visiting friends*  *safety measures: wearing protective headgear*   * 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   *at home, in school, on the farm, at the seaside*   * 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   *never touching, tasting or smelling unknown substances*  *never transferring substances into other containers*  *always asking a responsible adult before using any substance, learning about correct means of storage*   * explore and examine the use of medicines   *where medicines are obtained, the different ways in which medicines are taken, the positive benefits of taking medicine, the dangers of misusing medicine*   * identify some potential risks to health and safety in the environment   *traffic, ultraviolet light, polluted water, smoke* |
| **Strand: Myself and Others** | |
| **Strand Unit: Myself and my family**  ***The child should be enabled to***   * 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   *single-parent, two-parent, step-parent, adoptive, foster, others*   * recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit   *helping to mind younger children*  *helping to keep the home tidy*  *sharing and co-operating with each other*   * explore how belonging to a family means that family members love, protect, provide and care for each other * understand that families often undergo planned or unplanned changes that may be pleasant or difficult   *moving house, the arrival of a new baby, the death of one member, unemployment, new job, separation, illness*   * identify the behaviour that is important for harmony in families   *forgiveness, understanding, love, empathy, listening, respect, sharing, trust, spending time, adhering to family rules, honesty, accountability*   * compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland   **Strand Unit: Relating to others**  ***The child should be enabled to***  Communicating   * recognise and explore various verbal and non-verbal means of communicating   *laughing, talking, hugging, fighting, crying, ignoring*   * listen carefully and reflectively to others   *listening to the experiences and views of others*  *reflecting on what has been said in a different way*  *commenting on the views expressed and on the views of others*   * use language, gestures and other appropriate behaviour to perform social functions   *expressing tenderness, gentleness, concern*  *presenting one's own opinion to an individual or a group*  *resisting the opinions and requests of others in a polite and firm way, expressing disagreement*   * examine the power of persuasion in relating to others and identify times when it can be used positively and negatively * give and receive compliments and constructive criticism in different situations * recognise and explore how language can be used to foster inclusiveness   Resolving conflict   * identify reasons for conflict in different situations   *children 'putting each other down', taunting each other, name-calling*   * identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable   *pausing and taking action, using assertive behaviour, finding a compromise*  *listening to and thinking about the other person's point of view, apologising and/or accepting apologies* | **Strand Unit: My friends and other people**  ***The child should be enabled to***   * appreciate the need for and the importance of friendship and interacting with others * explore the different aspects of friendship   *loyalty, respect, genuine communication, trust, keeping promises, forgiveness, resolving conflict, honesty, what he/she values in each other, why he/she enjoys each other's company*   * examine different types of friendship   *same-sex friendships*  *'best friend'*  *boy-girl friendships*  *groups of friends*  *befriending someone in a difficult situation for a short time*   * begin to cope with disharmony in, or loss of, friendships * acknowledge that friends often circulate in groups, which can be healthy or unhealthy   *inclusive, friendly, supportive*  *teasing, taunting, being pressured*   * practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others * respect and show consideration for the views, beliefs and values of others   *being just and fair when dealing with others*  *exploring the role of assumption, rumour, fact and opinion when deciding about other people*   * recognise, discuss and understand bullying   *why people bully, the behaviour that constitutes bullying, the consequences of different types of bullying, learning that bullying is always wrong, the role of the onlooker in a bullying situation, being threatened or bribed by a bully*   * explore and examine ways of dealing with bullying |
| **Strand: Myself and the Wider World** | |
| **Strand Unit: Developing citizenship**  ***The child should be enabled to***  My school community   * identify the people who constitute the school community and the role of individuals in contributing to the life of the school * be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others * play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline * develop and practise leadership roles and learn to work together in different group situations   *assisting others in achieving their goals and enlisting the help of others in achieving own goals, taking part in the school savings scheme*   * 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   *practising justice and fair play in everyday interactions*   * explore the various ways in which the school promotes a sense of belonging   *celebrating the achievements of individuals, groups and teams within the school*   * examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping * explore and recognise the rights and responsibilities of both adults and children in the school community   *children have the right to feel safe and to take action, they should not infringe on the rights of others*  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 | Local and wider communities   * realise what it means to belong to a group   *supporting others, setting goals and targets, recognising the strengths of others, adhering to democratic rules and regulations, respecting the views of everyone, having rights and responsibilities*   * recognise how each person has both an individual and a communal responsibility to the community   *being a good neighbour and a good citizen, being aware of and taking action to help those who may be