

Introductory Statement and Rationale

Introduction: The S.P.H.E. plan was ratified by the Board of Management in 2006. The existing plan was reviewed by the post holder in 2010. The plan was reviewed again by the post holder in 2012, 2014, 2016, 2018, and 2020/21

Additions were made to the plan in October 2020 due to Covid-19.

Rationale: The plan is a record of whole school decisions in relation to SPHE in line with the Primary Curriculum 1999. Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

Vision and Aims

Vision Statement

Our Vision for Social, Personal and Health Education is:

Social, Personal and Health Education should provide opportunities to foster development, a sense of health and well being of the individual child, to help him/her create and maintain supportive relationships and become an active, creative and responsible citizen.

In achieving this we should ensure each child fosters a mutual respect of themselves and the wider community, knows the difference between right and wrong, are aware of who they are and whom they wish to be and are presented with the possibilities and opportunities available for them to achieve this.

Aims

We endorse the aims of the Primary School Curriculum for S.P.H.E.:

- 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.

Content for Social, Personal and Health Education

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.

SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Some strand units are chosen from each of the strands in any one year. The strand units not covered in year one will be included in the teacher's planning for the following year.

Overview of content for SPHE over two years:

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-Identity (Sept-Oct)	
		Taking care of my body (Jan-Feb)
		Growing and changing(Mar-Apr)
	Making decisions (Nov-Dec)	
	Safety and protection (Mar-Apr)	Safety and protection Stay Safe (Oct-Nov)
Myself and others		Myself and my family (Sep-Oct)
		My friends and other people (Nov-Dec)
	Relating to others (Jan-Feb)	
Myself and the wider world	Developing citizenship (May-June)	
		Media Education(May-June)

Year 1: 2019/2020

Year 2: 2020/2021

This table will be distributed at the beginning of each school year by the relevant post-holder to all members of staff and to new teachers if they join the staff during the year to ensure all teachers are familiar with the strands they are teaching.

Teachers will be familiar with the content objectives for their own class by referring to the SPHE Curriculum.

School Year 2020/2021 (Covid-19)

Strands	Strand Units (Year 2)
Myself	
	Taking care of my body (Jan – Feb)
	<u>Growing & Changing</u> <u>October/November (RSE)</u>
	<u>Safety & Protection</u> <u>Stay Safe Programme</u> <u>September/October</u>
Myself and others	Myself and my Family (March-April)
	My Friends and other people (Nov-Dec)
Myself and the wider world	
	Media Education (May-June)

Stay Safe and RSE are to be taught early in the year for fear of school closures. SPHE is one of the subjects to be prioritised on the pupils' transition back to school so extra time can be dedicated to SPHE.

Also, on return to school, lessons in the areas of Taking Care of my Body, Safety & Protection, My friends and other people, Well-being will support the pupils' transition back to school.

Wellbeing

The Department's Wellbeing Policy Statement and Framework for Practice (2019) proposes that Wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life.

Promoting the wellbeing of our school community is a fundamental element of a successful return to school.

Key Messages:

1. **Slow down to catch up.**

Begin by establishing or re-establishing relationships.

Get the children ready for learning.

Focus on establishing the routines and structure of school.

Children will benefit from movement breaks, regulation activities and shorter work intervals.

Spend time revisiting old topics before starting new topics.

Reassure pupils and parents they will catch up.

2. Essential guiding principles

- promoting a sense of safety – so that people feel that they are safe, and that those around them are safe
- promoting a sense of calm – so that people feel relaxed, composed and grounded (regulated)
- promoting a sense of belonging and connectedness – so that people experience having meaningful relationships with others who understand and support them
- promoting a sense of self-efficacy and community-efficacy – so that people believe that they can manage and do what is needed, and so can their school community
- promoting a sense of hope – so that people believe that things will work out well

Pupil Wellbeing

The Wellbeing webinar and Toolkit published on <https://www.gov.ie/en/publication/a0bff-reopening-our-primary-and-special-schools/> gives excellent guidance and activities to promote pupil wellbeing. Please view both before returning to school.

The Key Messages of Slow Down to Catch Up and The Five Essential Guiding Principles are very important here.

Student wellbeing is influenced by the wellbeing of the adults around them. Students pick up on the stress of others so it is important that adults model positive ways of coping with change and the return to school

Here are some activities that can promote pupil wellbeing in the different areas:

Safety:

Make displays of rules

Talk about what, how and why.

