

Plean Scoile

St Fiacc's NS

Social Personal & Health Education Policy



St. Fiacc's N.S.
Fírinne le Misneach

Formulated/Ratified/Reviewed	By
Reviewed 10/10/2018	Staff
Ratified 23/10/2018	BOM
Reviewed 16/11/2022	Staff
Ratified 16/11/2022	BOM

Signed Chairperson BOM

Lia Dooley

1. Rationale.

This SPHE Plan was formulated:

To conform to the principles outlined in the revised Curriculum

To ensure greater continuity and co-ordination of teaching

2. Our Vision.

St. Fiacc's strives to create and promote an inclusive environment that embraces and supports all members of our community

St. Fiacc's aims to build a school community based on respect, collaboration and solidarity.

St. Fiacc's will foster a happy, positive and supportive learning environment that challenges the child to reach his or her potential.

St. Fiacc's endeavours to foster, cultivate and nourish the holistic development of each individual child in its care; including a loving relationship with God.

St. Fiacc's will model and promote a philosophy of life inspired by belief in God and in the life, death and resurrection of Jesus Christ.

St. Fiacc's will create a sense of fun and happiness in the daily learning experiences among pupils and staff.

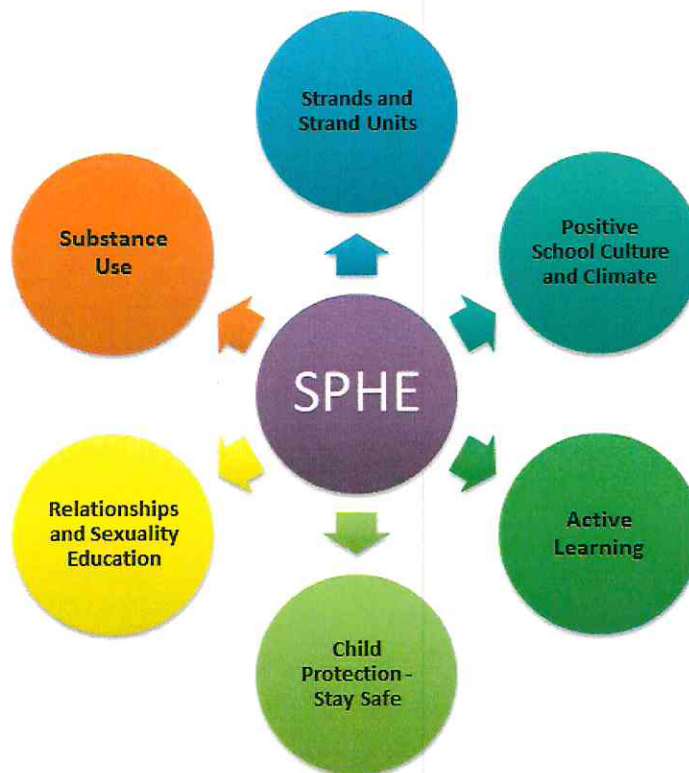
3. Aims.

The aims of the SPHE Plan of St. Fiacc's NS are

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

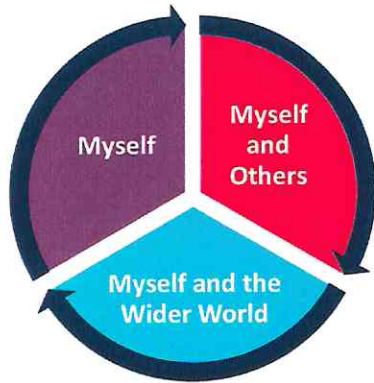
4. Content

The school will follow the curriculum as laid down by the Department:



- The Strand Units for SPHE are recommended for delivery across a two year cycle that is implemented across all class levels in the school.
- Planning for SPHE identifies the approaches for creating a positive school climate and atmosphere.
- Approaches to Assessment in SPHE are implemented across the school.
- Active Learning incorporating a variety of strategies is the principal teaching and learning approach to SPHE across all class levels.
- The Child Safeguarding Statement is displayed in the school and on the school website.
- The Stay Safe programme is fully implemented at all class levels across the school.
- RSE is taught across all class levels.
- A Substance Use policy is available in the school.
- The Anti-Bullying policy is available in the school and on the school website.

Strands and Strand Units



Strand: Myself:

- (a) Self Identity
- (b) Taking care of my Body
- (c) Growing and Changing
- (d) Safety and Protection
- (e) Making Decisions

Strand: Myself & Others

- (a) Myself and my Family
- (b) My Friends and Other People
- (c) Relating to Others

Strand: Myself & The Wider World

- (a) Developing Citizenship
- (b) Media Education

The content objectives are appended.

Positive School Culture and Climate

A positive school climate and atmosphere is one where individuals are valued, cared for and respected.