in need*   * appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony * examine how justice, fairness and equality may or may not be exemplified in a community   *exploring discrimination against particular groups, racism, recognising stereotyping of any kind and exploring how it can be counteracted*   * explore some of the issues and concerns in the local or national community   *consequences, possible solutions, role of each individual*   * discuss the role of leaders and organisations that serve the community at different levels and the influence that they have   *mayor, credit union, sports clubs*   * become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country   *language, music, folklore, literature, national flag and anthem*  *celebrate local or national achievements and accomplishments*   * begin to develop an awareness of the lives and culture of some people in the European Union   **Strand Unit: Media education**  ***The child should be enabled to***   * explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes * discuss and explore television, radio, videos, gaming, the internet, social media   *identifying favourite programmes and the reasons for their popularity*  *measuring the amount of time spent watching television, listening to music, gaming, watching YouTube,*  *exploring alternative leisure pursuits*  *sorting and classifying TV programmes, videos, magazines and comics into different categories*   * become aware of advertising and its purpose and nature   *advertising intends to persuade, messages can be biased*   * begin to explore some of the techniques that are used in marketing and advertising   *children’s clubs, free toys with certain products, associating a particular pop star or character with a certain product, bonus points with certain food items, creating beauty ideals, appealing to one’s wants rather than one’s needs*   * explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations   *family life, relationships, school, body images, community life, language, communication,*  *Distinguishing between fact and fiction, recognise various inequalities that may be encountered.* |
| **5th & 6th CLASSES – STRAND: Myself** | |
| **Strand Unit: Self-Identity**  **The child should be enabled to:**  Self-awareness   * recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways * Reflect on his/her experiences and the reasons for taking different courses of action. * identify realistic personal goals and targets and the strategies required to reach these * accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself   Developing self-confidence   * 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. * Enhance skills to improve learning * Take increasing personal responsibility for himself/herself * Become more independent and autonomous   Knowing about my body   * Recognise the importance of treating his/her body and that of others with dignity and respect * Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone * Understand the reproductive system of both male and female adults * Realise how increased activity or involvement in physical activities can require increased attention to body care * Recognise some physical disabilities and how they can affect people’s lives * Become aware of some communicable diseases and explore how diseases and infections are spread * Identify and be aware of the of disease and infection   **Strand Unit: Growing and changing**  **The child will be enabled to:**   * Identify and discuss the changes that are experienced in growing from child to adult * Explore patterns of development and growth and development and growth, comparing present development with that at earlier stages; physical, social, emotional, intellectual and spiritual * Appreciate the need for individual space and privacy as he/she is growing and developing   **Strand Unit: Safety and protection**  **The child should be enabled to:**  Personal safety:   * identify situations and places that may threaten personal safety. * discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks sometimes taking a risk can be important for growing and developing, while on other occasions the consequences can be dangerous or even tragic * realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual. * discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others   Safety issues   * recognise places where it is safer to play and how to behave in a responsible manner when playing * know how to keep safe when travelling and to understand how individuals can keep others safe * develop an awareness of health and safety in the school, home and work-place * develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident. * develop an awareness of health and safety in the school, home and work-place * 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. * identify and explore some potential risks to health and safety in the environment traffic, pollution, chemicals, and ultraviolet light.   **STRAND: MYSELF AND OTHERS**  **Strand unit: Myself and my family**  **The child should be enabled to:**   * explore and discuss families and homes and how they can vary in many ways single-parent, two-parent, step-parents, adoptive parents, foster-parents, group homes * examine some factors that can affect family life. * explore what belonging to a family means being cared about, having a sense of belonging, a place where I can be myself, healthy interdependence, having particular roles and responsibilities, being sensitive to the needs of others in the family, having rules and boundaries, caring and supporting for each other being accountable * discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them. * critically examine the media portrayals of families and family life. * compare and contrast the life – styles of families in different cultures, both in Ireland and abroad.   **Strand Unit: Relating to others**  **The child should be enabled to:**  Communicating   * Explore and practise the many verbal and non-verbal ways in which people communicate with each other * Listen actively to others and respect what each person has to say * Examine the various ways in which language can be used to isolate and discriminate against people * Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others * Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences   Resolving conflict   * Discuss how conflict can arise with different people and in various situations * Explore and practise how to handle conflict without being aggressive   **Strand Unit: Media Education**  **The child should be enabled to:**   * explore and understand how information is conveyed and practise relaying messages using a variety of methods information and communication technology, letter, telephone, picture, poster, sign, film, book * explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included * identifying information that may be deliberately excluded, the role of bias * recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media * identify the audiences at which different aspects of the media are aimed * become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas * explore various recreation and leisure activities as an alternative to watching television * explore and use some simple broadcasting, production and communication techniques * recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media | **Strand Unit: Taking care of my body**  **The child should be enabled to:**  Health and Wellbeing   * Recognise and examine behaviour that is conducive to health and that which is harmful to health * Recognise causes of personal worry and identify appropriate coping strategies * Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have * Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use * Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances * Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind * Identify and discuss the roles of various people who are concerned with the health of others * Realise that there is a personal and communal responsibility for the health and wellbeing of himself/herself and others   **Strand Unit: Taking care of my body**  **The child should be enabled to**:   * Appreciate the importance of good nutrition for growing and developing and staying healthy * Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet * Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found * Explore the factors that influence food choices * Explore and examine some of the illnesses particularly associated with food intake or special health conditions * Become aware of the importance of hygiene and care in the preparation and use of food   Birth and new life   * understand sexual intercourse, conception and birth within the context of a committed, loving relationship * discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent.   Feelings and emotions   * acquire the ability and confidence to identify, discuss and explore a range of feelings. * discuss and practise how to express and cope with various feelings in an appropriate manner. * understand how feelings help in * understanding himself/herself * understanding that moods and emotions are often affected by physical and hormonal changes, realising that true feelings may often be masked, being aware that personal feelings can affect others * differentiate between needs and wants and recognise and explore the concept of delayed gratification * discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media * identify and learn about healthy ways to help him/her feel positive about himself/herself   Making decisions   * Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make * Explore and learn to examine critically the factors and levels of thought that influence decisions and choices * Recognise that decisions have consequences and that not all people will make the same decisions all the time * Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people * Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned * Discuss and practise a simple decision making strategy * Distinguish between assumption, inference, fact, rumour and opinion in making a decision * Identify sources of help in solving problems   **Strand Unit: My friends and other people**  **The child should be enabled to:**   * Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing * Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances * Explore the differences between boy and girl friendships and same sex friendships * Consider problems that can arise in friendships and other relationships and how these could be handled * Identify the different groups to which friends can belong and recognise what constitutes a healthy group * Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively * Practise and recognise the importance of care and consideration, courtesy and good manners with others * Recognise, discuss and understand bullying and its effects * Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully.   **STRAND: MYSELF AND THE WIDER WORLD**  **Strand Unit: Developing citizenship**  **The child should be enabled to:**  Living in the local community   * explore the concept of the class or school as a community * practise ways of working together and of developing a sense of belonging * explore local traditions and folklore and develop a sense of pride in his/her local community * recognise and understand the role of the individual and various groups in the community. * recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals * sports clubs, credit union, community council, community radio, senior citizens’ groups, boy scouts * explore how inequality might exist in the local community and suggest ways in which this might be addressed poverty, homelessness, material need, lack of facilities for some groups, prejudice and discrimination against particular individuals or groups, stereotyping * identify some local issues of concern and explore possible action that could be taken to address these issues.   National, European and wider communities   * become aware of elements of his/her own cultural heritage traditions music, literature, language, folklore, landscape, respecting the national flag and anthem, taking part in festivals and * celebrations that are unique to Ireland * begin to explore the concept of democracy the role of the President, the Oireachtas and the Constitution, role of elections, equal rights * 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 * become aware of some cultures, lifestyles and languages of some countries in the European Union and the wider world. * explore how justice and peace can be promoted between people and groups, both nationally and internationally. * realise and begin to understand the unequal distribution of the world’s resources.   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. |