

Saint Enda's National School

S.P.H.E Policy

Introductory Statement:

The original plan for SPHE was originally developed by staff in 2006. Many developments have taken place since then and this policy required a review and revisions based on our school experiences to date. This policy was reviewed in April 2018.

Rationale:

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

Vision

Saint Enda's NS values the uniqueness of all individuals within a caring school community. We provide a safe, caring school environment where every child is cherished and helped to achieve their maximum potential intellectually, spiritually, physically and emotionally. We recognize that SPHE is intrinsic to the holistic learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE programme we wish to assist children develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the

Social, Personal and Health Education of their children so their involvement will be encouraged as much as possible.

Aims

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

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

Objectives

When due account is taken of intrinsic abilities and varying circumstances, the 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 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.

Content of the Plan

1. Curriculum Planning - Strands and Strand Units

SPHE is planned so that children receive a comprehensive programme over a two-year cycle. Teachers have allocated strand units from each of the strands to each class. This ensures that the strand units not covered in Year One are included in the programme of work for the following year. In some cases it may be necessary to revise specific objectives from the previous year. The content chosen for each class will include a balance between learning skills, fostering and exploring attitudes and developing understanding. The content objectives for the sensitive areas of the RSE will be addressed in discrete time in both classes at a particular level, year two serving to revise the content covered in Year One.

*See Appendices for:

- Overview of Strands and Stand Units Junior Infants to 6th class
- SPHE 2 Year Programme
- Monthly SPHE topics to be covered at whole school

2. Contexts for SPHE

SPHE will be taught through a combination of contexts:

- Positive School Climate and Atmosphere.
- Discrete Teaching Time.

- Integration with other subject areas.
- Participation in themed weeks eg: Friendship Week

Positive School Climate and Atmosphere:

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

Our key messages are:

- We cater for the individual needs of the children. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents we strive to identify and meet individual needs.
- We provide opportunities to enhance the self-esteem of all members of the school community.
- The staff is aware that their role in helping children to develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem, as outlined in the curriculum, have been adopted as our approach to self-esteem development. They are:
 - A sense of identity.
 - A sense of belonging
 - A sense of security.
 - A sense of purpose.
 - A sense of competence.
- We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.
- We work to develop an effective communication system within the school and between the school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- We support a health promoting physical environment. Through our Health and Safety Policy we have set out how we promote health and safety awareness and how we intend to deal with unsatisfactory aspects of our environment. Emphasis on healthy lunches, healthy lifestyle, road, water, farm safety and regular fire drills are some of

the areas promoted. Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, our involvement in the Green Schools programme and the Junior Tidy Towns programme and through constant review and promotion of behaviour and habits required for maintaining a clean environment. Playground markings for yard time activities, children's work on display throughout school and the school garden also promote a healthy physical environment.

- We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic process by:
 - Negotiating the class rules at the start of the year.
 - Sharing responsibility.
 - Valuing the opinions of others.
 - Experiencing a sense of belonging to their own class group and the wider school community.
 - Develop a sense of commitment to common goals.
- We have agreed that we will prioritise care in our own behaviour as adults and in our expectations of children. We will help children to learn to care for each other through actively building relationships within each class. We will seek to build identity, security and belonging, competence and purpose through:
 - Discussion, promotion of and valuing difference.
 - Agreeing ground rules for responsible behaviour and clarifying values on an ongoing basis.
 - Learning anger management skills in the classroom in order to be able to apply them on the playground and at home. Self- regulation exercises that the children could learn and be referred to in times of anger/anxiety.
 - Caring for and promoting inclusion of others and learning that it's OK to be different.
 - Promoting inclusive and respectful language.
 - Promoting support and co-operation.
 - Respecting individual strengths.
 - Supporting individual needs through teacher support.
 - Supporting individual needs of children in times of family or individual personal crises (children who suffer serious illness and need to be in hospital or out of school for long periods; children who suffer bereavement, especially bereavement in the immediate family; engaging exterior services e.g. NEPs, CAMHS, to assist in this difficult area).
 - Create meaningful differentiated learning opportunities.
 - Celebrating the wide range of children's strengths throughout the school.
 - Communicating regularly about learning and general development with the home.

Discrete Time:

SPHE is timetabled for 30 minutes per week. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

Integration:

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, PE, SESE, Visual Art, Music, Religion and Drama. Teachers have identified the objectives that can be acquired through cross-curricular work. These objectives are outlined in our 2 Year SPHE Plan. Teachers will include these in their short-term planning and will use the cuntas míosúil as a form of self-assessment for these and other objectives.

3. Approaches and Methodologies

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

- Drama activities.
- Co-operative games.
- Pictures, photographs and visual images. Songs and poetry.
- Discussion: in pairs, small groups, with whole class.
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets and assessment of these.
- Media Studies.
- Use of external speakers/visitors who are specialists in their own fields
- Local Garda to talk to pupils about safe use of the internet and social media
- Engaging experts for both pupils and parents talks on safety on internet and prevention of cyberbullying
- Information and communication technologies.
- Other strategies as devised by the class teacher.

4. Assessment

Children's progress in SPHE is assessed mainly through:

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

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

- Portfolios and Projects:

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

- Self-Assessment by Children:

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

- Teacher questioning

5. Children with different needs

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

6. Equality of Participation and Access

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

7. Policies and Programmes that support SPHE

Policies/ Programmes

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

- *Substance Abuse Prevention Policy (See Policy)*
- *Relationships and Sexuality Education (RSE) (See Policy)*
- *STAY SAFE Programme (see attached appendices):*

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

The objectives of the programme are:

- To help children to identify and express safe and unsafe feelings.
- To teach children safety skills for dealing with common unsafe situations such as getting lost.
- To encourage children to value friendships and to teach them skills for making and keeping friends.
- To teach children safety strategies for dealing with bullying.
- To teach children that it is not acceptable to bully others.
- To encourage children to value and enjoy normal affection.

- To teach children how to deal with an unsafe or inappropriate touch.
- To teach the rule: ‘Never keep secrets about touching’.
- To help children recognise the difference between a good secret and a bad secret.
- To help children identify the adults they could tell about a bad secret and to give them the opportunity to practice telling.
- To clarify for the children who strangers are.
- To give the children safety strategies for dealing appropriately with strangers.

Content:

The lessons cover the following topics:

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

Children participating in this programme will learn:

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

In Saint Enda’s NS the Stay Safe Programme is taught annually in its entirety. Children are not segregated for Stay Safe lessons. All topics are addressed on a whole-class-basis.

Parental/Guardian Concerns:

If parents/guardians are concerned about the more sensitive aspects of the Stay Safe programme, they are welcome to visit the school to view the curriculum and discuss their concerns. Parents are informed about the teaching of The Stay Safe Programme through the

Parent Permission Form they sign when their child is enrolled and a letter is sent home to parents prior to beginning the programme each year.

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

- *Child Protection Policy (see Policy)*
- *Anti-Bullying Policy (see Policy)*

Resources:

Programmes, ICT, DVDs, Textbooks, Supplementary Materials

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

Resources available within the school include:

- Walk Tall Programme
- RSE Programme
- Stay Safe Programme (Making the Links)
- Busy Bodies
- Food Dudes
- Be Safe
- Quality Circle Time: J Mosley
- Restorative Practices

Guest Speakers:

For some topics such as nutrition, oral health care, hygiene, etc. we may occasionally avail of external personnel to enhance the learning that is ongoing in the classroom. Before the visit the teacher must agree with the visitor the aims and objectives of the lesson(s) to be covered and a detailed discussion of the content to be delivered will also take place. Following the workshops a note will be sent to all parents to let them know these have taken place and to give parents the opportunity to discuss the issues with their children while it is still fresh in

the children's minds. Parents will be made aware of these speakers through the homework journal, school text system or preparatory work done by the teacher beforehand.