Have a time and space for pupils to share their experience of Covid-19.

There is a sample opening classroom session in the Toolkit

Activities for Calming

Progressive relaxation

Mindfulness

Movement activities

Visualisation (see pdst website)

Breathing exercises

Activities for Connectedness

Reconnect with friends and establish new friendships

Ice breakers

Group activities – whole class activity

Group Projects

Random Acts of Kindness

Activities to promote efficacy

Problem solving activities

Special jobs and responsibilities

Self-affirmations/positive self-talk: 'I'm getting better at ...', 'I'm doing well at ...', 'I did a great job of ...'

Compliment circle: giving and receiving compliments (2 separate skills to learn)

Activities to promote a sense of hope

Hope Clouds

Gratitude journal (One thing you are grateful for)

Letter to my future self

Hopeful stories

Rainbows Reopening Of Schools Guided Lessons & Activity Sheets Covid-19

Programme

This is an excellent resource for helping children on the return to school.

Rainbows have the skillset and an extended record of working with vulnerable children. This resource comes highly recommended.

The lessons are for whole class delivery – each lesson guides the teacher and the teacher's language through a structured session which can be adjusted to suit the age of the children. It is advised that teachers read the introductory notes.

This pdf file was shared on the BNS Work WhatsApp Group by Siobhán Enright on Friday, 21 August 2020.

Or, come to me (Patricia Keane) with a memory stick if you would like a copy of it.

Pupils with Additional Needs

Universal approaches will support all pupils

Adapt and differentiate for SEN children

Communicate with parents

Do not presume an understanding of events and terminology

Use visuals and do not rely on the spoken word.

Our school will utilise the usual school support structure – the Continuum of Support.

Discuss with children what they can do to help themselves and their wellbeing: getting enough sleep, eating healthily, drinking lots of water, taking physical exercise, taking some time to be creative and reconnecting with friends

Establish the Student Council 2020-2021 in order to get feedback from the children.

Return to School

- Parents have received Communication Information Statement for Covid-19 Barefield N.S. Response Plan and have been asked to go through it with their children.
- 'Getting Back to School: A Pupil's Guide' is on the school website.
- Teachers discuss the class with last year's teacher to assist in creating pods.
- Teachers/SNA to try to say hello to the class/pupil they had last year in the first couple of days. (Say hello from the classroom door or on the yard).

- On 22 August 2020 Junior Infant pupils met with their teacher and got a tour of their classroom.
- Special education teachers will be assigned to 'meet and greet' pupils with SEN or pupils who experience anxiety when school re-opens on 27-08-2020
- SET teachers will support mainstream teachers in providing the necessary supports for any pupils who may experience anxiety on returning to school.
- Friends for Life Programme: A number of staff are trained in this programme.

Resources

- Communication Information Statement for Covid-19 Barefield N.S. Response Plan
- Supporting the Wellbeing of School Communities as Schools Reopen Guidance for Schools <https://www.gov.ie/en/publication/52642-supporting-the-wellbeing-of-school-communities-as-schools-reopen-guidance-for-schools/>
- Wellbeing webinar for Primary Schools <https://www.gov.ie/en/publication/0722b-wellbeing-resources/#wellbeing-webinar-for-primary-schools>
- Wellbeing Toolkit for Primary Schools <https://www.gov.ie/en/publication/0722b-wellbeing-resources/#wellbeing-toolkits-for-schools>
- Rainbows Resource Covid-19 Programme (sent by Siobhán to BNS Work WhattsApp group on 21/08/20) NB
- Twinkl have a huge number of resources on wellbeing
- <https://www.pdst.ie/primary/healthwellbeing/distancelearning>
- Resource Book based on children's anxieties returning to school amid Corona. Two books beautifully illustrated, one pitched at junior end of the school, the other for older primary school children. (Ask AnnMarie Vaughan if you would like her to email you a copy)
- www.ncse.ie
- www.middletonautism.com
- <https://asiam.ie>
- www.tusla.ie/tess

Communication/Teaching & Learning Platform

Safe and ethical use of the internet

Guidelines for good online communication are clearly outlined in the school's Remote Teaching and Learning Plan.

There are also rules for pupils using online communication methods, for submitting learning and for video calls/Zoom.

There are also guidelines for parents for submitting learning and for video calls/Zoom.

Safer Internet Day is promoted in the school.

A range of support, guidance and education resources for schools, teachers, parents and pupils/students is available from Webwise. www.webwise.ie

Wellbeing Committee

There is a Well-being Committee in the School.

Curriculum Objectives
Junior & Senior Infants
Strand: Myself

Strand unit: Self-identity

The child should be enabled to

Self-awareness

- discuss and appreciate all the features that make a person special and unique
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.

Strand unit: Taking care of my body

The child should be enabled to

Knowing about my body

- appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well
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.

Strand unit: Growing and changing

The child should be enabled to

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.

Strand unit: Safety and protection

The child should be enabled to

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.

Strand: Myself and others

Strand unit: Myself and my family

The child should be enabled to

- identify and name the people who constitute a family and appreciate that 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.

Strand unit: My friends and other people

The child should be enabled to

- identify, discuss and appreciate his/her own friends
- discuss and examine the different aspects of friendship
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.

Strand unit: Relating to others

The child should be enabled to

- listen and respond to the opinions and views of others
- use verbal and non-verbal behaviour to perform social functions
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.

Strand: Myself and the wider world

Strand unit: Developing citizenship

The child should be enabled to

My school community

- recognise the name of his/her own school and the people who contribute to the life of the school
- realise that each person is important and has a unique and valuable contribution to make to the class
- recognise the importance of sharing and co-operating and being fair in all activities in the class and 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.

Strand unit: Media education

The child should be enabled to

- 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.

First and Second Classes

Strand: Myself

Strand unit: Self-identity

The child should be enabled to

Self-awareness

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

Developing self-confidence

- become more independent and self-reliant
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 decisionmaking 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.

Strand unit: Taking care of my body

The child should be enabled to

Knowing about my body

- appreciate the need and understand how to care for the body in order to keep it strong and healthy
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.

Strand unit: Growing and changing

The child should be enabled to

As I grow I change

- begin to recognise the physical, emotional, social and spiritual factors that promote growth
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.

Strand unit: Safety and protection

The child should be enabled to

Personal safety

- recognise and explore situations where children feel safe and those where safety might be at risk
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.

Strand: Myself and others

Strand unit: Myself and my family

The child should be enabled to

- identify and talk about those who live at home and recognise that homes and families can vary
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.

Strand unit: My friends and other people

The child should be enabled to

- discuss personal friends and why he/she enjoys being with them
- identify, explore and discuss qualities and skills associated with friendship
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.

Strand unit: Relating to others

The child should be enabled to

- distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions
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.

Strand: Myself and the wider world

Strand unit: Developing citizenship

The child should be enabled to

My school community

- explore what it means to belong and recognise some of the different groups to which he/she can belong
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 rules and recognise the importance of adhering to these rules for the safety of all

- engage in group activities in the class and learn how to share, co-operate, listen to, work and play together
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 .

Strand unit: Media education

The child should be enabled to

- become aware of and learn about the different ways in which information can be communicated
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.

Third and Fourth Classes

Strand: Myself

Strand unit: Self-identity

The child should be enabled to

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.

Strand unit: Taking care of my body

The child should be enabled to

Health and well-being

- understand and appreciate what it means to be healthy and to have a balanced 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.

Strand unit: Growing and changing

The child should be enabled to

As I grow I change

- realise that growing and changing are continuous throughout life
- identify the skills and abilities acquired and the interests and pursuits taken up in recent years
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

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

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, prizegiving, 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.

Strand unit: Safety and protection

The child should be enabled to

Personal safety

- explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe
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.

Strand unit: Making decisions

The child should be enabled to

- 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.

Strand: Myself and others

Strand unit: Myself and my family

The child should be enabled to

- 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
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
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
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
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.

Strand unit: My friends and other people

The child should be enabled to

- appreciate the need for and the importance of friendship and interacting with others
- explore the different aspects of friendship
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
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
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
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.

Strand unit: Relating to others

The child should be enabled to

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.

Strand: Myself and the wider world

Strand unit: Developing citizenship

The child should be enabled to

My school community

- identify the people who constitute the school community and the role of individuals in contributing to the life of the school
- be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others
- play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline
- develop and 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 .

Strand unit: Media education

The child should be enabled to

- explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes
- discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media
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.

Fifth and Sixth Classes

Strand: Myself

Strand unit: Self-identity

The child should be enabled to

Self-awareness

- recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways
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.

Strand unit: Taking care of my body

The child should be enabled to

Health and well-being

- recognise and examine behaviour that is conducive to health and that which is harmful to health
*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 nonprescribed 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, chiropodist, 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.

Strand unit: Taking care of my body

The child should be enabled to

Food and nutrition

- appreciate the importance of good nutrition for growing and developing and staying healthy
- realise and accept some personal responsibility 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.

Strand unit: Growing and changing

The child should be enabled to

As I grow I change

- identify and discuss the changes that are experienced in growing from child to adult
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.

Strand unit: Growing and changing

The child should be enabled to

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.

Strand unit: Safety and protection

The child should be enabled to

Personal safety

- explore rules and regulations at home, in school and in society and the importance of adhering to them
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.

Strand unit: Making decisions

The child should be enabled to

- acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make
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 decision-making 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.

Strand: Myself and others

Strand unit: Myself and my family

The child should be enabled to

- explore and discuss families and homes and how they can vary in many ways
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.

Strand unit: My friends and other people

The child should be enabled to

- explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing

- discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances
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.

Strand unit: Relating to others

The child should be enabled to

Communicating

- explore and practise the many verbal and non-verbal ways in which people communicate with each other
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.

Strand: Myself and the wider world

Strand unit: Developing citizenship

The child should be enabled to

Living in the local community

- explore the concept of the class or school as a community
- 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.

This sub-unit is developed in detail in SESE geography and science.

Strand unit: Media education

The child should be enabled to

- explore and understand how information is conveyed and practise relaying messages using a variety of methods
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.

Contexts for SPHE

SPHE will be taught through a combination of contexts

- Positive school climate and atmosphere
- Discrete time
- Integration with other subjects

Positive school climate and atmosphere

Our positive school climate and atmosphere is one where individuals are valued, cared for, and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school.

Appropriate strategies for creating a positive climate and atmosphere include

- Building effective communication within the school
- Catering for individual needs of the children
- Creating a health-promoting physical environment
- Developing democratic processes
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school
- Developing a school approach to assessment

We feel that our school ethos embodies the ideal of a positive school atmosphere. In our school we endeavour to develop the holistic needs of all pupils.

‘Mol an óige agus tiocfaidh sí’

Our school is a place where children are encouraged to grow and to develop in a supportive, positive and enjoyable atmosphere.

Our core aims are to provide a broad and comprehensive education, to recognise the needs and to develop the talents of each pupil. We strive to live up to Christian values and to show genuine concern for one another.

We appreciate individuality and difference. We are committed to building a community, which respects the rights and uniqueness of each other.

Discrete time

SPHE may be timetabled ½ hour per week, one hour per fortnight or blocks of 1-2 hours where feasible or appropriate. **SPHE is to be prioritised on return to school in September 2020. Extra time is to be dedicated to SPHE in order to aid a successful transition back to school.**

The teacher will need to identify the aspects of the curriculum that will require discrete time. The discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

Integration

At each class level, teachers should seek to integrate SPHE with other curricular areas. In planning for integration the teacher will have to ensure that:

- The SPHE programme is comprehensively covered for all children
- The integrity of individual subjects is not compromised
- Integration is meaningful

Integration can take place in various ways: teachers can adopt a thematic approach, where a theme is explored from a number of different perspectives, or integration can be subject based, where for example an SPHE issue is the main focus of the exploration and skills or information from another subject are used to enhance the learning. Integrating learning processes is also an effective way of implementing SPHE across the curriculum, where, for example strategies to foster self-confidence, independence, positive attitudes, or critical reflection are used in a variety of subjects.

Approaches and methodologies

The six central methodologies are:

- Talk and discussion
- Collaborative/co-operative learning
- Active learning
- Use of the environment
- Skills through content
- Problem solving

Teachers know active learning is the principal learning and teaching approach recommended for SPHE. 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 are promoted for SPHE:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, work-sheets
- Media studies
- Information and communication technologies

- Looking at children's work
- Stories and literature
- Music
- Other strategies as devised by the class teacher

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.

There will be a greater possibility of continuity and progression in SPHE in the school where there is a common language and approach to observing, describing, discussing and reporting on children's progress. Time spent discussing and sharing ideas will enhance communication among staff, with parents and with individual children and will ensure that the assessment is used in the most positive and helpful way.

Assessment in this curricular area cannot be seen in isolation, as it will be directly related to the assessment in other subjects and to any assessment that may take place of the school climate and atmosphere.

Purpose of assessment in SPHE:

Assessment provides the teacher with information on how and what children are learning through the planned programme in SPHE. This knowledge will inform decisions regarding future learning experiences and give directions for planning, designing and adapting materials in SPHE and for adopting certain teaching approaches in the classroom. The teacher will be able to discern what the child knows and understands and how he/she transfers learning from one situation to another.

Assessment also has a diagnostic role, in that it identifies areas of strength or difficulty that may be encountered by the child in his/her learning. This type of assessment will provide the teacher with directions for teaching and learning approaches that could help to improve the child's learning. This information will help the teacher in planning activities and in working with the children in such a way that their talents and abilities are used and developed effectively. At times, information from formal behavioural tests, carried out in conjunction with psychologists and other professionals, may contribute to this diagnostic assessment.

Summative assessment presents an overall picture of the child's progress in SPHE. It is a formal recording of information gathered and is particularly useful for informing parents, teachers and other professionals of the progress of the child as he/she moves from class to class.

Assessment may also play a significant role in helping the teacher to evaluate the SPHE programme and its suitability for a particular class and to monitor the effectiveness of the teaching methodologies, approaches and resources in use. Evaluative assessment provides an opportunity to explore the extent to which the objectives of the curriculum have been achieved and the emphasis that is placed on the learning process and on the active engagement of children. It would also identify positive ways of improving the general climate and atmosphere in the school and of building on the good practice that already exists.

How to assess in SPHE

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

Teacher observation:

Children's progress in SPHE is mainly assessed through teacher observation.

Teacher observations might focus on:

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

Teacher-designed tasks and tests

Tasks set in a learning context can allow for the assessment of the process and product or a combination of both. Tasks can be designed that allow the children to demonstrate abilities in many social, personal and health contexts, for example in displaying assertiveness, persuasiveness, coping ability, critical analysis or safety skills or in solving a problem and reaching a solution. The use of tasks is to be recommended in SPHE, because they mirror the type of activities required by the objectives of the curriculum and so create a link between objectives, methodologies and assessment.

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Simple tests designed by the teacher will allow for the teacher to ascertain the knowledge that has been acquired.

Portfolios and projects

Children may have a portfolio which includes SPHE. This provides a means of self-assessment for the child. Portfolios in SPHE can include surveys, questionnaires completed, drawings, written activities, newspaper cuttings or check-lists.

Projects allow children to focus on a particular aspect of the curriculum and study it in some detail. These projects can illustrate how much a child had learned and are particularly significant in assessing the child's ability to gather information, to collate and present it, and to work with others. It also reveals much about individual and group responsibility and can indicate the level of interest of each child.

Displays and presentation of work

These allow children to summarise and collate information they have gathered, to present particular viewpoints or to argue a position. They also assess what children have learned and indicate their ability to present data to a specific audience.

Assessment for Learning

Thumbs up/thumbs down Thumbs up/thumbs down involves children indicating their level of understanding or their feelings by showing their thumbs pointing up or down.

Talk partners/buddies Using talk partners/buddies involves children sharing information with each other about their own learning. For example, children might identify three new things they learned, what they found easy, what they found difficult, and something they would like to learn in the future with their talk partners/buddies. Ideally the talk partner/buddy would be someone with whom the child is confident and happy to share his/her thoughts and ideas.

Students reflect on what they have learned in the lesson and then respond to no more than three of the following prompts:

- * Today I learned...
- * I was surprised by...
- * The most useful thing I will take from this is...
- * I was interested in...

- * What I liked most about this lesson is...
- * One thing I'm not sure about is...
- * The main thing I want to find out more about is...
- * After this session I feel...
- * I might have gotten more from this if...

Generating Questions

Have students create their own questions and answers. This allows teachers to see what the students think they have been learning.

Minute Paper

At the end of class students write the most significant thing they learned in the lesson.

Children with different needs

The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. Children who are withdrawn for support teaching must be included for as much of the SPHE programme as possible.

Children who experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

In any one class there will be a broad range of abilities, interest levels and stages of maturity. The depth of exploration in the programme will have to take this diversity into account.

Equality of participation and access

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children.

Each year the school holds a Cultural Diversity Day celebrating the different cultures of the children in the school.

Policies and programmes that support SPHE

SPHE links with other policies/programmes used in the school – Bullying Policy, Child Protection Statement and Risk Assessment, Code of Behaviour, Equal Opportunities Policy, Equality of Opportunity/Gender Equity Policy,

Healthy Eating Policy, Hydration Policy, RSE Policy, Substance Use Policy, Stay Safe Policy, **Covid-19 Risk Assessment, Remote Learning Policy**
Teachers are expected to be familiar with these policies and ensure that the schools agreed policy is followed when addressing these issues.

Substance Use Policy

The school's Substance Use policy was ratified by the BOM on 29/11/2006 and reviewed and updated in April 2013 and February 2015.

In relation to SPHE it states:

“Education concerning substance use in Barefield NS will be provided within the broad context of SPHE through our 2 year whole school plan. It will also include the Walk Tall programme and the Grow In Love programme. Considerations, which inform the selection of content and methodologies, also include active learning.

Approaches to co-ordinate, involve teachers and to allocate time involve following our 2 year plan and ½ hour per week SPHE timetable.

Other considerations include availing of visiting teachers.

The use of an outside visitor/speaker to enhance the work done in the class should always be considered in the context of the full SPHE programme and should be undertaken in the presence of a teacher.”

The policy will be available from the Principal to the BOM, teachers and other staff members.

Prevention

It is accepted amongst educationalists that education about alcohol, tobacco and drugs is best carried out by teachers through the inclusion of SPHE in the curriculum. This SPHE Programme would also draw on the expertise available from the community i.e. Parents, Gardaí and Health Board. “

Relationships and Sexuality Education

The aims of RSE are:

- To enhance the personal development, self-esteem and well being of the child
- To help the child to develop healthy friendships and relationships
- To foster an understanding of, and a healthy attitude to human sexuality and relationships in a moral, spiritual and social framework
- To enable the child to acquire an understanding of, and respect for human love, sexual intercourse and reproduction
- To develop and promote in the child a sense of wonder and awe at the process of birth and new life.

In our school setting, RSE will be part of a wider programme of SPHE.

Each class teacher is to include the RSE programme on his/her timetable. In relation to RSE the school will adhere to the NCCAs guidelines on curriculum content.

In the context of Barefield N.S., the class teacher in his/her classroom is best placed to take responsibility for implementing the school-based element of the programme. Sensitive issues such as conception, intercourse, physical changes at puberty will be dealt with by a visiting speaker to the senior pupils at an evening meeting in the school to which their parents will also be invited, unless the class teacher decides to cover these issues with their class.

Our policy respects the rights of parents who hold conscientious or moral objections to the inclusion of the RSE programme on the curriculum. The parent will have to write a letter stating that they are to withdraw their child from this class. (The school will address this situation by the respective classroom teacher providing work for the child to be completed in another teacher's classroom. (This will need to be omitted as it is not possible to do this)) Parent will have to withdraw their child from the school.

Parents will always be advised when sensitive issues, respective to a particular class, are to be taught. Sensitive areas will be dealt with within the last classroom period of the day. This enables parents if they wish to withdraw their child from school and thus minimising any possible embarrassment or the singling out of a child.

Dealing with questions

Teachers do not cover content outside that of the DES curriculum or the school's religion programme. The types of questions to be answered in the classroom must relate directly to the content of the programme, as laid down by the NCCA. Children with questions on any other issues or aspects will be advised to ask their parents

Parental concerns

If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss their concerns with their child's class teacher or the principal. This can be done through arranging an appointment with the relevant person.

Teacher's concerns

If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss this with the principal.

Our RSE policy respects the right of the teacher, who may wish to withdraw from teaching the sensitive areas of the programme relevant to his/her classroom. As the curriculum is formal, it is the duty of the Principal to assign another teacher to undertake this responsibility. In return, the assigned teacher nominates a curriculum module to the teacher wishing to be substituted.

Stay Safe Programme

Content:

The lessons cover the following areas:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

Stay Safe Programme is the primary resource used in this school to provide education for children on abuse prevention. The programme is taught as part of the school's SPHE curriculum under the strand unit 'Safety and Protection'. The Stay Safe programme is taught every year in its entirety in this school to Junior Infants, 1st Class, 3rd Class and 5th Class and the lessons are revised with Senior Infants, 2nd Class, 4th Class and 6th Class.

Child Protection

This school follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

The Principal is the designated liaison person (DLP) for the school.

There is a copy of the Child Protection Statement and Risk Assessment in each classroom.

Homework

Homework in SPHE is given at the teacher's discretion

Resources

Programmes, ICT, Internet, DVDs, Textbooks, Supplementary Materials

A comprehensive selection of resources is available in the school for teaching all strands of SPHE including Walk Tall, Relationships and Sexuality (DES), Stay Safe programme, Bí Folláin, Pri-Ed Health and Values (c/f attached inventory). Walk Tall, Relationships and Sexuality (DES), Stay Safe programme are all available online.

PDST provide lots of resources in the Primary Wellbeing Portal, and subject specific supports for all areas of Health and Wellbeing.

<https://pdst.ie/primary/healthwellbeing>

Post-holder is responsible for SPHE resources. Resources are distributed at the beginning of the school year to the relevant class teacher. Resources are collected in June of every year.

Post-holder is responsible for sourcing of new and relevant resources for SPHE and also replacing resources.

Post-holder follows criteria for choosing resources on pg. 103 of Teacher Guidelines SPHE.

Guest Speakers

A guest speaker addresses 6th Class pupils on RSE if class teacher decides not to teach it. Parents are invited to attend.

Teachers may organise a guest speaker relevant to SPHE. Teacher must prepare the children for the visit. Class teacher is responsible for his/her class and should remain with the class at all times.

Any guest speakers must complete a Health Questionnaire and Contact Tracing Log.

Individual teachers' planning and reporting

Teachers should base their yearly and short term plans on the approaches set out in this whole school plan for SPHE. Post-holder will circulate strand units to be covered in that year at the beginning of the school year.

Work covered will be outlined in the Cuntas Míósúil which will be submitted to the principal.

Staff development

Post-holder has responsibility for monitoring developments in resource and reference materials dealing with SPHE.

Teachers are informed of any SPHE related courses in the local Education Centre.

Time can be allocated to SPHE issues at Staff Meetings when relevant.

Support teachers can provide certain children with extra support in paired or small group situations.

There can be opportunities for team-teaching in some areas of SPHE. Class teacher and support teacher can plan accordingly.

Student Council

There is a Student Council in the school.

Parental involvement

Parents have the primary role in the Social, Personal and Health Education of their child.

Parents are welcome to view the school plan on SPHE.

Parents are involved in reviewing aspects of SPHE within the school through the Parents Council. (eg. Substance Use, Child Protection, Nutrition, etc.)

Parents will be made aware of content objectives that deal with 'sensitive' issues before teachers cover these in class and will be asked to discuss these issues with their child prior to the lessons in school.

There is a Green Schools Committee in place in the school. Parents are encouraged to participate in the Green Schools project by volunteering their skills and time.

There is an active Parents Council in the school which helps to forge links between the school, parents and the wider community.

Community links

The wider community also have an important role to play in supporting Social, Personal and Health Education.

Visitors from the wider community can be invited into the school to talk to the children about related topics.

Fund Raising – The school is actively involved in raising money for charities such as the local hospice, Trócaire, etc.

Community Games, Doora-Barefield GAA Clubs – representatives from these groups in the community come to the school to provide the children with information about these clubs and competitions and to encourage the children to participate in the various activities.

Visitors to the School must follow procedures outlined in the Covid-19 Risk Assessment and Government Guidelines.

Success criteria

The success of this plan will be measured using the following criteria:

- Implementation of the SPHE curriculum will be evident in the teacher's work
- Continuity of content and methodology will be evident in teacher's preparation and monthly reports
- Feedback from pupils, teachers, parents.
- Inspector's report

Implementation

(a) Roles and Responsibilities

Classroom teachers are responsible for implementing the SPHE plan in their own classroom.

(b) Timeframe

Plan should be implemented as soon as it is ratified.

- **Review**

This S.P.H.E. