

**St. Louise de Marillac
Primary School**

**Whole School Plan for
Social, Personal and Health Education
(SPHE)**

November 2013

Social, Personal and Health Education (SPHE) Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The whole school plan for SPHE was reviewed by staff during the school year 2012/2013 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. St. Louise's is a Catholic School and therefore all policies are implemented in ways which are in keeping with the Catholic ethos of the school. We are also a designated DEIS Band 1 school. We recognise that SPHE is an extremely important subject in the school curriculum, which can be used to foster key life skills as well as develop students' self-esteem, thereby preparing them to deal with some of life's issues.

(b) Rationale

SPHE has been taught in the school for many years using the core curriculum (DES/NCCA, 1999) and supplementary programmes and initiatives such as Stay Safe, Walk Tall, Food Dudes, Be Safe, and incorporating Relationships and Sexuality Education. SPHE has also been taught through integration with other subject areas such as Physical Education, Religion, English, Drama, Art, Geography, etc. In this 3 year review we wish to take into account the recent amalgamation of our Junior and Senior schools as well as the impact/influence of the rise of the use of social media in society and on our students in particular.

■ Vision and Aims

(a) Vision:

SPHE in our school should enhance the self-esteem of all students and staff in the school environment. It should acknowledge individual differences in children, give them a sense of acceptance and enable them with everyday life skills; all of which is done in a caring, trusting, secure environment, supportive of our Catholic ethos, with the support of the family and community.

(b) Aims:

The children of our school should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

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

■ Content of Plan

Curriculum:

1. Strands and Strand Units

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: **Myself, Myself and others, and Myself and the wider world.**

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

St. Louise's school will teach aspects of all three major strands each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. The curriculum document which presents the yearly outline for each class level is in Appendix A.

We have created this timetable to reflect this approach:

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.)</i>	
	<i>Safety and Protection and Making Decisions 3rd+5th classes (Jan.-Feb.)</i>	<i>Safety and Protection(Stay Safe) and Making Decisions 4th+6th classes (Jan.-Feb.)</i>
	<i>Taking care of my body(March-April)</i>	<i>Growing and Changing (March-April)</i>
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>Relating to others (Nov.-Dec.)</i>
		<i>My friends and other people (Sept.-Oct.)</i>
Myself and the wider world		
	<i>Developing Citizenship (May-June)</i>	<i>Media Education (May-June.)</i>

2. Contexts for SPHE

SPHE will be taught in our school through a combination of the following three contexts:

1. Positive School Climate and Atmosphere

We continually strive to create a positive atmosphere by:

-  **embedding our Catholic ethos of love of self and love of one's neighbour**
-  **building effective communication e.g regular newsletters, Parent teacher meetings, welcoming environment**

- ✚ 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

3. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in the school. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

4. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Religion, Language (Media Education), Geography (Citizenship), History (Myself and my Family), Religion (Decisions), Visual Arts, Physical Education (Water Safety), etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Trocaire Lenten Campaign, link with Kitale etc. will also be explored.

5. Approaches and Methodologies

We believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- ✚ drama activities
- ✚ co-operative games
- ✚ use of pictures
- ✚ photographs and visual images
- ✚ written activities
- ✚ use of media
- ✚ information technologies and looking at children's work

- ✚ talk and discussion
- ✚ circle time
- ✚ collaborative/co-operative learning
- ✚ problem solving
- ✚ use of the environment
- ✚ use of facilities in the local area

6. Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used. The primary emphasis in this area is on informal assessment.

We will use some or all of the following recommended informal tools for assessment in SPHE:

a) Teacher observation

- Recording the relevant observations or those that the teacher considers the most significant can contribute to the overall picture of the child's development and can be used as a reference for the teacher when planning for SPHE and in communicating about the child to other teachers, as the child moves through the school or moves to another school. Such recorded observations are particularly helpful in discussions with parents/guardians.
- Observations by the teacher play a formative and diagnostic role by indicating aspects of the programme that need development and by helping the teacher to plan future learning experiences.

b) Teacher- designed tasks and tests

- Specific tasks can also be used effectively to ascertain a child's ability to apply particular skills in different situations. Tasks can be designed that allow the children to demonstrate abilities in many social, personal and health contexts, for example in displaying assertiveness, persuasiveness, coping ability, critical analysis or safety skills or in solving a problem and reaching a solution.