8. Individual Teachers Planning and Reporting

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

9. Staff Development

Staff development will be promoted by:

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

10. Parental Involvement

Since parents are the primary educators of their children, we welcome their support of teachers in implementing the SPHE Programme. Their consent is sought prior to teaching the more sensitive issues of the SPHE programme through the use of the Parent Permission Form.

11. Community Links

We value the contribution which members of the local community can make towards furthering the aims and objectives of SPHE in our school. The community Garda, medical persons, people of other cultures and backgrounds, members of local community groups and the media have much to offer in supporting the SPHE programme. We will avail of the services of statutory bodies such as the HSE and An Garda Síochana, as required.

12. Success Criteria

Success achieved will depend on thorough preparation of teachers' work and consistently following procedures outlined in the plan. On-going assessment will show if pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality. Further indications of success will come through positive feedback from the main stakeholders in our school community- teachers, parents, pupils and the local community and from the second-level schools attended by our past pupils. However, in many situations, success can only be measured in the medium and long-term by the way in which children mature and live their lives.

13. Implementation

This plan has been formulated by the staff of our school. It will be supported, developed and implemented by teaching and non-teaching staff members alike. The school principal will coordinate its progression.

14. Review

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

15. Ratification and Communication

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

Signed by:

Chairperson B.O.M

Principal

Date: _____

This policy will be reviewed in three years - 2021

Content for SPHE

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 activities 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

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 why h is harmful to health
- recognise causes of personal worry and identify appropriate to 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 and/or *drink alcohol*
- explore the role of personal choice, risk factors and the influence of others

- 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 treat, his/her body and that of others with dignity and respect
- recognise some physical disabilities and how they cast affect people's lives
- identify and be aware of the different ways in which the body may be protected against disease and infection

Strand unit: Taking care of my body

The child should be enabled to

Food and nutrition

- appreciate the importance of good nutrition for growing and developing and staying healthy
- realise and accept some personal responsibility eking 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
- become aware of the importance of hygiene and care in the preparation and use of food

Strand unit: Growing and changing

The child should be enabled to

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 manner
- understand how feelings help in understanding himself/herself

- differentiate between needs and wants and recognise and explore the concept of delayed gratification
- identify and learn about healthy ways help him/her feel positive about himself/herself

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 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 minimized and the implications of taking risks realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual
- discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others

Safety issues

- recognise places where it is safer to play and how to behave in a responsible manner when playing
- know how to keep safe when travelling and to understand how individual 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

Strand unit: Making decisions

The child should be enabled to

- acquire a growing sense of the importance of making informed decisions at multiple 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 choice
- 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 practice a simple decision making strategy
- distinguish between assumption, inference, fact, rumour and opinion in making a decision
- identify sources of help in solving problems
- to handle or cope with criticism

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 and identify behaviour that is important for harmony in family life
- examine some factors that can effect family life

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
- consider problems that can arise in friendships and other relationships and how these could be handled
- explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively
- practice 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
- to develop the inter-personal skills necessary for group building

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

- begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others

Resolving conflict

- discuss how conflict can arise with different people and in different situations
- identify and discuss various responses to conflict situations
- explore and practice how to handle conflict without being aggressive.

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
- 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

National, European and wider communities

- become aware of elements of his/her own cultural heritage and. s
- 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, 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.

Strand unit: Media education

The child should be enabled to

- explore and understand how information is conveyed and practice 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
- 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
- explore various recreation and leisure activities as an alternative to watching television

Appendix 2

Saint Enda's National School
SPHE 2 year Programme

JUNIOR/SENIOR INFANT CLASSES	YEAR 1	YEAR 1 and YEAR 2	YEAR 2
Strand: Myself	<ul style="list-style-type: none"> Strand Unit - Self Identity <p><u>Self-awareness:</u> Stay Safe: pgs 17 -30 RSE: pgs 19, 20, 21 Walk Tall: pg 47 in JI book, pgs 37, 40, 49, 60 in SI book</p> <p><u>Developing self-confidence:</u> Stay Safe: pgs 32 – 44 RSE: pgs 103, 104</p> <p><u>Making Decisions:</u> Stay Safe: pgs 62 – 66 Walk Tall: pg 84 in JI book, pg 130 in SI book</p>		<ul style="list-style-type: none"> Strand Unit – Growing and changing <p><u>As I grow I change:</u> RSE: pgs 78, 82, 162 Enrichment resources: Use of anatomical dolls</p> <p><u>New Life:</u> RSE: pgs 69, 73, 139, 143 Feelings and Emotions: Walk Tall: pgs 110, 118, 121, 125, 128, 131 in JI book Pgs 77, 82, 105 in SI book</p> <ul style="list-style-type: none"> Strand Unit – Taking care of my body <p><u>Knowing about my body:</u> RSE: pgs 150, 152</p>

			<p>Walk Tall: pgs 47, 63, 94 in SI book Enrichment resources: Use of anatomical dolls <u>Food and nutrition:</u> Walk Tall: pg 53 in SI book Enrichment resources: Food Dudes(www.fooddudes.ie)</p>
Strand: Myself	<p>Stay Safe – the whole programme Walk Tall: pgs 100, 93, 96</p>	<ul style="list-style-type: none"> Strand Unit - Safety and Protection (includes personal safety and safety issues) Enrichment resources: Road Safety (www.rsa.ie), HSE Child Safety Corner (www.hse.ie) 	<p>Stay Safe – the whole programme Walk Tall: pgs 80, 65, 98</p>
Strand: Myself and others	<ul style="list-style-type: none"> Strand Unit - My friends and other people Stay Safe: pgs 30-41 RSE: pgs 27, 29, 111, 112 		<ul style="list-style-type: none"> Strand Unit – Myself and my family RSE: pgs 48, 119, 121, 118 Walk Tall: pg 75 in JI book Pg 74 in SI book Strand Unit – Relating to others Stay Safe: pgs 30 – 41 Walk Tall: pgs 78, 131, 20, 23 in JI book Pg 42 in SI book
Strand: Myself and the wider world	<ul style="list-style-type: none"> Strand Unit - Media education Walk Tall: pgs 34, 68, 125 in SI book 		<ul style="list-style-type: none"> Strand Unit – Myself and the wider world (includes my school community, living in

			<p>the local community and environmental care)</p> <p><u>My school community:</u></p> <p>Stay Safe: pg 31</p> <p>Walk Tall: pg 32 in JI book, pg 50 in SI book</p> <p><u>Developing Citizenship:</u></p> <p>Walk Tall: pg 42 in JI book, pgs 114, 118 in SI book</p> <p><u>Living in the local community:</u></p> <p>Walk Tall: pg 118, 120 in SI book</p> <p><u>Environmental Care:</u></p> <p>Walk Tall: pg 122 in SI book</p>
1ST/2ND CLASSES	YEAR 1	YEAR 1 and YEAR 2	YEAR 2
Strand: Myself	<ul style="list-style-type: none"> Strand Unit – Self identity <p><u>Self-awareness:</u></p> <p>Stay Safe: pgs 17 – 30</p> <p>RSE: pg 17</p> <p>Walk Tall: pgs 21, 27, 128 in 1st book, pg 154 in 2nd book</p> <p><u>Developing self-confidence:</u></p> <p>Walk Tall: pg 24 in 1st book, pgs 75, 114 in 2nd book</p> <p>RSE: pgs 15, 19, 20</p>		<ul style="list-style-type: none"> Strand Unit – taking care of my body <p><u>Knowing about my body:</u></p> <p>Stay Safe: pgs 49 -62</p> <p>RSE: pgs 166, 67, 70, 72, 73, 73, 161, 164</p> <p>Walk Tall: pgs 27, 40, 37 in 1st book, pgs 27, 41, 45, 62, 69 in 2nd book</p> <p><u>Food and nutrition:</u></p> <p>Walk Tall: pg 40 in 1st book, pg 52 in 2nd book</p>

	<p><u>Making decisions:</u> Stay Safe: pgs 49 -62, 63-70, 71-79 RSE: pgs 183, 184 Walk Tall: pg 139 in 1st book</p>		<p><u>New life:</u> RSE: pgs 59, 61, 155 Walk Tall: pg 33 in 1st book</p> <ul style="list-style-type: none"> Strand Unit – Growing and changing <p><u>As I grow I change:</u> RSE: pgs 171, 173, 174, 82, 83, 177, 153, 156</p> <p><u>Feelings and emotions:</u> RSE: pgs 51, 54, 55, 146, 147, 177 Walk Tall: pgs 49, 65, 69, 72, 80 in 1st book, pgs 87, 90, 141 in 2nd book</p>
Strand: Myself	<p>Stay safe- the whole programme RSE: pgs 137, 138, 43, 44 Walk Tall: pgs 86</p>	<ul style="list-style-type: none"> Strand Unit – Safety and Protection (includes personal safety and safety issues) 	<p>Stay safe – the whole programme RSE: pgs 137, 138, 43, 44 Walk Tall: pgs 25, 114</p>
Strand: Myself and others	<ul style="list-style-type: none"> Strand Unit – My friends and other people <p>Stay Safe: pgs 31 – 48 RSE: pgs 23, 25, 27, 117 Walk Tall: pgs 112, 124 in 1st book, pgs 19, 131, 31</p>		<ul style="list-style-type: none"> Strand Unit – Myself and my family <p>RSE: pgs 125, 126, 33, 34 Walk Tall: pg 108 in 1st book</p> <ul style="list-style-type: none"> Strand Unit – Relating to others

			<p>Stay Safe: pgs 17 – 30 Walk Tall: pgs 102, 110 in 2nd book</p>
Strand: Myself and the wider world	<ul style="list-style-type: none"> Strand Unit – Media education Walk Tall: pgs 136, 133 in 1st book, pg 148 in 2nd book 		<ul style="list-style-type: none"> Strand Unit – Developing citizenship <u>My School community:</u> Walk Tall: pgs 112, 120, 19, in 1st book, pgs 138, 134 in 2nd book <u>Living in the local community:</u> Walk Tall: pgs 125, 143, 106 in 2nd book <u>Environmental Care:</u> Walk Tall: pg 134 in 2nd book
3RD/4TH CLASSES	YEAR 1	YEAR 1 and YEAR 2	YEAR 2
Strand: Myself	<ul style="list-style-type: none"> Strand Unit: Self Identity <u>Self- awareness:</u> Stay Safe: pgs 17 – 30 RSE: pgs 20, 23 Walk Tall: pgs 33, 29, 37, in 3rd book, pgs 20, 24 in 4th book <u>Developing self -confidence:</u> Walk Tall: pgs 27, 161, 180 in 4th book Strand Unit: Making decisions 		<ul style="list-style-type: none"> Strand Unit: Taking care of my body <u>Health and well- being:</u> Stay Safe: pgs 17-30 RSE: pgs 192, 52 Walk Tall: pgs 142, 149, 154 in 3rd book, pgs 101, 114, 125, 136 in 4th book <u>Knowing about my body:</u> RSE: pgs 198, 203, 105, 185, 189

	<p>Stay Safe: pgs 67 – 72, 73 – 77 RSE: pgs 108, 111, 208, 213 Walk Tall: pg 32 in 3rd book, pgs 62, 69, 65, 75 in 4th book</p>		<p>Walk Tall: pg 107 in 4th book Food and nutrition:</p> <p>Walk Tall: pg 49 in 3rd book, pg 110 in 4th book</p> <ul style="list-style-type: none"> Strand Unit: Growing and changing <p><u>As I grow I change:</u></p> <p>RSE: pgs 198, 203, 95, 99 Walk Tall: pgs 63, 175 in 3rd book, pg 148 in 4th book</p> <p><u>Birth and new life/ Feelings and emotions</u></p> <p>Stay Safe: pgs 17 – 30 RSE: pgs 171, 73, 59, 62, 161 Walk Tall: pg 75 in 3rd book, pgs 150, 47, 51, 56 in 4th book</p>
Strand: Myself	<p>Stay Safe – the whole programme Safety Issues:</p> <p>RSE: pg 149 Walk Tall: pgs 136, 133, 138 in 3rd book</p>	<ul style="list-style-type: none"> Strand Unit: Safety and Protection (includes personal safety and safety issues) 	<p>Stay Safe – the whole programme Safety Issues:</p> <p>RSE: pg 149 Walk Tall: pgs 136, 133, 138 in 3rd book</p>
Strand: Myself and others	<ul style="list-style-type: none"> Strand Unit: My friends and other people <p>Stay Safe: pg 31 RSE: pgs 29, 31, 34, 127, 133, 134, 135 Walk Tall: pgs 97, 105, 24, 116, 121, 67 in 3rd book, pgs 82, 86, 161, 93 in 4th book</p>		<ul style="list-style-type: none"> Strand Unit: Myself and my family <p>RSE: pgs 139, 39, 40 ,143, 44 Walk Tall: pgs 38, 40 in 4th book</p> <ul style="list-style-type: none"> Strand Unit: Relating to others

	<p><u>Resolving conflict:</u> Stay Safe: pg 31 Walk Tall: pg 127 in 3rd book, pg 174 in 4th book</p>		
Strand: Myself and the wider world	<ul style="list-style-type: none"> Strand Unit: Media education Walk Tall: pgs 171, 161, 165, 167, 32 in 4th book 		<ul style="list-style-type: none"> Strand Unit: Developing citizenship <p><u>My school community:</u> Walk Tall: pgs 82, 19, 86 in 3rd book, pg 170 in 4th book</p> <p><u>Local and wider communities:</u> Walk Tall: pgs 71, 45 in 3rd book, pgs 142, 183 in 4th book</p> <p><u>Environmental Care:</u> Walk Tall: pgs 53, 56 in 3rd book</p>

5 TH /6 TH CLASSES	YEAR 1	YEAR 1 and YEAR 2	YEAR 2
Strand: Myself	<ul style="list-style-type: none"> Strand Unit: Self identity <u>Self- Awareness:</u> RSE: Pgs 27, 135 Walk Tall: pgs 26, 34, 39 in 5th book, pg 225 in 6th book <u>Developing self- confidence:</u> Stay Safe: pgs 17 – 27, pgs 61 – 67 	<ul style="list-style-type: none"> Strand Unit: Taking care of my body <u>Knowing about my body:</u> Stay Safe: pgs 51 – 60 RSE: 84, 202, 121 Walk Tall: pgs 345, 119, 111 in 5th book, pg 114 in 6th book (Use of Busy Bodies book and DVD) 	<ul style="list-style-type: none"> Strand Unit: Taking care of my body <u>Health and well-being:</u> Stay Safe: pgs 17 -27 RSE: pg 168 Walk Tall: pg 104 in 5th book, pgs 67, 94 in 6th book

	<p>RSE: pgs 35, 224, 226 Walk Tall: pg 51 in 5th book</p> <ul style="list-style-type: none"> • Strand Unit: Taking care of my body • Strand Unit: Making Decisions <p>Stay Safe: pgs 61 – 67, 17 – 27, 51, 60, 69 – 76 RSE: pgs 224, 226, 228, 187 Walk Tall: pgs 208, 204, 198 in 5th book, pgs 192, 196 in 6th book</p>		<ul style="list-style-type: none"> • Strand Unit: Food and nutrition <p>RSE: pgs 169, 170, 173 Walk Tall: pg 104 in 5th book, pgs 104, 102 in 6th book</p> <ul style="list-style-type: none"> • Strand Unit: Growing and changing <p><u>As I grow I change/ Birth and new life:</u> RSE: pgs 90, 203, 205 Walk Tall: pg 221 in 5th book, pgs 221, 128 in 6th book</p> <p><u>Feelings and emotions:</u> Stay Safe: pgs 17 – 27 RSE: pg 177, 143, 136 Walk Tall: pgs 130, 156, 152 in 5th book, pgs 136, 141, 312 in 6th book</p>
Strand: Myself	<p>Stay Safe – the whole programme RSE: pgs 64, 65, 66, 67 Walk Tall: pgs 176, 165, 178 in 5th book, pgs 181, 186, 170 in 6th book</p>	<ul style="list-style-type: none"> • Strand Unit: Safety and Protection (includes personal safety and safety issues) 	<p>Stay Safe – the whole programme RSE: pgs 64, 65, 66, 67 Walk Tall: pgs 176, 165, 178 in 5th book, pgs 181, 186, 170 in 6th book</p>
Strand: Myself and others	<ul style="list-style-type: none"> • Strand Unit: My friends and other people <p>Stay Safe: pgs 38 – 50, 69 – 76, 38 – 50 RSE: pgs 43, 180, 46, 41, 224 Walk Tall: pgs 238, 231, 246 in 5th book, pgs 236, 239, 242 in 6th book</p>		<ul style="list-style-type: none"> • Strand Unit: Myself and my family <p>RSE: pgs 51, 53, 155, 158, 54 Walk Tall: pgs 221, 218, 225 in 5th book, pg 225 in 6th book</p>

			<ul style="list-style-type: none"> Strand Unit: Relating to others Stay Safe: pgs 29 – 50, 61 – 68, 69 – 76 RSE: pgs 29, 179 Walk Tall: pgs 280, 283 in 5th book, pgs 254, 269, 249, 259 in 6th book
Strand: Myself and the wider world	<ul style="list-style-type: none"> Strand Unit: Media education Stay Safe: pgs 71 – 76, 29 – 50 Walk Tall: pgs 339 in 5th book, pgs 321, 326, 318 in 6th book 		<ul style="list-style-type: none"> Strand Unit: developing citizenship <u>Living in the local community:</u> Walk Tall: pgs 231, 295, 303 in 5th book, pg 294 in 6th book <u>National, European and wider communities:</u> Walk Tall: pgs 300, 312 in 5th book, pgs 291, 300 in 6th book Environmental Care: Walk Tall: pg 307 in 6th book

*Teachers working in our East Wing classes will use the above strands and strand units at the appropriate level for the individual children in their classes.

Appendix 3

Health & Safety 17/18

Reference: School Health & Safety Policy

Teachers will outline class and school rules with their respective classes at the start of every school year. Bullying should also be covered as a matter of course.

The following Safety topics should be covered during the year as outlined in the schedule below.

1. School/Classroom Rules
2. Personal Hygiene – September
3. Wasp/Bee sting awareness – Link to Science curriculum
4. Routine for classroom tidy up – keeping the school environment clean and litter free.
5. Internet Safety – Be Wise on the Net - Display & Discuss the poster- September (not for infants)
6. Safety in School & Road Safety – September/October
7. Fire Safety & Safety in the Home – Halloween and Christmas
8. Stay Safe Programme (Personal Safety) (Every year – Start week of 22nd January 2018)
9. Farm Safety – Spring Term (Video Warning)
10. Water Safety – Last Term
11. Sun Protection

- Policy on administration of Medicine
- Incident Book & Cards in office for logging serious incidents or injuries
- List of children with medical conditions available on Aladdin and in office
- Post Holder with responsibility for Health and Safety is _____
- D.L.P is Séamus Dempsey
- D.D.L.P is Mary Kirwan Doyle

