

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



**Scoil Mhuire**  
**Teach Sagard**  
**Co. Áth Cliath**

**Title**

Social, Personal and Health Education Whole School Plan

**Introductory Statement and Rationale****(a) Introductory Statement**

The staff of St. Mary's N.S. formulated our school's Social, Personal and Health Education Whole School Plan in 2005. It was reviewed in the years 2007 and 2008. The staff and the Board of Management were consulted, as part of these reviews.

In November 2020, the Social, Personal and Health Education team carried out a review of this plan in consultation with the staff.

**(b) Rationale**

This plan is intended to:

- Benefit teaching and learning in our school.
- Conform to principles of learning outlined in the Primary School Curriculum.
- Give structure to the SPHE programme.
- Clarify and co-ordinate the work throughout our school.

**Vision and Aims****Vision**

St. Mary's National School celebrates the uniqueness of the child, as it is expressed in each child's personality, intelligence and potential for development. We nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social

and physical. Social, Personal and Health Education provides particular opportunities to foster the personal development, health and wellbeing of the child and to help him/her create and maintain supportive relationships and become an active and responsible citizen in society. Throughout the SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future.

### **Aims**

We endorse the aims of the Primary School Curriculum for SPHE

- 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 independent nature of the world.

### **Content of Plan**

#### **Curriculum Planning**

#### **Strands and Strand Units:**

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

The Curriculum is divided into three strands –

- Myself
- Myself and others
- Myself and the wider world

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

St. Mary's National School will teach aspects of all three strands each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two-year period.

**Year One: Junior Infants, First Class, Third Class and Fifth Class**

**Year Two: Senior Infants, Second Class, Fourth Class and Sixth Class**

<b>Strand</b>	<b>Strand Units Year One (Junior Infants, 1<sup>st</sup> class, 3<sup>rd</sup> class &amp; 5<sup>th</sup> class)</b>	<b>Strand Units Year Two (Senior Infants, 2<sup>nd</sup> class, 4<sup>th</sup> class &amp; 6<sup>th</sup> class)</b>
Myself	Self- Identity (September)	Taking Care of My Body (September)
	Safety and Protection (October, November and December)	Safety and Protection (October, November and December)
	Growing and Changing (March and April)	Growing and Changing (March and April)
	Making Decisions (February – 3 <sup>rd</sup> class and 5 <sup>th</sup> class)	
Myself and others	Myself and My Family (January and February - <i>Junior Infants and 1<sup>st</sup> class</i> ) (January - <i>3<sup>rd</sup> and 5<sup>th</sup> class</i> )	My Friends and Other People (January) Relating to others (February)
Myself and the wider world	Developing Citizenship (May and June)	Media Education (May and June)

***Please see appendix 1 which contains a plan for each class level detailing strands/strand units to be covered each month.***

***Each class plan also contains suggested lessons and activities for each topic.***

***Please note, Stay Safe and RSE must be taught as stated on plan.***

***Parents may choose to inform the school in writing if they do not want their child to take part in RSE.***

### **Contexts for SPHE**

SPHE will be taught in St. Mary's N.S. through a combination of the following contexts:

- **Positive school climate and atmosphere**

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

In order to achieve these aims we will be guided by the following strategies:

- We have effective communication systems in place within our school.
- We especially cater for individual needs.
- We promote democratic communication processes in our school.
- We always strive to enhance the children's self-esteem.
- We promote and foster respect for diversity.
- We foster inclusive and respectful language.
- We continue to develop a school approach to assessment.

- **Discrete time for SPHE**

SPHE is allocated ½ hour per week on each teacher's timetable in St. Mary's N.S.

However, teachers may allocate one hour per fortnight to allow for more in-depth exploration of a strand unit.

- **Integration with other subject areas and linkage within SPHE**

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as English, Physical Education, Science, History, Geography, Art and Religion.

Themed weeks, such as, Anti-Bullying week, Friendship week, Relationships and Sexuality Education week, Intercultural week and

Active Schools week will also be explored.

During the course of normal teacher interactions with the children, opportunities will frequently be presented to include aspects of the SPHE curriculum. Teachers will routinely deal with:

- Conflict
- Increasing independence and self-reliance
- Feelings and emotions – teaching empathy and recognising own emotions
- Safety and protection issues can arise from events and will frequently be dealt with accordingly
- Making decisions

### **Approaches and Methodologies**

St. Mary's N.S. believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE. The children will be encouraged to participate in his/her own learning. A wide variety of strategies will be used.

These strategies will include:

- Circle time
- Discussion
- Drama activities
- Co-operative games
- Use of pictures and images
- Use of media
- Use of the environment
- Information and communication technology
- Written activities

### **Assessment**

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's

progress and on the effectiveness and suitability of the programme and the teaching methods being used.

St. Mary's N.S. uses the following recommended informal tools for assessment in SPHE:

- Teacher observation
- Teacher-designed tasks and tests
- Portfolios and projects

### **Children with Different Needs**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Please see our school's Relationships and Sexuality Education policy for more information.

St. Mary's N.S. will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

### **Equality of Participation and Access**

- Equal opportunities are afforded to boys and girls to participate in discussion, debate and activity.
- Diversity in our school is recognised and valued.
- Access by all to services, facilities and amenities in our school environment is facilitated.
- Provision is made for children for whom English is not their first language.
- Teachers in planning lessons will have due regard for children with learning difficulties.

### **Organisation**

Policies and Programmes that support SPHE:

Policies	Programmes
<ul style="list-style-type: none"> <li>• Relationships and Sexuality Education Policy</li> <li>• Anti-Bullying Policy</li> <li>• Code of Behaviour</li> <li>• Healthy Eating Policy</li> <li>• Special Educational Needs Policy</li> <li>• Enrolment Policy</li> <li>• Homework Policy</li> <li>• Acceptable Use Policy</li> <li>• Social Media Policy</li> <li>• Attendance Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships and Sexuality Education</li> <li>• Stay Safe Programme</li> <li>• Walk Tall</li> <li>• Fun Friends</li> <li>• Friends for Life</li> <li>• Buddy Bench Programme</li> <li>• Green Flag</li> <li>• Yellow Flag</li> <li>• Active Schools Flag</li> </ul>

**Homework:**

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

**Resources**

- Relationships and Sexuality Manuals
- Relationships and Sexuality Materials
- Walk Tall
- Stay Safe Programme



- Busy Bodies
- Resources stored on the staff share – SPHE folder

### **Individual Teachers' Planning and Reporting**

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE. The teaching of Stay Safe and RSE must be reflected in each teacher's Cuntas Míosúil.

### **Staff Development**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- training in the Child Abuse Prevention Programme/ Stay Safe
- training in the Substance Misuse programme /Walk Tall
- training in the Relationships and Sexuality Education programme /R.S.E.
- PDST Advisor support and modelling of lessons

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

### **Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE as St. Mary's NS believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE. St. Mary's N.S. distribute letters to parents informing them of the teaching of RSE and Stay Safe.

### **Community Links**

St. Mary's N.S. believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Garda, Fire Safety, Clergy etc.

### **Success Criteria**

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

### **Implementation**

#### **(a) Roles and Responsibilities:**

St. Mary's N.S. believes that the school community must be involved to successfully implement SPHE. Therefore, the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

#### **(b) Timeframe:**

The plan will be implemented by January 2021.

### **Review**

#### **(a) Roles and Responsibilities:**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. Marie Kirrane is responsible for co-ordinating this review. Those involved in the review will include post holder, teachers, pupils, parents, school management, BoM, DES, Others.

**(b) Timeframe:**

This plan will be reviewed in May 2022 or as the need arises.

**Ratification and Communication**

The Board of Management of St. Mary's N.S. ratified this plan.

**Signed:** Miriam Marron (Chairperson of BoM)

Suzanne Olwill (Principal)

**Date:** 15/02/2021

This plan is available to view at the school by the parents on request.

**Appendix One – Class Plans**

**Class: Junior Infants**

<b><u>Month</u></b>	<b><u>Strands</u></b>	<b><u>Strand units</u></b>	<b><u>Topics</u></b>	<b><u>Examples of Lessons/Learning Activities</u></b>
<b>September</b>	Myself	Self-Identity	Self-awareness	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- What a Lovely Bunch page 20</li> <li>- This is Me page 23</li> <li>- There’s No One Quite Like Me page 26</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- This is Me page 15</li> </ul>
			Developing self-confidence	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- My Important People page 38</li> </ul>
			Making decisions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Storm page 84</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Making Choices 85</li> </ul>
<b>October</b> <i>Anti-Bullying week</i>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 1 - Feeling Safe and Unsafe page 17</li> <li>- Topic 2 – Friendship and Bullying page 31</li> </ul>
<b>November</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 3 - Touches page 45</li> </ul>

				<ul style="list-style-type: none"> <li>- Topic 4 - Secrets and Telling page 55</li> </ul>
<b>December</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5 – Strangers page 61</li> </ul>
			Safety Issues	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Taking Care page 100</li> <li>- Miss Polly’s Sick Dolly page 93</li> <li>- What Would You Do? page 96</li> <li>- Things I Put on my Body page 89</li> </ul>
<b>January</b>	Myself and Others	Myself and My Family		<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- This is My Family page 43</li> </ul>
<b>February</b> <i>Friendship week</i>	Myself and Others	Myself and My Family		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Who Lives Inside My Door? page 75</li> </ul>
<b>March</b>	Myself	Growing and Changing	As I Grow, I Change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- I Grow page 77</li> <li>• <u>Walk Tall</u></li> <li>- Look At Me Now page 31</li> </ul>
			New Life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- New Life page 67</li> <li>• <u>Walk Tall</u></li> <li>- A New Baby page 28</li> </ul>
<b>April</b>	Myself	Growing and Changing	Feelings and Emotions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Feeling Faces page 110</li> <li>- A surprise page 118</li> </ul>

				<ul style="list-style-type: none"> <li>- Things that go bump in the night page 121</li> <li>- I'm lonely page 125</li> <li>- Little Miss Angry page 128</li> <li>- Caring and sharing page 131</li> </ul>
<b>May</b>	Myself and the Wider World	Developing Citizenship	My School Community	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Look at me now page 31</li> <li>- Bear Hugs page 42</li> </ul>
<b>June</b>	Myself and the Wider World	Developing Citizenship	Living in the Local Community	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Where I Live page 120 <i>(Senior Infants manual)</i></li> </ul>
			Environmental Care	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Taking Care of Our World page 122 <i>(Senior Infants manual)</i></li> <li>- Let's Celebrate what we've learned page 139</li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on the plan.***



<b>December</b>	Myself	Safety and Protection	Personal Safety Safety Issues	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5: Strangers page 61</li> </ul>
<b>January</b>	Myself and Others	My Friends and Other People		<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- These are my Friends page 107</li> <li>• <u>Walk Tall</u></li> <li>- Names I Have page 19</li> <li>- Name Train page 32</li> </ul>
<b>February</b> <i>Friendship Week</i>	Myself and Others	Relating to Others		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- My Special People Booklet page 74</li> <li>- Our Class page 77</li> <li>- We Can Help page 82</li> </ul>
<b>March</b>	Myself	Growing and Changing	As I grow I change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- I grow and change page 157</li> </ul>
			New life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Caring for new life page 137</li> </ul>
<b>April</b>	Myself	Growing and Changing	Feelings and emotions	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Other people have feelings too page 129</li> <li>• <u>Walk Tall</u></li> <li>- Things to be Happy About page 105</li> <li>- Hot Air Balloon Ride page 108</li> </ul>



<b>May</b>	Myself and the Wider World	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Jungle Journey page 68</li> <li>- Getting to know me page 34</li> </ul>
<b>June</b>	Myself and the Wider World	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Our Favourite Programmes page 125</li> <li>- Stars page 130</li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on plan.***

**Class: First Class**

<u>Month</u>	<u>Strands</u>	<u>Strand units</u>	<u>Topics</u>	<u>Examples of Learning Activities</u>
<b>September</b>	Myself	Self-identity	Self-awareness	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- I am good at lots of things page 21</li> <li>- Alike and different page 27</li> <li>- When I'm Older I'd Like to Belong... page 128</li> </ul>
			Developing self-confidence	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Our favourite things page 24</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Things I like to do page 15</li> </ul>
			Making decisions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Adverts are Messages page 139</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Decisions and their consequences page 87</li> </ul>
<b>October</b> <i>Anti-Bullying Week</i>	Myself	Safety and protection	Personal safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 1: Feeling Safe and Unsafe page 17</li> <li>- Topic 2: Friendship and Bullying page 31</li> </ul>

<b>November</b>	Myself	Safety and protection	Personal safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 3: Touches page 49</li> <li>- Topic 4: Secrets and Telling page 63</li> </ul>
<b>December</b>	Myself	Safety and protection	Personal safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5: Strangers page 71</li> </ul>
			Safety issues	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Our classroom rules are important page 86</li> <li>- Rules have reasons page 90</li> <li>- Rules about medicines page 97</li> </ul>
<b>January</b>	Myself and others	Myself and my family		<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- My family page 31</li> </ul>
<b>February</b> <i>Friendship week</i>	Myself and others	Myself and my family		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- I belong in my home page 108</li> </ul>

<b>March</b>	Myself	Growing and changing	As I grow I change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Growing means changing page 77</li> </ul>
			New life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- The wonder of new life page 59</li> </ul>
<b>April</b>	Myself	Growing and changing	Feelings and emotions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Name that feeling page 49</li> <li>- Feelings are good page 55</li> <li>- Being happy page 65</li> <li>- It's OK to cry when I'm sad page 69</li> <li>- Letting off steam page 72</li> <li>- When I'm scared I can look for help page 76</li> <li>- I can think positively page 80</li> </ul>
<b>May</b>	Myself and the Wider World	Developing Citizenship	My School Community	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- My name page 19</li> <li>- Our classroom rules are important page 86</li> <li>- I belong in my home page 108</li> <li>- I belong with my class page 112</li> <li>- Taking care of our classroom environment page 120</li> </ul>

<b>June</b>	Myself and the Wider World	Developing Citizenship	Living in the local community	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Rules have reasons page 90</li> <li>- I belong in my community page 125</li> </ul>
			Environmental Care	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Taking care of our classroom environment pg. 120</li> <li>- Bringing it all together page 145</li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on plan.***

**Class: Second Class**

<u>Month</u>	<u>Strands</u>	<u>Strand units</u>	<u>Topics</u>	<u>Examples of Lessons/Learning Activities</u>
<b>September</b>	Myself	Taking care of my body	<ul style="list-style-type: none"> <li>• Knowing about my body</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- Our Amazing Bodies page 37</li> <li>- My Heart and My Lungs page 41</li> <li>- My Brain page 45</li> <li>- Medicines are Powerful Drugs page 62</li> <li>- Injections page 69</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• Food and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- My Body Needs Different Types of Food page 52</li> <li>- Too Much of a Good Thing page 59</li> </ul> </li> </ul>
<b>October</b> <i>Anti-Bullying week</i>	Myself	Safety and Protection	<ul style="list-style-type: none"> <li>• Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Stay Safe Programme</u> <ul style="list-style-type: none"> <li>- Topic One: Feeling Safe and Unsafe page 17</li> <li>- Anti-Bullying Week Lesson Pack</li> </ul> </li> </ul>
<b>November</b>	Myself	Safety and Protection	<ul style="list-style-type: none"> <li>• Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Stay Safe Programme</u> <ul style="list-style-type: none"> <li>- Topic Three: Touches page 49</li> <li>- Topic Four: Secrets and Telling page 63</li> </ul> </li> </ul>

<b>December</b>	Myself	Safety and Protection	<ul style="list-style-type: none"> <li>• Personal Safety</li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Stay Safe Programme</u> <ul style="list-style-type: none"> <li>- Topic Five: Strangers page 71</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>• Safety Issues</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- I'm learning to use my own brain page 114</li> </ul> </li> </ul>
<b>January</b>	Myself and others	Myself and other people		<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u> <ul style="list-style-type: none"> <li>- Being Friends page 113</li> </ul> </li> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- Friends influence each other page 19</li> <li>- I'm Learning to Trust page 31</li> <li>- I'm learning to use my own brain page 114</li> <li>- Bullying page 124</li> </ul> </li> </ul>
<b>February</b> <i>Friendship week</i>	Myself and others	Relating to others		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- I Have Opinions page 99</li> <li>- I'm Learning to ask for what I want page 102</li> <li>- I'm Learning About My Rights page 106</li> <li>- I'm Learning to Say No page 110</li> </ul> </li> </ul>
<b>March</b>	Myself	Growing and changing	As I grow I change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u> <ul style="list-style-type: none"> <li>- Growing means changing page 171</li> </ul> </li> </ul>

			New life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u> <ul style="list-style-type: none"> <li>- The wonder of new life page 151</li> </ul> </li> </ul>
<b>April</b>	Myself	Growing and changing	Feelings and emotions	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u> <ul style="list-style-type: none"> <li>- Coping with our feelings page 141</li> </ul> </li> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- Times When We are Happy page 82</li> <li>- Name that Feeling page 85</li> <li>- True Feelings page 87</li> <li>- My Special Person and Me page 90</li> </ul> </li> </ul>
<b>May</b>	Myself and the wider world	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- Facts or fiction page 133 <i>(1<sup>st</sup> class manual)</i></li> <li>- We are modern explorers page 136 <i>(1<sup>st</sup> class manual)</i></li> </ul> </li> </ul>
<b>June</b>	Myself and the wider world	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- Adverts are Influences page 148</li> <li>- I'm celebrating all I've learned page 154</li> </ul> </li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on plan.***



**Class: Third Class**

<u>Month</u>	<u>Strands</u>	<u>Strand units</u>	<u>Topics</u>	<u>Examples of Lessons/Learning Activities</u>
<b>September</b>	Myself	Self-Identity	Self-Awareness  Developing self-confidence	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u> <ul style="list-style-type: none"> <li>- My Name is Special page 29</li> <li>- My Strengths page 33</li> <li>- Everyone is Unique page 37</li> </ul> </li> <li>• <u>Relationships and Sexuality Education</u> <ul style="list-style-type: none"> <li>- Special Gifts page 17</li> </ul> </li> </ul>
<b>October</b> <i>Anti-Bullying Week</i>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u> <ul style="list-style-type: none"> <li>- Topic 1: Feeling Safe and Unsafe page 17</li> <li>- Topic 2: Friendship and Bullying page 31</li> </ul> </li> </ul>
<b>November</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u> <ul style="list-style-type: none"> <li>- Topic 3: Touches page 52</li> <li>- Topic 4: Secrets and Telling page 67</li> </ul> </li> </ul>

<b>December</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5: Strangers page 73</li> </ul>
			Safety Issues	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Who Made the Mistake? page 133</li> <li>- Safety Audit for the Toddler page 136</li> <li>- Growing in Responsibility page 138</li> </ul>
<b>January</b>	Myself and Others	Myself and My Family		<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- My family page 37</li> <li>• <u>Walk Tall</u></li> <li>- My Name is Special page 29</li> <li>- Our Actions Affect the Feeling of Others page 67</li> </ul>
<b>February</b> <i>Friendship week</i>	Myself	Making Decisions		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- The Effects of Bullying page 105</li> <li>- What We Think About Bullying page 112</li> <li>- Witnessing Bullying page 116</li> <li>- A Bully-Free Zone page 121</li> <li>- Who Made the Mistake page 133</li> <li>- Safety Audit for the Toddler page 136</li> <li>- Growing in Responsibility page 138</li> <li>- The Risks of Smoking Cigarettes page 142</li> <li>- The Risks of Drinking Alcohol page 149</li> <li>- Sometimes Adults Need Rules page 154</li> </ul>
<b>March</b>	Myself	Growing and Changing	As I Grow I Change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- As I grow I change page 93</li> </ul>

			New Life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- The Wonder of New Life page 173</li> <li>• <u>Walk Tall (4<sup>th</sup> class)</u></li> <li>- New Life page 153</li> </ul>
<b>April</b>	Myself	Growing and Changing	Feelings and Emotions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Feeling Left Out page 71</li> <li>- When Someone Special Dies page 75</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Expressing feelings page 57</li> </ul>
<b>May</b>	Myself and the Wider World	Developing Citizenship	My School Community	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Success page 82</li> <li>- All the Feelings Along the Way page 86</li> <li>- Rules in the Classroom page 19</li> </ul>
			Local and Wider Communities	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- It's a Wonderful World page 45</li> <li>- Feeling Left Out page 71</li> </ul>
<b>June</b>	Myself and the Wider World	Developing Citizenship	Environmental Care	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- I Want...I Need page 53</li> <li>- I Want...I Need (Wider World) page 56</li> <li>• <u>Walk Tall</u></li> <li>- Celebration of Learning page 178</li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on plan.***

**Class: Fourth Class**

<u>Month</u>	<u>Strands</u>	<u>Strand units</u>	<u>Topics</u>	<u>Examples of Lessons/Learning Activities</u>
<b>September</b>	Myself	Taking Care of My Body	Health and Wellbeing	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- As I Grow Older I Can Learn to Look After Myself page 101</li> <li>- Keeping my Thinking Healthy page 114</li> <li>- What Is a Drug? page 125</li> <li>- The Dangers of Alcohol page 131</li> <li>- The Dangers of Solvents page 136</li> </ul>
			Knowing about my Body	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Clean and Healthy page 107</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Being Clean – Keeping Healthy page 183</li> </ul>
			Food and Nutrition	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Food Choices page 110</li> </ul>
<b>October</b> <i>Anti-Bullying Week</i>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 1: Feeling Safe and Unsafe page 17</li> <li>- Anti-Bullying Week Lesson Pack</li> </ul>

<b>November</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 3: Touches page 52</li> <li>- Topic 4: Secrets and Telling page 67</li> </ul>
<b>December</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5: Strangers page 73</li> </ul>
			Safety Issues	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Reasons for Rules page 147</li> </ul>
<b>January</b>	Myself and Others	My Friends and Other People		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Having Friends page 82</li> <li>- When Friendships Go Wrong page 86</li> <li>- Dealing with Bullying page 93</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Myself and others page 117</li> <li>- Bullying behaviour page 127</li> </ul>
<b>February</b> <i>Friendship Week</i>	Myself and Others	Relating to Others	Communicating	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Easy Talking...Difficult Listening page 161</li> <li>- Speaking with I-Statements page 180</li> </ul>
			Resolving Conflict	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- The Journey of Anger page 174</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Problem solving page 207</li> </ul>

<b>March</b>	Myself	Growing and Changing	As I Grow I Change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- As I Grow, I Change page 93</li> </ul>
			New Life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- The Wonder of New Life page 173</li> <li>• <u>Walk Tall</u></li> <li>- New Life page 153</li> </ul>
<b>April</b>	Myself	Growing and Changing	Feelings and Emotions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- How Do You Feel? Page 47</li> <li>- Expressing Feelings page 51</li> <li>- What I Need and What I Want page 56</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Feelings and emotions page 155</li> </ul>
<b>May</b>	Myself and the Wider World	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- What Influences Me? Page 32 <i>(4<sup>th</sup> class Manual)</i></li> <li>- My Favourite TV Programme page 161 <i>(3<sup>rd</sup> Class Manual)</i></li> <li>- Documentary page 165 <i>(3<sup>rd</sup> Class Manual)</i></li> </ul>
<b>June</b>	Myself and the Wider World	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Advertising page 167 <i>(3<sup>rd</sup> Class Manual)</i></li> <li>- Producing Our Own TV Programme page 171 <i>(3<sup>rd</sup> Class Manual)</i></li> <li>- I'm celebrating all I've learned page 189</li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on plan.***

**Class: Fifth Class**

<u>Month</u>	<u>Strands</u>	<u>Strand units</u>	<u>Topics</u>	<u>Examples of Lessons/Learning Activities</u>
<b>September</b>	Myself	Self-Identity	Self-Awareness	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- This is My Life page 26</li> <li>- Realistic Goals and Targets page 34</li> <li>- I Like Me Just the Way I Am page 39</li>   <li>• <u>Relationships and Sexuality Education</u></li> <li>- The Person I Am page 25</li> </ul>
			Developing Self-Confidence	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Being an Effective Listener page 51</li> </ul>
<b>October</b> <i>Anti-Bullying Week</i>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 1: Feeling Safe and Unsafe page 17</li>   <li>- Topic 2: Friendship and Bullying page 29</li> </ul>
<b>November</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li>   <li>- Topic 3: Touches page 51</li>   <li>- Topic 4:</li> </ul>



				<ul style="list-style-type: none"> <li>- Secrets and Telling page 61</li> </ul>
<b>December</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5: Strangers page 69</li> </ul>
			Safety Issues	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Managing Risky Situations page 165</li> <li>- Keeping Safe page 175</li> <li>- Preventing Accidents page 178</li> </ul>
<b>January</b>	Myself and Others	Myself and My Family		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- My Family page 218</li> <li>- Changing Families page 221</li> <li>- Different Kinds of Families page 225</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- My Family page 49</li> </ul>
<b>February</b> <i>Friendship week</i>	Myself	Making Decisions		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Making Decisions page 188</li> <li>- Decisions Have Consequences page 191</li> <li>- Other People and Decision-Making page 194</li> <li>- Responsibilities and Choices page 198</li> <li>- I Can Choose page 201</li> <li>- Ways of Deciding page 204</li> <li>- Facts and Opinions page 208</li> </ul>
<b>March</b>	Myself	Growing and Changing	As I Grow I Change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- My Body Grows and Changes page 81</li> <li>• <u>Walk Tall</u></li> <li>- This is My Life page 26</li> </ul>

			Birth and New Life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- The Wonder of New Life page 93</li> <li>- Caring for New Life page 103</li> <li>- Busy Bodies DVD</li> </ul> <p><b>Please note, fifth class do not watch pregnancy, contractions and the birth of the baby. For more information, please see appendix 2, RSE – Language Taught.</b></p>
<b>April</b>	Myself	Growing and Changing	Feelings and Emotions	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Realistic Goals and Targets page 34</li> <li>- I Like Me Just the Way I Am page 39</li> <li>- Talking About Feelings page 130</li> <li>- Managing Feelings page 134</li> <li>- Handling Criticism page 138</li> <li>- Coping with Disappointment page 144</li> <li>- What Happens When I Feel...? Page 148</li> <li>- Needs and Wants page 152</li> <li>- Being Positive About Myself page 156</li> </ul> <ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Feelings and Emotions page 69</li> </ul>
<b>May</b>	Myself and the Wider World	Developing Citizenship	Living in the local community	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- We Live in Our Community page 295</li> <li>- Working Together to Learn About Our Community page 300</li> <li>- Save Our Surroundings page 303</li> </ul>

<b>June</b>	Myself and the Wider World	Developing Citizenship	National, European and wider communities	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Are all People Equal? page 310</li> <li>- Enough for Everyone? Page 312</li> <li>- Our Community: Our World page 317</li> <li>- I'm celebrating all I've learned page 351</li> </ul>
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**Class: Sixth Class**

<u>Month</u>	<u>Strands</u>	<u>Strand units</u>	<u>Topics</u>	<u>Examples of Lessons/Learning Activities</u>
<b>September</b>	Myself	Taking Care of My Body	Health and Wellbeing	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Healthy and Unhealthy Behaviour page 67</li> <li>- Learning to Deal with Worry page 75</li> <li>- Reasons for Drug-Taking page 78</li> <li>- Risky Places – Risky Choices page 85</li> <li>- Dependency and Addiction page 90</li> <li>- Help and the Community page 94</li>   <li>• <u>Relationships and Sexuality Education</u></li> <li>- Keeping Safe and Healthy page 163</li> </ul>
			Knowing about my Body	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Differing Abilities page 111</li> <li>- Infections and Body Protection page 114</li> </ul>
			Food and Nutrition	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Food Choices page 98</li> <li>- Care with Food page 102</li> <li>- A Problem with Food? page 104</li> <li>- Body Care page 108</li> </ul>
<b>October</b> <i>Anti-Bullying Week</i>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 1: Feeling Safe and Unsafe page 17</li>   <li>- Anti-Bullying Week Lesson Pack</li> </ul>

<b>November</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 3: Touches page 51</li> <li>- Topic 4: Secrets and Telling page 61</li> </ul>
<b>December</b>	Myself	Safety and Protection	Personal Safety	<ul style="list-style-type: none"> <li>• <u>Stay Safe</u></li> <li>- Topic 5: Strangers page 69</li> </ul>
			Safety Issues	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Medicines page 171</li> <li>- Accident/Incident Prevention page 181</li> <li>- Care with Substances page 186</li> </ul>
<b>January</b>	Myself and Others	My Friends and Other People		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Friends page 231</li> <li>- New Friends page 236</li> <li>- Groups and Me page 239</li> <li>- Bullying page 242</li> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Choices and Decision Making page 221</li> </ul>
<b>February</b> <i>Friendship week</i>	Myself and Others	Relating to Others	Communicating	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Communication page 249</li> <li>- Listening page 254</li> <li>- Assertive Communication page 259</li> <li>- Influence and Persuasion page 265</li> <li>- Name-Calling page 269</li> </ul>

			Resolving Conflict	<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Conflict page 273</li> <li>- Responses to Conflict page 278</li> </ul>
<b>March</b>	Myself	Growing and Changing	As I Grow I Change	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Growing and changing page 183</li> <li>• <u>Walk Tall</u></li> <li>- We Are All Unique page 31</li> <li>- Celebrating Achievements page 42</li> <li>- Looking to the Future page 340</li> </ul>
			Birth and New Life	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Relationships and new life page 199</li> <li>- A baby is a miracle page 209</li> <li>- Busy Bodies DVD</li> </ul>
<b>April</b>	Myself	Growing and Changing	Feelings and Emotions	<ul style="list-style-type: none"> <li>• <u>Relationships and Sexuality Education</u></li> <li>- Feelings and Emotions page 175</li> <li>• <u>Walk Tall</u></li> <li>- Identifying and Exploring Feelings page 136</li> <li>- Managing Feelings page 141</li> <li>- Managing Feelings 2 page 145</li> <li>- Envy and Jealousy page 149</li> <li>- Loss and Bereavement page 152</li> <li>- What Happens When I Feel...? Page 157</li> <li>- Needs and Wants page 160</li> <li>- Affirming and Accepting Myself page 164</li> </ul>
<b>May</b>	Myself and the Wider World	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> </ul>

				<ul style="list-style-type: none"> <li>- All You Need is Love? Page 312</li> <li>- Media page 318</li> <li>- Print Media: Newspapers page 322</li> </ul>
<b>June</b>	Myself and the Wider World	Media Education		<ul style="list-style-type: none"> <li>• <u>Walk Tall</u></li> <li>- Advertising page 326</li> <li>- Mass Media and Minorities page 332</li> <li>- Recreation page 333</li> <li>- Celebration shields, worry stars page 344</li> </ul>

***Please note, Stay Safe and RSE must be taught as stated on plan.***

<b><u>Lighthouse</u></b>
<ul style="list-style-type: none"> <li>• Children in the Lighthouse will access the SPHE programmes as appropriate in the class they are integrated with, with their own class teacher or with other professionals as necessary.</li> <li>• Please refer to our school's Relationships and Sexuality Education policy, teaching RSE to children with autism, for more information.</li> </ul>

**Appendix Two – Relationships and Sexuality Education – Language Taught**

<b>Class</b>	<b>Language Taught</b>
<b>Junior Infants</b>	<p>“Womb”</p> <p>“Penis”, “vagina” and “urethra”-taught as obvious physical differences between boy/girl</p> <p>“Breast-feeding” may be used in conversations as a means of feeding a baby.</p>
<b>Senior Infants</b>	As for Junior Infants
<b>First Class</b>	“penis” and *urethra” taught in terms of passing urine
<b>Second Class</b>	As for First class
<b>Third Class</b>	<p>Revision of terms listed above.</p> <p>“Developing foetus”</p>
<b>Fourth Class</b>	<p>“Developing foetus”</p> <p>“Umbilical cord”</p> <p>“Navel”</p>
<b>Fifth Class</b>	<p>“Growth spurt”</p> <p>“menstruation”</p> <p>“development of breasts”</p> <p>“ovaries”</p> <p>“fallopian tubes”</p> <p>“sperm production”</p> <p>“erection”</p> <p>“sexual intercourse”</p> <p>“conception”</p> <p>“puberty”, “human reproduction” and “sexual intercourse” in the context of a loving family.</p>
<b>Sixth Class</b>	<p>As in 5<sup>th</sup> class</p> <p>“pregnancy”</p>



	Development of baby in womb Contractions Birth of baby
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