- Simple tests designed by the teacher will allow for the teacher to ascertain the knowledge that has been acquired. For example, on

completion of the strand unit on food and nutrition, it may be helpful to set a test that requires a child to display their knowledge of food, food groups, healthy eating, etc.

c) Portfolios and Projects

- Portfolios in SPHE can include completed surveys and questionnaires, drawings, written activities, newspaper cuttings or check-lists. They should be sufficiently flexible to record a wide range of achievement in many aspects of the SPHE curriculum. Project work will allow the children to focus on a particular aspect of the curriculum and to study it in some detail. It also reveals much about individual and group responsibility and can indicate the level of interest of each child.

d) Displays and Presentations of work

- These allow children to summarise and collate information they have gathered, to present particular viewpoints or to argue a position and to give other students the opportunity of learning from their peers.

7. Children with Different Needs

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. We will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss if deemed necessary to ensure that the children involved are fully supported.

8. Equality of Participation and Access:

As reflected in our Catholic ethos, we recognise and value diversity, and believe that all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed-gender school to first class level and girls only thereafter. We endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. We endeavour to ensure that children from all backgrounds such as

members of travelling community, children with special needs, families with literacy difficulties, children who are learning English as a second language and children from other diverse backgrounds can access the SPHE curriculum and be enriched by it.

9. Policies and Programmes that support SPHE

- | | |
|--|---|
|  Code of Behaviour |  Anti-bullying Policy |
|  Enrolment Policy |  Healthy Eating Policy |
|  Health and Safety Policy |  Supervision Policy |
|  Internet Acceptable Use Policy |  Mobile Phone Policy |
|  Substance Mis-use Policy |  PE Plan |
|  R.S.E. Programme |  Child Protection Policy |

All of the above policies can be accessed in the school's Plean Scoile and are available in hard copy in the school office and Parents Room and electronically on the shared server and/or the School Blog/website.

10. Homework

Homework in SPHE will usually be informal, except in the area of Stay Safe where there are specific home activity sheets. In general when prescribed in SPHE, homework will reflect the active learning approach and will reinforce information already taught during class.

11. Resources

The most important resource for SPHE in our school is the school community, pupils, staff, parents and management. Other members of the community who may assist us in the implementation of our SPHE programme are public health nurses, dental nurses, Gardaí and others in the community.

Programmes and Other Materials Available as Resources to Teaching Staff:

Stay Safe Programme

Walk Tall Programme

Relationships and Sexuality programme

Be Safe

Food Dudes

Green Schools

Active Schools

Busy Bodies

A comprehensive list of resources available to pupils and teachers is contained in Appendix B.

11.1 Guest Speakers

Guest speakers may be used to enhance the work being done by the class teacher in SPHE. When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom. The speaker will be made aware of this school plan and other relevant policies.

12. Individual Teachers' Planning and Reporting

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. This planning will be in line with the year overview on page 5 of this plan. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

13. Staff Development

Many staff members have attended training in the following areas and this training will support an effective implementation of the SPHE programme:

- + two full days in-service seminars in 2002-4 by the Primary Curriculum Support Programme**
- + training in the Child Abuse Prevention Programme/ Stay Safe**
- + training in the Substance Misuse programme /Walk Tall**

- ✚ training in the Relationships and Sexuality Education programme /R.S.E.
- ✚ training in Circle work
- ✚ Incredible Years
- ✚ Food Dudes
- ✚ First Aid
- ✚ Restorative Practice

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

14. *Parental Involvement*

Parental involvement is considered an integral part to effectively implementing SPHE as we believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members on any other of the relevant policy formulation/review committees.

15. *Community Links*

We believe that the local community has a very important role to play in supporting the programme in SPHE and we endeavour to liaise with people such as the school chaplain, Dental Hygienist, Health Nurse, Community Garda, Fireman, Vet, etc. We also create links with associations such as local sports clubs, the Equine Centre, the credit union, the Base, drug support agencies and the HSCL teacher and School Completion Programme assists us in maintaining these links.