Key Elements of a positive school culture and climate as identified by the staff of St. Fiacc's

Area of Focus
St. Fiacc's acknowledges the right of each member of St. Fiacc's community to enjoy school in a secure environment.
St. Fiacc's acknowledges the uniqueness of each individual and his/her worth as a human being.
St. Fiacc's promote positive habits of self-respect, self-discipline and responsibility among all its members.
St. Fiacc's prohibits vulgar, offensive, sectarian or other aggressive behaviour or language by any members.
St. Fiacc's has a clear commitment to promoting equity in general and gender equity in particular aspects of its functioning.
St. Fiacc's has the capacity to change in response to pupil's needs.
St. Fiacc's identifies aspects of curriculum through which positive and lasting influences can be exerted towards forming pupils' attitudes and values.
St. Fiacc's takes particular care of 'at risk' pupils and uses its monitoring systems to facilitate early intervention where necessary and it responds to the needs, fears or anxieties of individual members in a sensitive manner.
St. Fiacc's recognises the need to work in partnership with and keep parents informed on procedures to improve relationships on a school-wide basis.
St. Fiacc's recognises the role of parents in equipping the pupil with a range of life-skills.
St. Fiacc's recognises the role of other community agencies in preventing and dealing with bullying.
St. Fiacc's promotes habits of mutual respect, courtesy and an awareness of the interdependence of people in groups and communities
St. Fiacc's promotes qualities of social responsibility, tolerance and understanding among all its members both in school and out of school
Staff members share a collegiate responsibility, under the direction of the Principal, to act in preventing bullying/aggressive behaviour by any member of St. Fiacc's community

Strategies for Creating a positive climate and atmosphere include:

- Building effective communication within the school**
 Authentic student voice is promoted through: varied lesson structures; group work; giving students choice; allowing for expression, social and emotional learning; feedback and leadership opportunities.
 Staff are updated regularly through the school Aladdin platform and email. The Principal meets the ISM team monthly, the staff team at least twice a term, the SET team monthly and class year groups monthly. The Senior Management team and Care team meet weekly.
 Parents are welcomed every morning by the Principal, Deputy and HSCL. Parental concerns are addressed promptly and the parent body are regularly updated through the monthly newsletter, the school website, Aladdin Connect and twitter. Visitors and substitute teachers regularly comment on the happy atmosphere at the school.

- **Catering for the individual needs of the children.**

The school curriculum is adapted to suit the various needs and interests of our pupils who come from a variety of backgrounds and beliefs. St. Fiacc's was designated DEIS 2 Urban in 2022 and the school is presently gathering evidence to support the DEIS plan. The continuum of support is effectively utilised to ensure that supports are concentrated where the need is greatest.
- **Creating a health -promoting physical environment.**

St. Fiacc's is a bright, colourful, clean, ventilated and heated school. The pupils receive hot nutritious meals and snacks daily and enjoy ample space to play inside a secure and safe boundary. Before and afterschool care is available on site. Our Green Flag, gardening and Active Flag initiatives encourage respect for the environment and the benefits of regular exercise. Health promotion is evidenced through whole class movement breaks, teaching of the fundamental movement skills and Walk on Wednesdays activities. Carlow Regional Youth Services host Summer Camps on our school grounds for our at risk pupils. Pupils are informed about the facilities beyond our school gates through local History trails, attending our swimming pool, our local GAA/Soccer pitches, visiting Carlow IT as part of our VEX robotics initiative, orienteering in the town park or walking the Barrow track.
- **Developing democratic processes.**

At St. Fiacc's class rules are negotiated with the class teacher and pupils, opportunity for pupil voice is afforded through Student Council and Green School Committees. Pupils act as yard monitors supporting prosocial behaviour among the younger pupils. Pupils have been surveyed on topics such as literacy, numeracy, STEM, homework, library, safety, attendance. The opinions of parents are also sought for example: child safeguarding, smartphone usage, remote learning. Weekly assemblies are used to celebrate the achievements of our pupils, recognise special efforts and to promote our values and ethos. Pupils are given responsibilities at assembly through reading, singing or debating, for example. Community events such as Active Schools Week, St. Fiacc's Got Talent; Every School Day Counts Campaign, Christmas Shoebox Appeal, Christmas concert, GAA matches & coaching, Grandparents' Day; Parent Coffee Mornings; Sacramental events increase pupils' sense of belonging. Additionally the school choir sings at St. Fiacc's house. Our pupils sing our school anthem - The Boys and Girls of St. Fiacc's - with gusto at public events.
- **Enhancing the self-esteem and well-being of members of the school community**

At St. Fiacc's during Covid 19 and on returning, the school placed a strong emphasis on activities to promote Hobfoll's principles:

 - A sense of safety through creating a predictable, calm and safe environment.
 - A sense of calm through regular mindfulness; breathing and visualisation activities. Teachers also incorporated daily movement activities into the daily routine to facilitate upregulation and downregulation among pupils.
 - A sense of connectedness through group activities like project work and random acts of kindness initiatives.
 - A sense of self-efficacy through special classroom responsibilities, positive self talk and teaching children how to give and receive compliments.

