



Social, Personal and Health Education

Introductory Statement

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

Rationale

Aspects of SPHE have been taught in Lumcloon N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in various health promoting initiatives such as Food Dudes and Active School Week. SPHE has also been addressed through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, in this policy we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

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 interdependent nature of the world.

Broad objectives

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to

- be self-confident and have a positive sense of self-esteem
- develop a sense of personal responsibility and come to understand his/her sexuality and the processes of growth, development and reproduction
- develop and enhance the social skills of communication, co-operation and conflict resolution
- create and maintain supportive relationships both now and in the future
- develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- develop a sense of safety and an ability to protect himself/herself from danger and abuse
- make decisions, solve problems and take appropriate actions in various personal, social and health contexts



- become aware of, and discerning about, the various influences on choices and decisions
- begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- respect the environment and develop a sense of responsibility for its long-term care
- develop some of the skills and abilities necessary for participating fully in groups and in society
- become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- begin to understand the concepts of personal, local, national, European and global identity
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

Implementing SPHE in our school

We strive to ensure that SPHE be provided in a combination of three ways within the school:

- a positive school climate and atmosphere fosters the health and well-being of all the members of the school community. It reflects a safe and secure environment where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account. A positive school climate and atmosphere nurtures self-confidence and self-worth and promotes respectful and caring relationships throughout the school. It therefore provides the context in which work carried out in a range of subjects, including SPHE, is lived out and makes sense
- discrete SPHE time provides for the teaching of some elements of the programme during designated class periods. This time can be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.
- an integrated approach allows for many aspects of SPHE to be dealt with in the context of relevant subject areas. Through a variety of learning experiences across the curriculum children work together, solve problems, make decisions, engage in dialogue and reflect critically.

Some subject areas also provide the most appropriate context for exploring particular aspects of SPHE: for example, developing a sense of care and respect for the environment could be fostered through science and history, while safety in water could be appropriately explored through physical education.



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Curriculum Planning

1. Strands and strand units

Myself: Content for Junior & Senior Infants

Self-identity

Self-awareness

- discuss and appreciate all the features that make a person special and unique
 - name, size, hair colour, sex, fingerprints, birthday
- begin to understand, appreciate and respect personal abilities, skills and talents
 - being a friend, being co-operative, playing games
- recognise and record personal preferences
 - things I like and things I don't like
- become aware of his/her immediate world through the senses

Developing self-confidence

- express own views, opinions and preferences
- become more self-reliant and independent
 - taking responsibility for own personal belongings
 - asking relevant questions to seek clarification
 - beginning to reflect on his/her own learning and experiences
 - accepting that making mistakes and trying again are part of the learning process
 - attempting new tasks with courage
 - learning to save money
- begin to learn how to cope with various changes as they occur
 - moving to a new class, losing a friend

Making decisions

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



Taking care of my body

Knowing about my body

- appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well
 - regular exercise and activity, adequate sleep and rest, balanced diet, correct posture
- respect his/her own body and that of others
- name parts of the male and female body, using appropriate anatomical terms
- explore and discuss the different things the body can do
 - move, feel, think, grow, heal
- recognise and practise basic hygiene skills
 - personal hygiene practices
 - hygienic eating habits
 - developing basic skills in dressing himself/herself and caring for clothes
 - taking proper care of teeth
 - realise that each individual has some responsibility for taking care of himself/herself

Food and nutrition

- become aware of the importance of food for growth and development
 - food provides energy for work and play, food helps to protect against illness, food helps us to grow
- explore food preferences and their role in a balanced diet
 - treats, snacks, fruit, vegetables, foods that are unhealthy for some people and not for others
- discuss and explore some qualities and categories of food
 - fruit, vegetables, foods that can be eaten at breakfast, foods that are grown, food that comes from animals
 - realise the importance of good hygiene when preparing food to eat.

Growing and changing

As I grow I change

- identify some of the factors that promote growth
 - food, love, warmth, exercise, rest, sleep, affirmation, natural light
- realise that growth and change are part of the process of life and are unique to each individual
 - physical
 - increase in shoe size, need to cut hair and nails frequently
 - social
 - interacting with others, sharing, arguing, talking, playing together
 - intellectual



- drawing, writing, reading, questioning, things I can do for myself
 - spiritual
 - fostering wonder and imagination through the senses, beginning to reflect, availing of quiet time
- recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older

New life

- become aware of new life and birth in the world
 - new growth in springtime
 - baby animals being born
- develop an awareness of human birth
 - that a baby grows and is nurtured in the mother's womb until ready to be born
- identify what babies need to help them to grow and develop
 - love, regular food and water, warmth, nappy changing, careful bathing, medical check-ups

Feelings and emotions

- name a variety of feelings and talk about situations where these may be experienced
 - feelings
 - happiness, love, joy, excitement, surprise, fear, loss, jealousy, pain, loneliness
 - experiences
 - when it's my birthday, when I try something new, the day I started school
- explore the variety of ways in which feelings are expressed and coped with
 - hugging or cuddling when expressing affection
 - becoming red in the face when embarrassed
 - crying when upset or afraid
- begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
- explore and discuss occasions that can promote positive feelings in himself/herself
- making a new friend, receiving an invitation, being affirmed.

Safety and protection

Personal safety

- explore appropriate safety strategies
 - knowing how and when to seek help,
 - knowing who to ask, people I can trust and tell
 - not wandering off on his/her own
 - knowing when to say 'yes' and 'no' to friends or adults in different situations, e.g. taking lifts
 - knowing own name, address and telephone number



- identifying local landmarks
- identify situations and places that are safe and those where personal safety might be at risk
 - being in a supervised playground, going on
 - an outing with family
 - going into unfamiliar places
 - feeling unsafe with people, being asked to keep a difficult secret (one that causes worry or makes him/her feel uncomfortable)
- realise how other people can persuade him/her to engage in unsafe behaviour

Safety issues

- identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian
 - crossing the road with an adult
- realise and understand that rules are necessary in order to protect people and keep them safe
 - tidying away own school bag, lining up without running,
 - following school code of hygiene
- explore how accidents might be prevented at home, in school, on the farm, or in the water
 - items in the home or school environment that are unsafe to play with
- realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents
 - never touch, taste or smell unknown substances
- identify some of the substances or things that are put onto the body and their associated functions
 - plasters, ointment, cream or lotions
- explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine.



Myself: Content for 1st & 2nd Classes

Self-identity

Self-awareness

- develop an appreciation of and talk about personal strengths, abilities and characteristics
- recognise and appreciate the similarities and differences between people
- identify and talk about personal preferences, dreams for the future and hopes
- become aware of his/her immediate world through the senses

Developing self-confidence

- become more independent and self-reliant
 - taking responsibility for personal belongings
 - asking for help when needed
 - reflecting on his/her learning and experiences
 - assessing his/her progress
 - appreciating that making mistakes is part of the learning process
 - saving money, looking after school clothes
- explore different ways of coping with change
 - seeking clarification, taking time to adjust
- express personal opinions and preferences and acknowledge those of others and comment on them

Making decisions

- recognise and reflect on choices that are made every day
- discuss the factors that may influence personal decisions or choices
- realise that being involved in decision-making demands more personal responsibility
 - beginning to realise that more opportunities to make choices will be given as the trust of others is earned and maintained.

Taking care of my body

Knowing about my body

- appreciate the need and understand how to care for the body in order to keep it strong and healthy
 - regular sleep and rest, a balanced diet, regular exercise, quiet time, relaxation, correct posture



- recognise the importance of treating the body with respect and dignity
- explore the various things the body can do
 - see, hear, move, breathe, make energy, feel, think
- name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions
- develop and practise basic hygiene skills
 - discussing and exploring the effects of poor personal hygiene
 - practising and learning about hygienic eating habits
 - practising effective dental care
- realise that each individual must take some responsibility for self-care
- become aware of how infection spreads easily and the importance of adhering to a code of hygiene
- recognise and examine some of the substances that are taken into the body and the purpose and function of each one

Food and nutrition

- explore the importance of food for promoting growth, keeping healthy and providing energy
- appreciate that balance, regularity and moderation are necessary in the diet
 - the food pyramid, the need for a balanced diet, the importance of having an appropriate intake of liquids, food that is unhealthy for some people and not for others
- identify some of the foods that are derived from plant and animal sources
- recognise and practise good hygiene when dealing with food.

Growing and changing

As I grow I change

- begin to recognise the physical, emotional, social and spiritual factors that promote growth
 - love, food, warmth, shelter, communication, friendship, sleep
- realise that growth takes place in many different ways and is unique to each individual
 - physical
 - growing out of clothes and shoes
 - social
 - making new friends, joining clubs, playing or engaging in sports together, an increasing ability to communicate
 - intellectual
 - improving mental skills and abilities
 - spiritual
 - becoming more reflective, enjoying quiet time for longer periods, experiencing wonder through the senses
- realise that growing up brings increased responsibility for himself/herself and others
 - making own lunch, putting away school clothes, helping to feed a younger child



New life

- begin to understand that reproduction, birth, life, growth and death are all part of a life cycle
- appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world
 - love, regular feeding, nappy changing, careful bathing, medical check-ups
- realise the various roles parents and other family members have in providing for newborn babies
 - love, time, energy, talking to baby, money, patience

Feelings and emotions

- name and identify a wide range of feelings and talk about and explore feelings in different situations
 - when I changed classes, when my brother/sister was born, when I got glasses for the first time
 - when I attempted something new
 - when I was excluded
- realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable
 - affection
 - shaking hands, hugging
 - anger
 - crying, telling someone that I am angry
 - loss
 - crying, remaining quiet, asking for help
 - hurt
 - isolated, angry, seeking an apology
- identify people with whom he/she can discuss feelings and emotions
- become aware of and be able to choose healthy ways of feeling good about himself/herself
- explore the various feelings that change as one grows
 - what made me laugh when I was younger
 - the things I was afraid of when I was younger
 - the things that I find funny or that make me cry now
- recognise that individual actions can affect the feelings of others.

Safety and protection

Personal safety

- recognise and explore situations where children feel safe and those where safety might be at risk
 - getting lost, being left alone
 - coming in contact with unsafe or unknown substances



- being with people who make me feel unsafe
- inappropriate or unsafe touches, being asked to keep a difficult secret (one that causes worry or makes me feel uncomfortable)
- discuss and practise appropriate strategies for dealing with these situations
 - being assertive, telling a trusted person, making a telephone call, asking for help, knowing when to tell a secret, knowing how to seek help, distinguishing between real and imaginary dangers, adhering to rules made by others, recognising local landmarks
 - recognising people who are responsible for keeping him/her safe
- explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted
- identify risky behaviour and examine its positive and negative consequences
 - smoking, trying a new activity or game

Safety issues

- develop and practise strategies for keeping safe when travelling
 - being familiar with the rules for travelling in car or bus, on bicycle
 - crossing the road with an adult
 - obeying those responsible for safety in the community
- become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and that of others
- recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing
- recognise how accidents might be caused and what can be done in order to prevent accidents happening
 - not playing with dangerous equipment or machinery, wearing protective headgear
- recognise and explore occasions when medicines are needed
 - reasons for taking medicine, feelings experienced before and after taking the medicine, who administered the medicine, the safety rules that apply when taking medicine
- distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them
 - fertilisers, alcohol, detergents.