■ Success Criteria

The success of this plan will be evaluated through teachers' planning and preparation, and reviewing if the procedures outlined in this plan have been consistently followed. We will also judge its

success if the children have been enabled to achieve the aims outlined in this plan. Other success criteria would be the atmosphere of the school, feedback from parents, quality of social interactions, positive changes in behaviours and attitudes e.g. improved care for the school environment, language used, use of anti-bullying strategies by children.

■ Implementation

(a) Roles and Responsibilities:

We believe that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

(b) Timeframe:

This reviewed plan will be implemented from the date of its ratification by the Board of Management.

■ Review

(a) Roles and Responsibilities:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. Currently Ms. Bernie Grant, the SPHE co-ordinator, is responsible for co-ordinating this review.

Those involved in the review will include:

Teachers

Pupils

Parents

ISMT/SPHE co-ordinator

BoM/DES/Others

(b) Timeframe:

The school has a systematic cycle of review whereby a new policy

is reviewed in the next academic year and subsequently every three years. This plan will be reviewed in November 2016 unless it is deemed necessary by the principal or BoM to do so prior to then.

■ **Ratification and Communication**

The Board of Management of St. Louise de Marillac Primary School ratified this plan on 19th November 2013.

This plan is available to view in the school office and Parents' Room and on the school blog/website.

Signed: *Sr. Claire McKiernan*
(Chairperson, Board of Management)

Date: 19/11/13

Appendix A
Yearly Outline
Junior Infants – Sixth Class
+
Content Objectives

Junior Infants

September/October

Strand: Myself, Strand Unit: Self-identity

The child should be enabled to

Self-awareness

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

Developing self-confidence

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

Making decisions

- identify some everyday choices made by himself/herself and those that are made by others
- begin to develop some awareness of factors that may influence decisions or choices taken

See SPHE curriculum p. 16 and Making the Links p. 14

November/December

Strand: Myself and others, Strand Unit: Myself and my family

The child should be enabled to

- identify and name the people who constitute a family and appreciate that not all families are the same
- realise that he/she belongs to a family and that each person has a role within a family
- explore the things that families do together
- realise how families take care of, support and love each other
- explore and acknowledge many of the things that can be learned at home

See SPHE curriculum p. 20 and Making the Links p.17

January/February

Strand: Myself, Strand unit: Safety and protection

The child should be enabled to

Safety issues

identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian

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

See SPHE curriculum p. 19 and Making the Links p. 16

March/April

Strand: Myself, 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 his/her own body in order to keep it healthy and well
- respect his/her own body and that of others
- name parts of the male and female body, using appropriate anatomical terms
- explore and discuss the different things the body can do
- recognise and practise basic hygiene skills
- realise that each individual has some responsibility for taking care of himself/herself

Food and nutrition

- become aware of food for growth and development
- explore food preferences and their role in a balanced diet
- discuss and explore some qualities and categories of food
- realise the importance of good hygiene when preparing food to eat

See SPHE curriculum p. 17 and Making the Links p. 15

May/June

Strand: Myself and the wider world, Strand unit: Developing Citizenship

The child should be enabled to

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 in the school
- realise and understand the necessity for adhering to the class and school rules
- explore and respect the diversity of children in the class and school

Living in the local community

- recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others
- recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe
- suggest ways of helping other people at home, in school and in the local community
- recognise that each person has an important contribution to make to the life of the community
- begin to become aware of local identity and to participate in and enjoy celebrating local events

Environmental care

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

See SPHE curriculum p. 22 and Making the Links p. 18

Senior Infants

September/October

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

The child should be enabled to:

- Identify, discuss and appreciate his/her own friends
- Discuss and examine the different aspects of friendship
- Identify and appreciate friends at school and how they can help and care for each other
- Discuss and appreciate all those considered special, both within and outside the family circle

- Recognise and appreciate differences in people and know how to treat others with dignity and respect
- Recognise and explore bullying behaviour, who is involved and the effects on different people
- Know that bullying is always wrong and know that what should be done if one is being bullied or sees it happening to someone else

See SPHE curriculum p.20 and Making the Links p.17

November/December

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

The child should be enabled to

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

See SPHE curriculum p.21 and Making the Links p.17

January/February

Strand: Myself, Strand unit: Safety and Protection

The child should be enabled to

Personal Safety

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

See SPHE curriculum p.19, Making the Links p.16 and The Stay Safe Programme

March/April

Strand: Myself, Strand unit: Growing and changing

The child should be enabled to

As I grow I change

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

New Life

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

Feelings and emotions

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

See SPHE curriculum p.18 and Making the Links pgs. 15&16

May/June

Strand: Myself and the wider world, Strand unit: Media Education

The child should be enabled to

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

See SPHE curriculum p.23 and Making the Links p.19

First Class

September/October

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
- Explore different ways of coping with change
- Express personal opinions and preferences and acknowledge those of others and comment on them

Making decisions

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

See SPHE curriculum p.26 and Making the Links p.20

November/December

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
- 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

See SPHE curriculum p.31 and Making the Links p.24

January/February

Strand: Myself, Strand unit: Safety and protection

The child should be enabled to

Safety issues

- Develop and practice strategies for keeping safe when travelling

- Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and 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
- Recognise and explore occasions when medicines are needed
- Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them

See SPHE curriculum p.30 and Making the Links p. 23

March/April

Strand: Myself, 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
- Recognise the importance of treating the body with respect and dignity
- Explore the various things the body can do
- Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions
- Develop and practice basic hygiene skills
- Realise that each individual must take some responsibility for self-care
- Become aware of how infection spreads easily and the importance of adhering to a code of hygiene
- Recognise and examine some of the substances that are taken into the body and the purpose and function of each one

Food and nutrition

- Explore the importance of food for promoting growth, keeping healthy and providing energy
- Appreciate that balance, regularity and moderation are necessary in the diet
- Identify some of the foods that are derived from plant and animal sources
- Recognise and practice good hygiene when dealing with food.

See SPHE curriculum p.27 and Making the Links p.21

May/June

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
- recognise and write the name and location of his/her own school and identify those who constitute the school community
- Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone
- Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all
- Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together

Living in the local community

- Begin to appreciate how people depend on each other in many aspects of life
- Develop a sense of belonging to his/her own local community
- Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences
- Develop an awareness of people in other places
- Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life

Environmental care

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

See SPHE curriculum p.33 and Making the Links p.25

Second Class

September/October

Strand: Myself and others, 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
- Explore how friends can influence personal actions and decisions
- Know how to treat people with dignity and respect
- Recognise and explore bullying behaviour, who is involved and the effects on different people
- Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else

See SPHE curriculum p.31 and Making the Links p.24

November/December

Strand: Myself and others, 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
- Listen, hear and respond to what is being said by others
- Express and record experiences, opinions, feelings and emotions in a variety of ways
- Explore and practise how to handle conflict without being aggressive

See SPHE curriculum p.32 and Making the Links p.25

January/February

Strand: Myself, 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
- Discuss and practise appropriate strategies for dealing with these situations
- Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted
- Identify risky behaviour and examine its positive and negative consequences

See SPHE curriculum p.30, Making the Links p.23 and The Stay Safe Programme

March/April

Strand: Myself, 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
- Realise that growth takes place in many different ways and is unique to each individual
- realise that growing up brings increased responsibility for himself/herself and others

New life

- Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle
- appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world
- Realise the various roles parents and other family members have in providing for new born babies

Feelings and emotions

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

See SPHE curriculum p.28 and Making the Links pgs. 21&22

May/June

Strand: Myself and the wider world, 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
- Begin to distinguish between fact and fiction in stories or situations in different media forms
- Discuss and explore advertising that is specifically aimed at children

See SPHE curriculum p.34 and Making the Links p.26

Third Class

September/October

Strand: Myself, Strand unit; Self-identity

The child should be enabled to

Self-awareness

- Recognise, describe and discuss individual personality trait, qualities, strengths, limitations, interests and abilities
- Explore the factors that influence his/her self-image
- Identify realistic personal goals and targets and how these can be achieved in the short or long term
- Realise that each person has a unique contribution to make to various groups, situations and friendships
- Identify personal preferences, dreams for the future, and hope

Developing self-confidence

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

See SPHE curriculum p.38 and Making the Links p.27

November/December

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

The child should be enabled to

- Explore and discuss different kinds of families vary in structure, in the way they communicate and in the way family members spend their time
- Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit
- Explore how belonging to a family means that family members love, protect, provide and care for each other
- Understand that families often undergo planned or unplanned changes that may be pleasant or difficult
- Identify the behaviour that is important for harmony in families
- Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland

See SPHE curriculum p. 46 and Making the Links p.32

January/February

Strand: Myself, Strand unit: Safety and protection

The child should be enabled to

Safety Issues

- Be aware of potential travel hazards and the need for responsible behaviour when travelling
- Adopt responsible behaviour at play and know the appropriate safety measures to take while playing
- Explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs
- Identify items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them
- Explore and examine the use of medicines
- Identify some potential risks to health and safety in the environment

See SPHE curriculum pgs. 44&45 and Making the Links p.31

March/April

Strand: Myself, Strand unit: Taking care of my body

The child should be enabled to

Health and well-being

- Understand and appreciate what it means to be healthy and to have a balanced life-style
- Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
- Begin to develop strategies to cope with various worries or difficulties that he or she may encounter
- Be aware of the danger in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink
- Know and understand the meaning of the word 'drug' and when it is appropriate or inappropriate to take drugs

- Identify and categorise a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal
- Recognise and discuss some people who are concerned with health and wealth and welfare

Knowing about my body

- Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect
- Understand the physical changes taking place in both the male and female body
- Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal
- Recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction
- Understand and explore the relationship between health and hygiene
- Recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent.

Food and nutrition

- Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation
- Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid
- Examine the dietary needs of his/her own age group and other groups in society
- Explore some factors that influence the consumption of different food products
- Discuss and examine the importance of proper food hygiene

See SPHE curriculum pgs.39&40 and Making the Links pgs.29&30

May/June

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 practice leadership roles and learn to work together in different group situations
- Discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner
- Explore the various ways in which the school promotes a sense of belonging
- Examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping
- Explore and recognise the rights and responsibilities of both adults and children in the school community

Local and wider communities

- Realise what it means to belong to a group
- Recognise how each person has both an individual and a communal responsibility to the community
- Appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony

- Examine how justice, fairness and equality may or may not be exemplified in a community
- Explore some of the issues and concerns in the local or national community
- Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have
- Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country
- Begin to develop an awareness of the lives and culture of some people in the European Union

Environmental care

- Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations

See SPHE curriculum pgs.49&50 and Making the Links pgs.34&35

Fourth Class

September/October

Strand: Myself and others, 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 difference aspects of friendship
- Examine different types of friendships
- Begin to cope with disharmony in, or loss of, friendship
- Acknowledge that friends often circulate in groups, which can be healthy or unhealthy
- Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others
- Respect and show consideration for the views, beliefs and value of others
- Recognise, discuss and understand bullying
- Explore and examine ways of dealing with bullying

See SPHE curriculum p.47 and Making the Links p.32

November/December

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

The child should be enabled to

Communicating

- Recognise and explore various verbal and non-verbal means of communicating
- Listen carefully and reflectively to others
- Use language, gestures and other appropriate behaviour to perform social functions
- Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively
- Give and receive compliments and constructive criticism in different situations
- Recognise and explore how language can be used to foster inclusiveness

Resolving conflict

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

See SPHE curriculum p.48 and Making the Links p. 33

January/February

Strand: Myself, 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
- identify people, places and situations that may threaten personal safety
- Begin to assess the consequences of risky behaviour
- Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual

See SPHE curriculum pgs.43&45, Making the Links pgs.30&31 and The Stay Safe Programme

March/April

Strand: Myself, 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
- Recognise the emotional changes that have taken place since infancy
- Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty
- Recognise how spiritual development has taken place in recent years
- To begin to appreciate the need for space and privacy in life
- Recognise how independence and responsibilities are continually increasing

Birth and new life

- Discuss the stages and sequence of development of the human baby, from conception to birth
- Identify the care that needs to be taken while waiting for a baby to be born
- Develop an appreciation of the wonder of a new-born baby

Feelings and Emotions

- Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed
- Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner
- Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later
- Explore how feelings can influence ones life

See SPHE curriculum pgs.41&42 and Making the Links pgs.29&30

May/June

Strand: Myself and the wider world, 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, computer games, the internet (worldwide web and e-mail) and other media
- Become aware of advertising and its purpose and nature
- Begin to explore some of the techniques that are used in marketing and advertising

- Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations

See SPHE curriculum p.51 and Making the Links p.35

Fifth Class

September/October

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 he/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

See SPHE curriculum p.54 and Making the Links p.36

November/December

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
- Explore what belonging to a family means
- Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them
- Discuss and identify behaviour that is important for harmony in family life
- Critically examine the media portrayals of families and family life
- Examine some factors that can affect family life
- Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad

See SPHE curriculum p.61 and Making the Links p.41

January/February

Strand: Myself, Strand unit: Safety and protection

The child should be enabled to

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

- Identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that he/she has learned a safety strategy for dealing with unknown and dangerous substances
- Explore and examine the use of medicines
- Identify and explore some potential risks to health and safety in the environment

Making Decisions

- Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make
- Explore and learn to examine critically the factors and levels of thought that influence decisions and choices
- Recognise that decisions have consequences and that not all people will make the same decisions all the time
- Recognise the 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

See SPHE curriculum pgs.59&60 and Making the Links pgs.40&41

March/April

Strand: Myself, Strand unit: Taking care of my body

The child should be enabled to

Health and well-being

- Recognise and examine behaviour that is conducive to health and that which is harmful to health
- Recognise causes of personal worry and identify appropriate coping strategies
- Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have
- Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use
- Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances
- Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind
- Identify and discuss the roles of various people who are concerned with the health of others
- Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others

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 on 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

Food and nutrition

- 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 importance 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

See SPHE curriculum pgs.55,56&57 and Making the Links pgs.37&38

May/June

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
- Practice ways of working together and of developing a sense of belonging
- Explore local tradition 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
- Explore how inequality might exist in the local community and suggest ways in which this might be addressed
- 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 and traditions
- Begin to explore the concept of democracy
- 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 of the cultures, life-styles 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.

See SPHE curriculum pgs.64&65 and Making the Links pgs.43&44

Sixth Class

September/October

Strand: Myself and others, 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

See SPHE curriculum p.62 and Making the Links p.42

November/December

Strand: Myself and others, 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, of it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences
- Discuss how conflict can arise with different people and in different situations
- Identify and discuss various responses to conflict situations
- Explore and practise how to handle conflict without being aggressive

See SPHE curriculum p.63 and Making the Links pgs.42&43

January/February

Strand: Myself, Strand unit: Safety and protection

The child should be enabled to

Personal safety

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
- Identify situations and places that may threaten personal safety
- Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
- Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual
- Discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others

Strand unit: Making decisions

The child should be enabled to

- 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

See SPHE curriculum pgs.59&60, Making the Links pgs.40&41 and the Stay Safe Programme

March/April

Strand: Myself, Strand unit: Growing and changing

The child should be enabled to

As I grow I change

- Identify and discuss the changes that are experienced in growing from child to adult
- Explore patterns of development and growth, comparing present development with that at earlier stages, physical, social, emotional, intellectual and spiritual
- Appreciate the need for individual space and privacy as he/she is growing and developing

Space and time to engage in favourite pastimes, a place to be quiet or to be alone or undisturbed

Birth and new life

- Understand sexual intercourse, conception and birth within the context of a committed, loving relationship
- Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent

Feelings and emotions

- Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
- Discuss and practice how to express and cope with various feelings in an appropriate

Choosing the appropriate time to talk

- Understand how feelings help in understanding himself/herself
- Differentiate between needs and wants and recognise and explore the concept of delayed gratification
- Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media
- Identify and learn about healthy ways to help him/her feel positive about himself/herself

See SPHE curriculum pgs.57&58 and Making the Links p.39

May/June

Strand: Myself and the wider world, 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
- Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included
- Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media
- Identify the audiences at which different aspects of the media are aimed
- Become aware of the different forms of advertising, its purpose and the messages it promotes
- Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas
- Explore various recreation and leisure activities as an alternative to watching television
- Explore and use some simple broadcasting, production and communication techniques

See SPHE curriculum p.66 and Making the Links p.44