- A sense of hope through keeping gratitude journals to maintain optimism.
Many of these activities have become embedded in weekly teacher practice.

Our care needs team, our SET, HSCL and SCP project worker collaborate to ensure our most at risk pupils are afforded opportunities to succeed through our continuum of support model, affirming improved attendance; music therapy and transitioning programmes. Senior management ensure the transition from preschool to junior infants occurs in a manner that is welcoming and supportive. Equally the SEN team manage the transition to Second Level in respect of our most vulnerable pupils by arranging visits to the transferring school and through social stories. Our school chaplain Fr John Dunphy is a welcome and regular visitor to our school. Universal wellbeing approaches such as daily breathing or affirmation statements allow children to feel safe and secure in their classrooms.

- **Fostering respect for human and cultural diversity**

Diversity is a fact but inclusion is an act.

This phrase is taken from our Diversity Notice Board. St. Fiacc's has 33 nationalities and celebrates an intercultural awareness day every June. At a classroom level we ensure groups are regularly changed, we learn phrases from each other's language. Different cultures are acknowledged through project work. The "We All Belong" Programme raises awareness around different types of family and gender expressions. Respect and tolerance of different viewpoints is expected during discussions.

- **Fostering inclusive and respectful language**

The language and tone of voice teachers use when addressing or reprimanding pupils is one of respect and care. By modelling values of fairness, honesty, respect and forgiveness we encourage our pupils to treat their classmates fairly. Equally we challenge prejudice and crude language.

- **Developing appropriate communication between home and school**

Parents have class teachers' school emails if they need to communicate a concern or message. Alternatively they can contact teachers through the Aladdin school platform. Meetings are facilitated at a time that suits both parties when necessary. Parents are offered class meetings in September; this provides an opportunity for the parents to meet their child's teacher. The Principal, Deputy and HSCL are available to parents every morning in the school yard for a quick chat. We are aware of the importance of clarity of language when sending notes home.

- **Developing an approach to school assessment**

At St. Fiacc's we aim to use a variety of assessment techniques when assessing SPHE and strike a balance between child lead and teacher lead assessment and formative and summative assessment in line with the assessment continuum. We share the learning intention at the beginning of every SPHE lesson and utilise self assessment techniques at the end of the lesson such as traffic lights, thumbs up/down, rubrics. Opportunities for real time feedback during the lesson are achieved through conferencing.

Assessment of learning tools used at St Fiacc's are:

- teacher observation

- teacher designed tasks and tests (of which some samples are added to the teacher assessment folder)
- Digital Portfolios using Seesaw or hardcopy portfolios.
- Samples of Stay Safe/FUSE antibullying programmes are selected by the Principal. Fourth class pupils & parents are surveyed annually as part of the Child Safeguarding Statement Review.

A Standard Approach to Whole school Teaching of SPHE.

A Standard approach to whole school planning for the content in SPHE helps our school develop consistency around the teaching of SPHE. This approach offers a guide to teachers in school around what to teach and when. This standard approach involves;

- Teaching 5 Strand units in year 1.
- Teaching 5 Strand units in year 2.
- Ensuring each year at least one Strand unit is taught from each of the three strands.
- Each Strand unit is allocated two months of teaching time.
- The timing of these two months blocks are mapped across each school year.

Within this standard approach all teachers are covering the same Strand units at the same time. This supports the whole school atmosphere and integration with planned school activities. It also enables the teachers to anticipate what will be covered and when, therefore increasing the scope for planned integration or thematic planning with other curricular areas.

Month	Year 1	Year 2
September / October	Self-identity (Myself)	Myself and my family (Myself and others)
November / December	My friends and other people (Myself and others)	Relating to others (Myself and others)
January / February	Safety and Protection (Myself)	Growing and Changing (Myself)
March /April	Making decisions* (Myself)	Taking Care of my Body (Myself)
May / June	Media education (Myself and the wider world)	Developing citizenship (Myself and the wider world)

* Making Decisions is only a strand unit from 3rd - 6th, Juniors - second may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two-year plan will

enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe programme

Additional SPHE topics Schedule

Strands	Topics
Myself	Class Rules Healthy Eating Road Safety (Sept)
Myself	Fire Safety (Nov)
Myself and Others	Anti-Bullying week first week of March
Myself and the wider world	Water/Farm Safety (June)

We All Belong Resource

St. Fiacc's NS will also utilize the We All Belong picture books to include the wide variety and backgrounds of all children and families in our school community. This resource will bring visibility to all families and boys and girls who do not conform to gender stereotypes. This resource will help support children who are in family types not represented in mainstream class materials as well as boys and girls who express themselves right along the gender spectrum.

Term	Year One	Year Two
Sept - January	All Families <i>The Family Book (infants)</i> <i>Monday is One Day (1st/2nd)</i> <i>The Great Big Book of Families (3rd/4th)</i> <i>The Misadventures of the Family Fletcher (5th/6th)</i>	Gender Identity <i>My Princess Boy (Infants)</i> <i>Red, a Crayon's Story (1st/2nd)</i> <i>10,000 Dresses (3rd/4th)</i> <i>Hurricane Child (5th/6th)</i>
February - June	Gender Expression <i>The Paper Bag Princess (infants)</i> <i>Amazing Grace (1st/2nd)</i> <i>The Boy in the Dress (3rd/4th)</i> <i>The Pants Project (5th/6th)</i>	LGBT Families <i>A Tale of Two Mammies (Infants)</i> <i>and Tango makes three (1st/2nd)</i> <i>Uncle Bobby's Wedding (3rd/4th)</i> <i>Donovan's Big Day (5th/6th)</i>

Friends Programme.

Zippy's Friends, Fun Friends and Friends for Life are school based anxiety prevention and resilience building programmes. The Friends programme helps students to develop resilience by

teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. The programmes are taught in the following classes:

Programme	Class
Zippy's Friends	Senior Infants
Fun Friends	First Class
Friends for Life	Fifth Class

*Two teachers are presently undergoing training in the Incredible Years Classroom Management Programme (2022).

The SPHE programme will be taught in a variety of ways through a positive school climate, discrete time and integration with other subjects. Guest speakers such as the local community Garda, fireman, vet will be invited in to speak where possible.

Topics not addressed will be dealt with in discrete time.

For the strand units "Growing and Changing" and "Taking care of my body" refer to RSE Policy of St. Fiacc's NS. The school also has a substance use policy in operation.

5. Methodologies.

Active Learning is promoted as a key principle of SPHE curriculum delivery

The following strategies are also promoted when teaching SPHE:

- Talk and discussion.
- Use of photos, pictures and images.
- Drama.
- Written activities.
- ICT.
- Co-operative games.
- Looking at other children's work
- Learning through play

6. Classroom Management Strategies.

The following Classroom Management Strategies will be employed: Whole class activities, Group Activities, Pair / Partner Activities and Individual Work.

7. Individual Teacher Planning.

As required by the Rules for National Schools all teachers in St. Fiacc's NS will prepare a yearly scheme for all subjects including SPHE. A monthly review will also be submitted to the Principal through Google Drive. Following whole staff planning, each year group will formulate a yearly plan for SPHE.

8. Time Tabling.

The discrete allocation for SPHE is 30 minutes per week with hour blocking being used at teachers' discretion. Opportunities for integration will be utilized where possible.

Certain themes will also be timed tabled at a whole school level where appropriate eg in the First Term Road Safety, Healthy Eating and Fire Safety will be addressed. In the second term Anti-Bullying and in the final term Farm Safety and Water Safety. The “Friends” programmes and “We All Belong Resources” are taught at agreed times of the year.

9. Parental/Community Involvement.

We encourage active participation in SPHE Homework by parents. There will be more specific SPHE areas where parental involvement is necessary such as the RSE or Stay Safe programmes. Parents will be given advanced written notice when sensitive areas of the SPHE curriculum are being taught such as Stay Safe and RSE.

10. Guest Speakers

Best practice guidance for primary schools in the use of external facilitators will be followed in accordance with Circular 0022/2010 <https://circulars.gov.ie/pdf/circular/education/2018/42.pdf>
The BOM of St. Fiacc's believe that the qualified classroom teacher is the best placed professional to work sensitively and consistently with students.

11. Resources.

Walk Tall Programme, Stay Safe Programme, Friends for Life; RSE Manual; Busy Bodies; We All Belong; My Selfie; Webwise, Making the Links; PDST wellbeing hub. We also have a Wellbeing and Mindfulness support section for parents on our school website.

12. Linkage with other policies

RSE Policy; Stay Safe Policy; Anti-Bullying Policy; Anti-Cyberbullying Policy; Child Safeguarding Statement; Special Educational Needs Policy; Supervision Policy; Code of Behaviour; Safety Statement; Assessment Policy; Critical Incident Policy; Substance Use Policy; Healthy Eating Policy.

13. Staff Development

Staff are made aware of appropriate SPHE training if available. Recent related CPD attended includes:

Promoting Wellbeing in schools	July 2022	1 teacher
Critical Incidents Webinar	July 2022	4 ISM members
Developing Positive Mental Health in school children	Sept 2022	1 teacher
Movement Breaks	Sept 2022	2 teachers
Developing Student Voice	Sept 2022	2 teachers
Introducing Digital Portfolios	Oct 2022	Principal
Zippy's Friends	Oct 2022	2 teachers

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Understanding Behaviour	Oct 2022	2 teachers
Leading an Inclusive School	Oct 2022	SENCO
Primary Wellbeing in Education Seminar	Oct 2022	Principal & Deputy
Ideas to promote wellbeing and manage behaviour in classrooms	Nov 2022	1 teacher

14. Success Criteria

St. Fiacc's aims for:

- Delivery of the SPHE programme over a two year cycle.
- Successful implementation of the strategies to create a positive school climate
- Achievement of the aims as set out in section 3.
- Utilisation of all of the methodologies over the academic year.

12. Roles and Responsibilities.

The development, implementation and review of this plan will be shared by the staff of St. Fiacc's NS. in consultation with the Parents and the BOM who ultimately have responsibility for this policy. Mr Pauric Bolton and Miss Siobhan Cody Gaule are the post holders with responsibility for monitoring implementation of the SPHE Programme.

Strand: Myself

Strand unit: Self identity

Infants	First and second	Third and fourth	Fifth and sixth
<i>Self-awareness</i>	<i>Self-awareness</i>	<i>Self-awareness</i>	<i>Self-awareness</i>
Discuss and appreciate all the features that make a person special and unique	Develop an appreciation of and talk about personal strengths , abilities and characteristics	Recognise , describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities	Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways
Begin to understand, appreciate and respect personal abilities, skills and talents	Recognise and appreciate the similarities and differences between people.	Realise that each person has a unique contribution to make to various groups, situations and friendships	Reflect on his/her experience and the reasons for taking different course of action
Recognise and record personal preferences	Identify and talk about personal preferences, dreams for the future and hopes.	Identify realistic personal goals and targets and how these can be achieved in the short term Identify personal preferences, dreams for the future and hopes	Identify realistic personal goals and targets and the strategies required to reach these
Become aware of his/her immediate world through the senses	Become aware of his/her immediate world through the senses	Explore the factors that influence his/her self image	Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about him/herself
<i>Developing self –confidence</i>	<i>Developing self –confidence</i>	<i>Developing self –confidence</i>	<i>Developing self –confidence</i>
Express own views, opinions and preferences	Express personal opinions and preferences and acknowledge those of others and comment on them	Express personal opinions, feelings, thoughts and ideas with growing 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
Become more self reliant and independent	Become more self reliant and independent	Become increasingly responsible and autonomous	Take increasing personal responsibility for him/herself Become more independent and autonomous
Begin to learn how to cope with various changes as they occur	Explore different ways of coping with change	Become more confident in coping with change and with situations that are unfamiliar.	Enhance skills to improve learning
		Enhance skills to improve learning	Enhance skills to improve learning

<p><i>Making decisions</i></p> <p>Identify some everyday choices made by him/herself and those that are made by others</p> <p>Begin to develop some awareness of factors that may influence decisions or choices taken</p>	<p><i>Making decisions</i></p> <p>Recognise and reflect on choices that are made every day</p> <p>Discuss the factors that may influence personal decisions or choices</p> <p>Realise that being involved in decision making demands more personal responsibility</p>		

Strand : Myself

Strand unit : Taking care of my body

Infants	First and second	Third and fourth	Fifth and sixth
<i>Knowing about my body</i>	<i>Knowing about my body</i>	<i>Knowing about my body</i>	<i>Knowing about my body</i>
Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well	Appreciate the need, and understand how to care for the body order to keep it strong and healthy	Realise the importance of caring for and treating his/her own body and that of others with dignity and respect	Realise the importance of treating his/her own body and that of others with dignity and respect
Respect his/her own body and that of other	Recognise the importance of treating the body 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.	Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone
Name parts of the male and female body using appropriate anatomical terms	Name parts of the male and female body using appropriate anatomical terms and identify some of their functions	Recognise the adverse effects of sexual stereotyping and realize that these effects can become more exaggerated as the physical differences between male and female become more apparent	
Explore and discuss the different things the body can do	Explore the various things the body can do		Understand the reproductive system of both male and female
Recognise and practice basic hygiene skills	Develop and practice basic hygiene skills	Recognise and practice good personal hygiene, know how it is maintained and understand its importance in social interaction	Realise how increased physical activity or involvement in physical activities can require increased attention to body care
Realise that each individual has some responsibility for taking care of him/herself	Realise that each individual must take some responsibility for self care	Understand and explore the relationship between health and hygiene	Recognise some physical disabilities and how they affect people's lives

	<p>Become aware of how infection spreads easily and the importance of adhering to a code of hygiene</p> <p>Recognise and examine some of the substances that are taken into the body and the purpose and function of each one</p> <p><i>Food and nutrition</i></p>	<p>Understand and explore the relationship between health and hygiene</p> <p><i>Food and nutrition</i></p>	<p>Become aware of some communicable diseases and explore how diseases and infections spread</p> <p>Identify and be aware of the different ways in which the body may be protected against disease and infection</p> <p><i>Food and nutrition</i></p>
<p><i>Food and nutrition</i></p> <p>Become aware of the importance of food for growth and development</p>	<p>Explore the importance of food for promoting growth, keeping healthy and providing energy</p>	<p>Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation</p>	<p>Appreciate the importance of good nutrition for growing, developing and staying healthy</p>
<p>Explore food preferences and their role in a balanced diet</p>	<p>Appreciate that balance, regularity and moderation are necessary in the diet</p>	<p>Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid</p>	<p>Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet</p>
<p>Discuss and explore some qualities and categories of food</p>	<p>Identify some of the foods that are derived from plant and animal sources</p>	<p>Examine the dietary needs of his/her own age groups in society</p>	<p>Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found</p>
		<p>Explore some factors that influence the consumption of different food products</p>	<p>Explore and examine some of the illnesses particularly associated with food intake or special health conditions</p> <p>Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet</p>
<p>Realise the importance of good hygiene when preparing food to eat</p>	<p>Recognise and practise good hygiene when dealing with food</p>	<p><i>Health and well being</i></p>	<p>Become aware of the importance of hygiene and care in the preparation and use of food</p> <p><i>Health and well being</i></p>
		<p>Understand and appreciate what it means to be healthy and to have a balanced lifestyle</p>	<p>Recognise and examine behaviour that is conducive to health and which is harmful to health</p>

		<p>Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older</p> <p>Begin to develop strategies to cope with various worries or difficulties that he or she may encounter</p> <p>Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink</p> <p>Know and understand the word 'drug' and when it is appropriate or inappropriate to take drugs</p> <p>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</p> <p>Recognise and discuss some people who are concerned with health and welfare</p>	<p>Recognise that there is a personal and communal responsibility for the health and wellbeing of him/herself and others</p> <p>Recognise causes of personal worry and identify appropriate coping strategies</p> <p>Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use</p> <p>Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances</p> <p>Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind</p> <p>Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have</p> <p>Identify and discuss the roles of various people who are concerned with the health of others</p>
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Strand : Myself

Strand unit : Growing and changing

Infants	First and second	Third and fourth	Fifth and sixth
<i>As I grow I change</i>	<i>As I grow I change</i>	<i>As I grow I change</i>	<i>As I grow I change</i>
Identify some of the factors that promote growth	Begin to understand the physical, emotional, social and spiritual factors that promote growth	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	Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
Realise that growth and change are part of the process of life and are unique to each individual	Realise that growth takes place in many different ways and is unique to each individual	Realise that growing and changing are continuous throughout life	Identify and discuss the changes that are experienced in growing from child to adult
Recognise the ability to take responsibility for him/herself and others increases as he/she gets older	Realise that growing up brings increased responsibility for him/herself and others	Recognise how independence and responsibilities are continually increasing Identify the skills and abilities acquired and the interests and pursuits taken up in recent years	
<i>Birth and new life</i>	<i>Birth and new life</i>	Begin to appreciate the need for space and privacy in life <i>Birth and new life</i>	Appreciate the need for individual space and privacy as he/she is growing and developing <i>Birth and new life</i>
Become aware of new life and birth in the world Develop an awareness of human birth	Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle	Discuss the stages and sequence of development of the human baby from conception to birth	Understand sexual intercourse, conception and birth within the context of a committed , loving relationship
Identify what babies need to help them to grow and develop	Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world	Identify the care that needs to be taken while waiting for a baby to be born	Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent
	Realise the various roles parents and other family members have in providing for new-born babies.	Develop an appreciation of the wonder of a new born baby.	

<i>Feelings and emotions</i>	<i>Feelings and emotions</i>	<i>Feelings and emotions</i>	<i>Feelings and emotions</i>
Name a variety of feelings and talk about situations where these may be experienced.	Name and identify a wide range of feelings and talk about and explore feelings in different situations.	Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how these may be expressed	Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
Explore the variety of ways in which feelings are expressed and coped with	Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable	Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner	Discuss and practice how to express and cope with various feelings in an appropriate manner
Begin to be sensitive to the feelings of others and to realize that the actions of one individual can affect the feelings of others	Recognise that individual actions can affect the feelings of others		Understand how feelings help in understanding himself/herself.
Explore and discuss occasions that can promote positive feelings in him/herself	Become aware of and be able to choose healthy ways of feeling good about him/herself		Identify and learn about healthy ways to help him/her feel positive about himself/herself
	Explore the various feelings that change as one grows Identify people with whom he/she can discuss feelings and emotions	Explore how feelings can influence one's life	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 recognize the difference between needs and wants and come to realize that some rewards or experiences may be or should be postponed until later	Differentiate between needs and wants and recognize and explore the concept of delayed gratification

Strand: Myself

Strand unit: Safety and protection

Infants	First and second	Third and fourth	Fifth and sixth
<i>Personal safety</i>	<i>Personal safety</i>	<i>Personal safety</i>	<i>Personal safety</i>
Explore appropriate safety strategies	Discuss and practise appropriate strategies for dealing with these situations	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	Explore rules and regulations at home, in school and in society and the importance of adhering to them
Identify situations and places that are safe and those where personal safety might be at risk	Recognise and explore situations where children feel safe and those where safety might be at risk	Begin to assess the consequences of risky behaviour	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 how other people can persuade him/her to engage in unsafe behaviour	Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted	Identify people, places and situations that may threaten personal safety	Identify situations and places that may threaten personal safety
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 onto the body and their associated functions.			
Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine.			
	Identify risky behaviour and examine its positive and negative consequences	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	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

<i>Safety issues</i>	<i>Safety issues</i>	<i>Safety issues</i>	<i>Safety issues</i>
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	Develop and practise strategies for keeping safe when travelling	Be aware of potential travel hazards and the need for responsible behaviour when travelling	Know how to keep safe when travelling and to understand how individuals can keep others safe
Realise and understand that rules are necessary in order to protect people and keep them safe	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		Develop an awareness of health and safety in the school, home and work-place
Explore how accidents might be prevented at home, in school, on the farm, or in the water	Recognise how accidents might be caused and what can be done in order to prevent accidents happening	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	Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident
Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents	Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them	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	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 occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine	Recognise and explore occasions when medicines are needed	Explore and examine the use of medicines	Explore and examine the use of medicines
	Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing	Adopt responsible behaviour at play and know the appropriate safety measures to take while playing	Recognise places where it is safer to play and how to behave in a responsible manner when playing
		Identify some potential risks to health and safety in the environment	Identify and explore some potential risks to health and safety in the environment

Strand: Myself

Strand unit : Making decisions

Infants	First and second	Third and fourth	Fifth and sixth
		Become aware of and think about choices and decisions that he/she makes every day	Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decision she/she has to make
		Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision	Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.
		Discuss why and how adults can make decisions and set boundaries for young people	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	Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned
		Recognise and explore the risks and the consequences of making a particular decision	Recognise that decisions have consequences and that not all people will make the same decisions all the time
		Learn and begin to devise a simple decision-making strategy	Discuss and practise a simple decision making strategy
		Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions	Identify sources of help in solving problems
		Make individual and group decisions	
			Distinguish between assumption, inference, fact, rumour and opinion in making a decision

Strand: Myself and others

Strand unit : Myself and my family

Infants	First and second	Third and fourth	Fifth and sixth
Identify and name the people who constitute a family and appreciate that all family units are not the same	Identify and talk about those who live at home and recognise that homes and families can vary	Explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time	Explore and discuss families and homes and how they can vary in many ways
Realise that he/she belongs to a family and that each person has a place and role within a family	Recognise his/her role and place in the family unit and the contribution made by each member to the family	Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit	Discuss and identify behaviour that is important for harmony in family life
Explore the things that families do together			
Realise how families take care of, support and love each other	Appreciate his/her own family and identify ways in which members of families can help, support and care for each other	Explore how belonging to a family means that family members love, protect, provide and care for each other	Explore what belonging to a family means
Explore and acknowledge many of the things that can be learned in the home	Explore many of the things that are learned in families, both practical and otherwise		
		Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland	Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.
		Understand that families often undergo planned or unplanned changes that may be pleasant or difficult	Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them
			Examine some factors that can affect family life
			Critically examine the media portrayals of families and family life

Strand: Myself and others

Strand unit: My friends and other people

Infants	First and second	Third and fourth	Fifth and sixth
Identify, discuss and appreciate his/her own friends	Discuss personal friends and why he/she enjoys being with them	Appreciate the need for and the importance of friendship and interacting with others	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 examine the different aspects of friendship	Identify, explore and discuss qualities and skills associated with friendship	Explore the different aspects of friendship	Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances
Identify and appreciate friends at school and how they can help and care for each other	Explore how friends can influence personal actions and decisions	Examine different types of friendship	
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	Know how to treat people with dignity and respect	Respect and show consideration for the views, beliefs and values of others	Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively
Recognise and explore bullying behaviour, who is involved and the effects on different people	Recognise and explore bullying behaviour, who is involved and the effects on different people	Recognise, discuss and understand bullying	Recognise, discuss and understand bullying and its effects
Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else	Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else	Recognise, discuss and understand bullying	Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully
		Explore and examine ways of dealing with bullying	
		Respect and show consideration for the views, beliefs and values of others	
		Begin to cope with disharmony in, or loss of, friendship	Consider problems that can arise in friendships and other relationships and how these could be handled
		Acknowledge that friends often circulate in groups, which can be healthy or unhealthy	Identify the different groups to which friends can belong and recognise what constitutes a healthy group
		Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with	Practise and recognise the importance of care and consideration, courtesy and good manners with others

		others	Explore the differences between boy-and girl friendships and same-sex friendships
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Strand: Myself and others

Strand unit: Relating to others

Infants	First and second	Third and fourth	Fifth and sixth
Listen and respond to the opinions and views of others	Express and record experiences, opinions, feelings and emotions in a variety of ways	<i>Communicating</i> Listen carefully and reflectively to others	<i>Communicating</i> Listen actively to others and respect what each person has to say
Use verbal and non-verbal behaviour to perform social functions	Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions	Recognise and explore various verbal and non-verbal means of communicating	Explore and practise the many verbal and non-verbal ways in which people communicate with each other
Practise care and consideration, courtesy and good manners when interacting with others		Use language, gestures and other appropriate behaviour to perform social functions	
		Examine the power of persuasion relating to others and identify times when it can be used positively and negatively	Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences
		Give and receive compliments and constructive criticism in different situations	
		Recognise and explore how language can be used to foster inclusiveness	Examine the various ways in which language can be used to isolate and discriminate against people
Resolve conflicts with others	Explore and practise how to handle conflict without being aggressive		Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
		<i>Resolving conflict</i> Identify reasons for conflict in different situations	<i>Resolving conflict</i> Discuss how conflict can arise with different people and in different situations
		Identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable	Identify and discuss various responses to conflict situations
			Explore and practise how to handle conflict without being aggressive

Strand: Myself and the wider world

Strand unit: Developing citizenship

Infants	First and second	Third and fourth	Fifth and sixth
<p><i>My school community</i></p> <p>Recognise the name of his/her own school and the people who contribute to the life of the school</p>	<p><i>My school community</i></p> <p>Recognise and write the name and location of his/her own school and identify those who constitute the school community</p>	<p><i>My school community</i></p> <p>Identify the people who constitute the school community and the role of individuals in contributing to the life of the school</p>	<p><i>Living in the local community</i></p> <p>Explore the concept of the class or school as a community</p>
<p>Realise that each person is important and has a unique and valuable contribution to make to the class</p>	<p>Explore what it means to belong and recognise some of the different groups to which he/she can belong</p>	<p>Explore the various ways in which the school promotes a sense of belonging</p>	<p>Practise ways of working together and of developing a sense of belonging</p>
<p>Recognise the importance of sharing and co-operating and being fair in all activities in the class and school</p>	<p>Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone</p>	<p>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</p>	
<p>Realise and understand the necessity for adhering to the class and school rules</p>	<p>Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all</p>	<p>Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline</p>	
<p>Explore and respect the diversity of children in the class and school</p>	<p>Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together</p>	<p>Develop and practise leadership roles and learn to work together in different group situations</p>	
		<p>Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others</p>	
		<p>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</p>	
		<p>Explore and recognise the rights and responsibilities of both adults and children in the school community</p>	
<p><i>Living in the local community</i></p> <p>Recognise and appreciate people or groups who serve the local community</p>	<p><i>Living in the local community</i></p> <p>Begin to appreciate how people depend on each other in many aspects of life</p>	<p><i>Local and wider communities</i></p> <p>Realise what it means to belong to a group</p>	<p><i>Local and wider communities</i></p>

and how their contribution enhances the quality of life of others			Examine how justice, fairness and equality may or may not be exemplified in a community	Explore how inequality might exist in the local community and suggest ways in which this might be addressed
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	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		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	Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals
Suggest ways of helping other people at home, in school and in the local community	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		Recognise how each person has both an individual and a communal responsibility to the community	Recognise and understand the role of the individual and various groups in the community
Recognise that each person has an important contribution to make to the life of the community	Develop a sense of belonging to his/her own local community		Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country	Explore local traditions and folklore and develop a sense of pride in his/her local community
Begin to become aware of local identity and to participate in and enjoy celebrating local events	Develop an awareness of people in other places		Explore some of the issues and concerns in the local or national community	Identify some local issues of concern and explore possible action that could be taken to address these issues
			Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have	
			Begin to develop an awareness of the lives and culture of some people in the European Union	
<i>Environmental care</i>	<i>Environmental care</i>	<i>Environmental care</i>	<i>Environmental care</i>	<i>Environmental care</i>
Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment	Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment	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	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: Myself and the wider world

Strand unit: Media education

Infants	First and second	Third and fourth	Fifth and sixth
<p>Realise that he/she receives information from many different sources</p>	<p>Become aware of and learn about the different ways in which information can be communicated</p>	<p>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</p>	<p>Explore and understand how information is conveyed and practise relaying messages using a variety of methods</p>
<p>Identify favourite television programmes, videos and video games and indicate reasons for preference</p>		<p>Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media</p>	<p>Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included</p>
<p>Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits</p>	<p>Begin to distinguish between fact and fiction in stories or situations in different media forms</p>		<p>Identify the audiences at which different aspects of the media are aimed</p>
<p>Begin to use and explore the various kinds of information technology available</p>			
<p>Begin to explore and talk about the difference between advertisements and programmes</p>	<p>Discuss and explore advertising that is specifically aimed at children</p>	<p>Become aware of advertising and its purpose and nature</p>	<p>Become aware of the different forms of advertising, its purpose and the messages it promotes</p>
			<p>Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas</p>
		<p>Begin to explore some of the techniques that are used in marketing and advertising</p>	
		<p>Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations</p>	
			<p>Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media</p>
			<p>Explore various recreation and leisure activities as an alternative to watching</p>

			television	
			Explore and use some simple broadcasting, production and communication techniques	