Myself: Content for 3rd & 4th Classes

Self-identity

Self-awareness

- recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities
- explore the factors that influence his/her self-image
 - how I feel about my own body and my abilities, advertising and media images, comments from other people
- identify realistic personal goals and targets and how these can be achieved in the short or long term
- realise that each person has a unique contribution to make to various groups, situations and friendships
- identify personal preferences, dreams for the future, and hopes

Developing self-confidence

- enhance his/her own learning
 - asking for help when needed
 - saying 'I don't understand', asking questions to seek clarification when required, reflecting on his/her own learning and experiences
 - taking an active role in a project or event in the class or school, recognising that making mistakes and learning from them is an important part of growing up
- express personal opinions, feelings, thoughts and ideas with growing confidence
 - taking into consideration the views, opinions and feelings of others
- become more confident in coping with change and with situations that are unfamiliar
 - joining a new club, making new friends, moving house, teams and games
- become increasingly responsible and autonomous
 - saving money, taking care of his/her own sports gear, tidying his/her own room, asserting his/her rights, being able to make a complaint and seek redress.

Taking care of my body

Health and well-being

- understand and appreciate what it means to be healthy and to have a balanced lifestyle
 - having energy, being in good form, feeling enthusiastic, having a positive outlook, having a balanced diet, having friends, having good posture
- realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
 - not remaining in wet clothes, eating a proper lunch, taking regular and appropriate exercise, balancing work and play, having correct posture
 - protecting skin from dangerous sun rays
- begin to develop strategies to cope with various worries or difficulties that he or she may encounter
 - disappointments, peer pressure, bullying, illness



- be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink
- know and understand the meaning of the word 'drug' and when it is appropriate or inappropriate to take drugs
 - learning that drugs are substances that change the way the body, and often the mind, works; all medicines are drugs but not all drugs are medicines
- identify and categorise a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal
 - nicotine, food, alcohol, liquids, nose drops, sprays
- recognise and discuss some people who are concerned with health and welfare
 - doctor, nurse, speech therapist, pharmacist, optician, chiropodist, dentist

Knowing about my body

- realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect
- understand the physical changes taking place in both the male and female body
 - growing height and weight, increasing strength
 - growing from boy to man, growing from girl to woman
- realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal
 - accepting his/her own body image
 - being sensitive to the patterns of growth and development in himself/herself and other people
- recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction
- understand and explore the relationship between health and hygiene
 - the transmission of bacteria and viruses, the spread of infection and disease
- recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent

Food and nutrition

- differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation
 - identifying the nutrients that are necessary in a balanced diet
 - exploring how diet promotes growth, performance and development
- recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid
 - bread, potatoes, cereals
 - fruit and vegetables
 - milk, cheese, yoghurt
 - meat, fish and alternatives
- examine the dietary needs of his/her own age group and other groups in society
- explore some factors that influence the consumption of different food products
 - presentation and packaging, shelf life, advertising, imported or home-produced, price, consumer demand
- discuss and examine the importance of proper food hygiene.



Growing and changing

As I grow I change

- realise that growing and changing are continuous throughout life
- identify the skills and abilities acquired and the interests and pursuits taken up in recent years
 - developing sporting skills, playing chess, reading, developing critical thinking abilities, making new friends, joining clubs
- recognise the emotional changes that have taken place since infancy
 - when I need something—what I did then and now
 - when I am afraid—what I did then and now
- recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty*
 - smiling when hurt or angry, being withdrawn when afraid
- recognise how spiritual development has taken place in recent years
 - becoming more reflective, using and appreciating quiet time, becoming more aware through exploring the senses, continuing to use his/her imagination and to wonder
- begin to appreciate the need for space and privacy in life
 - the need for personal boundaries, having opportunities for uncluttered space, having opportunities to work individually
- recognise how independence and responsibilities are continually increasing
 - choosing own reading materials
 - doing jobs for self and parents
 - being trusted

Birth and new life

- discuss the stages and sequence of development of the human baby, from conception to birth*
- identify the care that needs to be taken while waiting for a baby to be born
 - diet, rest, love, support and role of other family members, medical interventions
- develop an appreciation of the wonder of a new-born baby

Feelings and emotions

- talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed
 - 'highs' and 'lows': sports event, prize giving, moving away, not winning a prize, not being chosen for a team
- identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner
 - love, embarrassment, shyness, success, happiness, excitement, frustration, jealousy, anger, rage, loss, resentment, 'being put down'
 - seeking help at an appropriate time and in an appropriate manner, naming and discussing the feeling, pausing, taking appropriate action
- identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later
 - will I buy something with my money now or will I save for something more expensive later?
- explore how feelings can influence one's life



- recognising how an individual action can affect the feelings of another
- beginning to recognise how real feelings can sometimes be hidden from others.

*Developed and implemented in the context of the school ethos and school plan

Safety and protection

Personal safety

- explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe
 - realising that individual action can keep others safe or can threaten safety
- identify people, places and situations that may threaten personal safety
 - bullies, large gatherings
 - being touched inappropriately, being asked to keep a difficult secret (one that is worrying or makes him/her feel uncomfortable)
- begin to assess the consequences of risky behaviour
 - smoking a cigarette, tasting alcohol, climbing a wall
- begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual
 - being assertive
 - realising how and when to get help
 - telling people who are trustworthy
 - becoming familiar with emergency services and how to contact them
 - telling someone where he/she is going at all times
 - adhering to rules about unsafe places
 - not accepting bribes from anyone or taking lifts from unauthorised people.

Safety issues

- be aware of potential travel hazards and the need for responsible behaviour when travelling
- adopt responsible behaviour at play and know the appropriate safety measures to take while playing
 - situations
 - in the water, at home, in the school yard, while visiting friends
 - safety measures
 - wearing protective headgear
- explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs
 - at home, in school, on the farm, at the seaside
- identify items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them
 - never touching, tasting or smelling unknown substances
 - never transferring substances into other containers



- always asking a responsible adult before using any substance, learning about correct means of storage
- explore and examine the use of medicines
 - where medicines are obtained, the different ways in which medicines are taken, the positive benefits of taking medicine, the dangers of misusing medicine
- identify some potential risks to health and safety in the environment
 - traffic, ultraviolet light, polluted water, smoke.

Making decisions

- become aware of and think about choices and decisions that he/she makes every day
- explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision
 - personal wishes and desires
 - impulse
 - values and beliefs
 - wishes and directions of parent or teacher
 - social constraints
 - peer and media influences
- discuss why and how adults can make decisions and set boundaries for young people
 - because they care for and love them
 - because they want to keep them safe
 - because they know how to keep them healthy
- recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned
- recognise and explore the risks and the consequences of making a particular decision
- learn and begin to devise a simple decision-making strategy
 - pausing and thinking
 - identifying the important facts and/or the moral questions about the problem
 - considering the possible solutions and consequences
 - weighing up the advantages and disadvantages
 - implementing the decision
 - reflecting on the choice or decision
- recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions
 - affirming, expressing sympathy, including others, isolating people, bullying, smoking, truancy, drinking alcohol
- make individual and group decisions.



Local studies: Content for 5th & 6th Classes

Self-identity

Self-awareness

- recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways
 - through the clothes we wear, interests and activities pursued, life-style, beliefs, personal attitudes and principles held
- reflect on his/her experiences and the reasons for taking different courses of action
- identify realistic personal goals and targets and the strategies required to reach these
- accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself
 - peer pressure, advertising, idols and heroes

Developing self-confidence

- develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
- enhance skills to improve learning
 - recognising where he/she is successful, realising that making and acknowledging mistakes can provide opportunities for learning
 - taking initiative, organising, planning, displaying or executing a project independently or as part of a group, reflecting on ways to improve learning on own achievements
- take increasing personal responsibility for himself/herself
 - being part of a savings scheme, caring for own belongings, taking responsibility for his/her homework
- become more independent and autonomous
 - making complaints and seeking redress, developing his/her interests and trusting his/her judgements, knowing and asserting his/her rights.

Taking care of my body

Health and well-being

- recognise and examine behaviour that is conducive to health and that which is harmful to health
 - healthy behaviour:
 - balancing work and relaxation, being usefully occupied, having friends, taking adequate exercise, having a balanced diet, correct posture
 - using prescribed substances appropriately
- recognise causes of personal worry and identify appropriate coping strategies
- distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have
 - alcohol, nicotine, prescribed and non-prescribed substances, cannabis
- explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use
 - peer pressure, influence of advertising, to feel good, to impress others, to make one feel grown up



- explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances
 - danger of experimentation leading to addiction
- explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind
- identify and discuss the roles of various people who are concerned with the health of others
 - nurse, doctor, chiroprapist, speech therapist, dietician, paediatrician, dentist
- realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others
 - identifying practical ways of taking care of himself/herself and of promoting a healthy life-style
 - examining some of the strategies adopted in the community for promoting health and for protecting people from ill-health.

Knowing about my body

- recognise the importance of treating his/her body and that of others with dignity and respect
- identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone
 - female
 - hormonal changes, changing body shape
 - development of breasts, appearance of pubic hair, onset of menstruation (periods)
 - male
 - hormonal changes, physical growth
 - enlargement of testicles and penis
 - appearance of pubic, underarm and facial hair
 - breaking of the voice, beginning of sperm production
 - onset of nocturnal emissions (wet dreams)
- understand the reproductive system of both male and female adults
- realise how increased activity or involvement in physical activities can require increased attention to body care
- recognise some physical disabilities and how they can affect people's lives
- become aware of some communicable diseases and explore how diseases and infections are spread
 - some communicable diseases
 - chickenpox, rubella, HIV infection, hepatitis
 - infections are spread through
 - air, body fluids, direct contact, poor hygiene and sanitation
- identify and be aware of the different ways in which the body may be protected against disease and infection
 - external organs: nose, skin
 - immune system: formation of antibodies, white blood cells, natural and artificial immunity, immunisation programmes
 - life-style factors: diet, hygiene, rest.

Food and nutrition

- appreciate the importance of good nutrition for growing and developing and staying healthy
- realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet



- exploring and examining the food pyramid
- recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found
 - macro-nutrients: protein, carbohydrate, fat
 - micro-nutrients: vitamins and minerals
- explore the factors that influence food choices
 - cost, advertising, demand, peer pressure, advertising and packaging, value for money, time for shopping and for cooking, ideal body images
- explore and examine some of the illnesses particularly associated with food intake or special health conditions
 - coeliac, diabetic, anorexia, bulimia, the dietary needs of different age groups and individuals
- become aware of the importance of hygiene and care in the preparation and use of food
 - using before sell-by date, reading contents, not chopping cooked foods and uncooked foods on the same board.

Growing and changing

As I grow I change

- identify and discuss the changes that are experienced in growing from child to adult
 - changing interests and leisure activities
 - developing a widening circle of friends
 - increasing personal independence
 - increasing personal and community responsibility
 - coping with transfer from primary to post-primary school
- explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
- appreciate the need for individual space and privacy as he/she is growing and developing
 - space and time to engage in favourite pastimes, a place to be quiet or to be alone or undisturbed.

Birth and new life

- understand sexual intercourse, conception and birth within the context of a committed, loving relationship
- discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent
 - preparing for the birth of the baby
 - taking care of offspring from birth onwards
 - emotional, psychological and practical provisions

Feelings and emotions

- acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
 - joy, anger, grief, exhilaration, frustration, 'highs' and 'lows'
- discuss and practise how to express and cope with various feelings in an appropriate manner
 - choosing the appropriate time to talk
 - talking and discussing rather than prolonging a conflict or disagreement by remaining silent



- empathising with the feelings of others
- knowing when it is appropriate to share feelings with others
- understand how feelings help in understanding himself/herself
 - understanding that moods and emotions are often affected by physical and hormonal changes, realising that true feelings may often be masked, being aware that personal feelings can affect others
- differentiate between needs and wants and recognise and explore the concept of delayed gratification
 - will I watch television now or do my homework first and watch television later?
- discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media
- identify and learn about healthy ways to help him/her feel positive about himself/herself.

Safety and protection

Personal safety

- explore rules and regulations at home, in school and in society and the importance of adhering to them
 - identifying limits and boundaries that change as children grow and show more responsibility, obeying those responsible for enforcing the rules
- identify situations and places that may threaten personal safety
 - bullying, seeing others being bullied
 - being asked to keep a 'difficult secret'
 - large public gatherings
 - recognising inappropriate or unsafe touches, being with people who make me feel unsafe
- discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
 - sometimes taking a risk can be important for growing and developing, while on other occasions the consequences can be dangerous or even tragic
- realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual
 - being assertive
 - telling or confiding in people who are trustworthy
 - realising how and when to get help
 - being aware of policies in school and at home that provide support: for example, the child is aware of the procedure if someone is being bullied or is not collected after school, contacting the emergency services
 - making his/her whereabouts known at all times
- discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others

Safety issues

- recognise places where it is safer to play and how to behave in a responsible manner when playing
- know how to keep safe when travelling and to understand how individuals can keep others safe
- develop an awareness of health and safety in the school, home and work-place
- develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident



- using simple first aid procedures, knowing who to contact, knowing how to use the emergency services
- identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that he/she has learned a safety strategy for dealing with unknown and dangerous substances
- explore and examine the use of medicines
- identify and explore some potential risks to health and safety in the environment
 - traffic, pollution, chemicals, ultraviolet light.

Making decisions

- acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make
 - how will I say no?
 - what will I wear today?
 - which book will I choose from the library?
 - will I tell on my friend?
- explore and learn to examine critically the factors and levels of thought that influence decisions and choices
 - impulse
 - values and beliefs
 - parental opinion
 - social constraints
 - peer and media influences
- recognise that decisions have consequences and that not all people will make the same decisions all the time
- recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people
- recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned
- discuss and practise a simple decisionmaking strategy
 - pausing and thinking
 - identifying the important facts and moral questions about the problem
 - considering the possible consequences and solutions
 - weighing up the advantages and disadvantages
 - taking the decision
 - reflecting on choice or decision
- distinguish between assumption, inference, fact, rumour and opinion in making a decision
 - identify sources of help in solving problems a parent or guardian, a trusted friend, a teacher.



Myself and Others: Content for Junior & Senior Infants

Myself and my family

- identify and name the people who constitute a family and appreciate that all family units are not the same
 - sibling, parent, guardian, grandparent, relative
- realise that he/she belongs to a family and that each person has a place and role within a family
- explore the things that families do together
 - talking, eating, working, travelling, shopping, playing, participating in leisure activities together realise how families take care of, support and love each other
- explore and acknowledge many of the things that can be learned in the home.

My friends and other people

- identify, discuss and appreciate his/her own friends
- discuss and examine the different aspects of friendship
 - talking together, spending time together, helping each other, sharing with each other, trusting each other
- identify and appreciate friends at school and how they can help and care for each other
 - recognising and including the lonely child at playtime
 - being fair and equitable when working and playing with others
- discuss and appreciate all those considered special, both within and outside the family circle
 - parent, grandparent, sister, brother, neighbour, teacher
- recognise and appreciate differences in people and know how to treat others with dignity and respect
- recognise and explore bullying behaviour, who is involved and the effects on different people
 - the bully, the child being bullied, the onlookers, the family of the victim
- know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else.

Relating to others

- listen and respond to the opinions and views of others
- use verbal and non-verbal behaviour to perform social functions
 - introducing others, expressing thanks, making requests
- practise care and consideration, courtesy and good manners when interacting with others
 - giving and taking turns in listening and speaking
- resolve conflicts with others
 - learning:
 - to listen to others
 - to apologise and to accept apologies
 - to compromise and to forgive.



Myself and Others: Content for 1st & 2nd Classes

Myself and my family

- identify and talk about those who live at home and recognise that homes and families can vary
 - personal names, sex, physical description, characteristics
- recognise his/her role and place in the family unit and the contribution made by each member to the family
- appreciate his/her own family and identify ways in which members of families can help, support and care for each other.
- explore many of the things that are learned in families, both practical and otherwise.

My friends and other people

- discuss personal friends and why he/she enjoys being with them
- identify, explore and discuss qualities and skills associated with friendship
 - spending time together
 - talking, playing, travelling together
 - forgiving each other, trusting each other
 - being sensitive to the feelings of one's friends
- explore how friends can influence personal actions and decisions
 - adopting a healthy eating option, isolating a classmate, welcoming a newcomer, taking a risk, persuading one to smoke, using inappropriate language
- know how to treat people with dignity and respect
- calling people by their proper name, respecting the personal belongings of others, practising care and consideration, courtesy and good manners when interacting with others
- recognise and explore bullying behaviour, who is involved and the effects on different people
 - the bully, the child being bullied, the onlookers
- know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else.

Relating to others

- distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions
 - introducing oneself and others
 - expressing concern and appreciation
 - expressing thanks, asking questions, offering help
- listen, hear and respond to what is being said by others
- accepting compliments and affirmations received
- express and record experiences, opinions, feelings and emotions in a variety of ways
 - through:
 - oral language, drama and improvisation



- drawing, painting, music
- explore and practise how to handle conflict without being aggressive
 - listening to and thinking about the other person's point of view
 - presenting his/her own point of view clearly
 - seeking to persuade and compromise
 - apologising and/or accepting apology
 - practising using assertive behaviour when dealing with others.



Myself and Others: Content for 3rd & 4th Classes

<p>Myself and my family</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ single-parent, two-parent, step-parent, adoptive, foster, others • recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit <ul style="list-style-type: none"> ○ helping to mind younger children ○ helping to keep the home tidy ○ sharing and co-operating with each other • explore how belonging to a family means that family members love, protect, provide and care for each other • understand that families often undergo planned or unplanned changes that may be pleasant or difficult <ul style="list-style-type: none"> ○ moving house, the arrival of a new baby, the death of one member, unemployment, new job, separation, illness • identify the behaviour that is important for harmony in families <ul style="list-style-type: none"> ○ forgiveness, understanding, love, empathy, listening, respect, sharing, trust, spending time, adhering to family rules, honesty, accountability • compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland.
<p>My friends and other people</p> <ul style="list-style-type: none"> • appreciate the need for and the importance of friendship and interacting with others • explore the different aspects of friendship <ul style="list-style-type: none"> ○ loyalty, respect, genuine communication, trust, keeping promises, forgiveness, resolving conflict, honesty, what he/she values in each other, why he/she enjoys each other's company • examine different types of friendship <ul style="list-style-type: none"> ○ same-sex friendships ○ 'best friend' ○ boy-girl friendships ○ groups of friends ○ befriending someone in a difficult situation for a short time • begin to cope with disharmony in, or loss of, friendships • acknowledge that friends often circulate in groups, which can be healthy or unhealthy <ul style="list-style-type: none"> ○ inclusive, friendly, supportive ○ teasing, taunting, being pressured • practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others • respect and show consideration for the views, beliefs and values of others <ul style="list-style-type: none"> ○ being just and fair when dealing with others ○ exploring the role of assumption, rumour, fact and opinion when deciding about other people



- recognise, discuss and understand bullying
 - why people bully, the behaviour that constitutes bullying, the consequences of different types of bullying, learning that bullying is always wrong, the role of the onlooker in a bullying situation, being threatened or bribed by a bully
- explore and examine ways of dealing with bullying.

Relating to others

Communicating

- recognise and explore various verbal and non-verbal means of communicating
 - laughing, talking, hugging, fighting, crying, ignoring
- listen carefully and reflectively to others
 - listening to the experiences and views of others
 - reflecting on what has been said in a different way
 - commenting on the views expressed and on the views of others
- use language, gestures and other appropriate behaviour to perform social functions
 - expressing tenderness, gentleness, concern
 - presenting one's own opinion to an individual or a group
 - resisting the opinions and requests of others in a polite and firm way, expressing disagreement
- examine the power of persuasion in relating to others and identify times when it can be used positively and negatively
- give and receive compliments and constructive criticism in different situations
- recognise and explore how language can be used to foster inclusiveness

Resolving conflict

- identify reasons for conflict in different situations
 - children 'putting each other down', taunting each other, name-calling
- identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable
 - pausing and taking action, using assertive behaviour, finding a compromise
 - listening to and thinking about the other person's point of view, apologising and/or accepting apologies.



Myself and Others: Content for 5th & 6th Classes

Myself and my family

- explore and discuss families and homes and how they can vary in many ways
 - single-parent, two-parent, step-parents, adoptive parents, foster-parents, group homes, hostels
- explore what belonging to a family means
 - being cared about, having a sense of belonging, a place where I can be myself, healthy interdependence, having particular roles and responsibilities, being sensitive to the needs of others in the family, having rules and boundaries, caring and supporting for each other
 - being accountable
- discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them
 - increasing independence, conflicting opinions
- discuss and identify behaviour that is important for harmony in family life
 - adhering to family rules, resolving conflict, forgiving, laughter, love, empathy, trust, listening, honesty, accountability, respecting each other
- critically examine the media portrayals of families and family life
- examine some factors that can affect family life
 - the birth of a baby, addiction, material prosperity, poverty, illness, bereavement, violence, a change in life-style, sexual stereotyping
- compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.

My friends and other people

- explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing
- discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances
 - mutual respect, trust, loyalty, listening, spending time, genuine communication, laughter, honesty, resolving conflicts, forgiveness, being just and fair
- explore the differences between boy-and-girl friendships and same-sex friendships
 - talking about different things, having different expectations of each other wishing to impress his/her own sex and opposite sex
- consider problems that can arise in friendships and other relationships and how these could be handled
 - jealousy, uncertainty, feeling left out, pressure to belong and conform
- identify the different groups to which friends can belong and recognise what constitutes a healthy group
 - healthy group:
 - inclusive, friendly, supportive, respectful of the rights and views of others
- explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively
 - being inclusive, respectful, sharing, truancy, shoplifting, smoking, making assumptions, stress
- practise and recognise the importance of care and consideration, courtesy and good manners with others
- recognise, discuss and understand bullying and its effects
 - what behaviour constitutes bullying, how and why bullying happens, how it feels to be intimidated and to intimidate others, the effect of bullying on self and others, know that bullying is always wrong



- explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully
 - who to confide in, when to tell, how to be assertive.

Relating to others

Communicating

- explore and practise the many verbal and non-verbal ways in which people communicate with each other
 - introducing an individual in different situations
 - expressing gentleness, concern, tenderness, love
 - resisting the opinions or requests of friends, peers
- listen actively to others and respect what each person has to say
 - listening carefully to the experiences and views of others, reflecting and repeating what has been said
 - giving and receiving compliments and affirmations and giving and receiving constructive criticism
- examine the various ways in which language can be used to isolate and discriminate against people
- begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
 - finding positive ways of expressing views that differ from others
- examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences
 - pressure to conform or to belong to a group

Resolving conflict

- discuss how conflict can arise with different people and in different situations
- identify and discuss various responses to conflict situations
 - submission, negotiation, aggression, telling the truth, avoidance, walking away
- explore and practise how to handle conflict without being aggressive.



Myself and the wider world: Content for Junior & Senior Infants

Developing citizenship

My school community

- recognise the name of his/her own school and the people who contribute to the life of the school
- realise that each person is important and has a unique and valuable contribution to make to the class
- recognise the importance of sharing and co-operating and being fair in all activities in the class and school
 - learning and understanding how to work and play together in a group, taking turns
- realise and understand the necessity for adhering to the class and school rules
- explore and respect the diversity of children in the class and school

Living in the local community

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

Environmental care

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

The sub-unit Environmental care is developed in detail in SESE geography and science.

Media education

- realise that he/she receives information from many different sources
 - pictures, posters, other people, books, newspapers, cards, television, internet
- identify favourite television programmes, videos and video games and indicate reasons for preference
- explore popular stories, books and rhymes and discuss some of the characters and their appealing traits
- begin to use and explore the various kinds of information technology available



- begin to explore and talk about the difference between advertisements and programmes
 - what is real and imaginary, the content of advertisements and favourite programmes.

Myself and the wider world: Content for 1st & 2nd Classes

Developing citizenship

My school community

- explore what it means to belong and recognise some of the different groups to which he/she can belong
 - family, class, school, village, town, city, club, parish
 - activities that promote belonging
 - projects, games, concerts, book time
- recognise and write the name and location of his/her own school and identify those who constitute the school community
- discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone
- be involved in making the classroom rule and recognise the importance of adhering to these rules for the safety of all
- engage in group activities in the class and learn how to share, co-operate, listen to, work and play together
 - exploring issues of sexual equality that may arise with friends and others
 - practising fairness when playing or working together, taking turns

Living in the local community

- begin to appreciate how people depend on each other in many aspects of life
 - some people in the community may be in need or require special attention
- develop a sense of belonging to his/her own local community
 - recognising, participating in and enjoying the celebration of local events
- be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences
- develop an awareness of people in other places
 - other communities, other towns, other countries
- identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life

Environmental care

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

The sub-unit Environmental care is developed in detail in SESE geography and science.



Media education

- become aware of and learn about the different ways in which information can be communicated
 - print, radio, television, internet, CD-ROM
- begin to distinguish between fact and fiction in stories or situations in different media forms
 - television, comic or magazine, story book, video
 - creating new or different endings to familiar stories or rhymes
 - identifying favourite television programme, favourite video, favourite song
 - exploring the content of various programmes, advertisements, videos, CDs
- discuss and explore advertising that is specifically aimed at children
 - identifying:
 - the difference in content between advertisements and programmes, favourite advertisements, the purpose of the advertisement.



Myself and the wider world: Content for 3rd & 4th Classes

Developing citizenship

My school community

- identify the people who constitute the school community and the role of individuals in contributing to the life of the school
- be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others
- play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline
- develop and practise leadership roles and learn to work together in different group situations
 - assisting others in achieving their goals and enlisting the help of others in achieving own goals, taking part in the school savings scheme
- discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner
 - practising justice and fair play in everyday interactions
- explore the various ways in which the school promotes a sense of belonging
 - celebrating the achievements of individuals, groups and teams within the school
- examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping
- explore and recognise the rights and responsibilities of both adults and children in the school community
 - children have the right to feel safe and to take action, they should not infringe on the rights of others

Local and wider communities

- realise what it means to belong to a group
 - supporting others, setting goals and targets, recognising the strengths of others, adhering to democratic rules and regulations, respecting the views of everyone, having rights and responsibilities
- recognise how each person has both an individual and a communal responsibility to the community
 - being a good neighbour and a good citizen, being aware of and taking action to help those who may be in need
- appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony
- examine how justice, fairness and equality may or may not be exemplified in a community
 - exploring discrimination against particular groups, racism, recognising stereotyping of any kind and exploring how it can be counteracted
- explore some of the issues and concerns in the local or national community
 - consequences, possible solutions, role of each individual
- discuss the role of leaders and organisations that serve the community at different levels and the influence that they have
 - mayor, credit union, sports clubs
- become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country
 - language, music, folklore, literature, national flag and anthem
 - celebrate local or national achievements and accomplishments



- begin to develop an awareness of the lives and culture of some people in the European Union

Environmental care

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

The sub-unit Environmental care is developed in detail in SESE geography and science.

Media education

- explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes
- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media
 - identifying favourite programmes and the reasons for their popularity
 - measuring the amount of time spent watching television, listening to music, playing computer games, exploring the internet, reading comics, books or magazines exploring alternative leisure pursuits
 - sorting and classifying television programmes, videos, magazines and comics into different categories
- become aware of advertising and its purpose and nature
 - advertising intends to persuade, messages can be biased
- begin to explore some of the techniques that are used in marketing and advertising
 - children's clubs, free toys with certain products, associating a particular pop star or character with a certain product, bonus points with certain food items, creating beauty ideals, appealing to one's wants rather than one's needs
- explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations
 - family life, relationships, school, body images, community life, language, communication
 - distinguishing between fact and fiction, recognise various inequalities that may be encountered.



Myself and the wider world: Content for 5th & 6th Classes

Developing citizenship

Living in the local community

- explore the concept of the class or school as a community
- practise ways of working together and of developing a sense of belonging
 - celebrating group and individual achievements, reaching group decisions, making class decisions, taking particular responsibilities in class or in local organisations, exploring the class or club rules and being involved in making the rules, resolving conflicts in appropriate ways
- explore local traditions and folklore and develop a sense of pride in his/her local community
- recognise and understand the role of the individual and various groups in the community
 - having a sense of identity, exploring the duties, rights and responsibilities of both adults and children, making individual contributions, respecting each other, being inclusive, taking democratic decisions, adhering to rules, working together for the common good
- recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals
 - sports clubs, credit union, community council, community radio, senior citizens' groups, boy scouts
- explore how inequality might exist in the local community and suggest ways in which this might be addressed
 - poverty, homelessness, material need, lack of facilities for some groups, prejudice and discrimination against particular individuals or groups, stereotyping
- identify some local issues of concern and explore possible action that could be taken to address these issues
 - recognising the individual and group responsibility we have as citizens in the community
 - consumer rights

National, European and wider communities

- become aware of elements of his/her own cultural heritage and traditions
 - music, literature, language, folklore, landscape, respecting the national flag and anthem, taking part in festivals and celebrations that are unique to Ireland
- begin to explore the concept of democracy
 - the role of the President, the Oireachtas and the Constitution, role of elections, equal rights
- recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected
 - learning about different groups and their culture and heritage, realising what can be learned from them and the positive contributions they make, using inclusive language, exploring ways in which these groups experience discrimination, examining the role of each individual in counteracting prejudice, discussing the need for empathy and mutual understanding
- become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world
 - learning about the countries in the European Union, identifying some of the effects of the European Parliament on Irish life, exploring the interdependence of countries and peoples, learning about each other through sport and music
- explore how justice and peace can be promoted between people and groups, both nationally and internationally



- beginning to learn about Irish involvement in international organisations and the importance of this contribution
- realise and begin to understand the unequal distribution of the world's resources
 - basic needs not being met, understanding some of the issues, the ways in which we can help, the role Irish people have to play

Environmental care

- appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.

The sub-unit Environmental care is developed in detail in SESE geography and science.

Media education

- explore and understand how information is conveyed and practise relaying messages using a variety of methods
 - information and communication technology, letter, telephone, picture, poster, sign, film, book
- explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included
 - identifying information that may be deliberately excluded, the role of bias
- recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media
- identify the audiences at which different aspects of the media are aimed
 - the approaches used, the content
- become aware of the different forms of advertising, its purpose and the messages it promotes
 - advertising messages—slim always means healthy, beautiful people smoke and drink, certain diets are safe, beauty is physical
 - hidden links between body-image and certain products—you will belong if you use this product
 - what I need versus what I want
- become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas
 - techniques:
 - beauty and glamour to promote certain products, the use of music, associating personalities with certain products, giving free gifts on purchase, the use of attractive visual images, the repetition of certain advertisements
- explore various recreation and leisure activities as an alternative to watching television
- explore and use some simple broadcasting, production and communication techniques
 - lighting, voice-over, interview, camera work, using different kinds of music, e-mail.





2. Approaches and methodologies

Active learning is a key principle of the overall curriculum and is the principal learning and teaching and approach recommended for S.P.H.E.

The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies will be promoted in the school.

- Drama activities.
- Co-operative games.
- Picture, photographs and visual images.
- Discussion; in pairs, small groups and with whole class.
- Written activities; surveys, questionnaires, lists, checklists, projects and worksheets.
- Media studies.
- Information and communication technologies.

The following approaches and methodologies will be used effectively for S.P.H.E.

- Talk and discussion.
- Skills through content.
- Collaborative learning.
- Problem solving.
- Use of the environment.

3. Integration

At each class level, teachers will seek to integrate S.P.H.E. with other curricular areas. (Teacher Guidelines p. 31)

Many aspects of S.P.H.E. can be dealt with in the context of relevant subject areas e.g. RE and SESE subjects.

4. Multi-grade teaching

In our multi-grade classrooms we have adopted a two year cycle for SPHE

Year A	Year B
<p>Myself - Self Identity (September – October)</p> <p>Myself - Taking care of my body (November December)</p> <p>Myself and others - Myself and my family (January/February)</p> <p>Myself - Growing and changing (March/April)</p> <p>Myself and the wider world - Developing citizenship (May/June)</p>	<p>Myself and others - My friends and other people (September/October)</p> <p>Myself - Safety and protection (January/February)</p> <p>Myself and others - Relating to others (March/April)</p> <p>Myself and the wider world - Media education (May/June)</p>



5. Assessment and record keeping

Among the tools that are used for SPHE are

- teacher observation
- teacher-designed tasks and tests

Much of the assessment in SPHE will occur in everyday teaching and learning in the classroom and while children are at play. This will be an informal type of assessment that is non-intrusive and non-threatening to the child. On some occasions formal tests or tasks designed by the teacher may also be helpful in determining the child's progress in some of the content.

6. Children with different needs

This SPHE programme aims to meet the needs of all the children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. The requirements of children with special needs will be taken into account when planning class lessons and related activities.

7. Equality of participation and access

The SPHE programme at each class level will be flexible so that the learning requirements of all children may be addressed ensuring equality of opportunity for all children. We aim to provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

Organisational Planning:

8. Timetable

- 30 minutes is the minimum time allotted for SPHE for all classes
- Discretionary curriculum time may be used occasionally for SPHE.

9. Resources and ICT

- There is a selection of technologies available in the school cd player, camcorder, digital camera, computers, IWBs, iPads
- ICT may be used in the delivery of this SPHE plan, e.g. use of CD-ROMs, videos, programmes such as "Word" or "Paint", PowerPoint etc.
- Teachers familiarise themselves with material on websites prior to use by the children.

10. Individual teachers' planning and reporting

- This whole school plan and the curriculum documents for history provide information and guidance to individual teachers for their long and short-term planning.
- Teachers plan using the strands and strand units and may use a thematic approach.
- The Cuntas Míosúil will aid in reviewing and developing the whole school plan/individual preparation for following years.



11. Staff development

- Teachers will be made aware of any opportunities for further professional development through participation in courses available in education centres or other venues.
- Teachers are encouraged to share the expertise acquired at these courses.
- Time may be allocated at staff meetings to discuss aspects of the SPHE curriculum.

12. Parental involvement

Parents are informed of the school's programme for S.P.H.E. when they enrol in our school. Parents can contribute to the development of S.P.H.E. in the school by checking homework, encouraging friendships and co-operating with school Anti-Bullying policy and Code of Behaviour.

Every other year, a guest speaker addresses the Fifth and Sixth classes on the topic of RSE. It is compulsory that pupils who attending this meeting be accompanied by at least one parent. Parents are also invited to attend a presentation on Internet Safety on the same night.

13. Community links

Members of the local community have a role to play in supporting the S.P.H.E. programme e.g. Public Health Nurse, Garda Síochána, Fire Officers and other guest speakers. The Health Promotion Unit of the H.S.E. play a role in making themselves available as guest speakers or in the provision of information booklets.

Useful Websites

- | | |
|-----------------------|--|
| • Webwise | www.webwise.ie |
| • Stay Safe | www.staysafe.ie |
| • SPHE (Post Primary) | www.sphe.ie |
| • PDST | www.pdst.ie |

Ratification/Review

This policy was made available to parents over a three week period for comment/suggestions etc. It was ratified by the Board of Management on 09/02/2010. It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum.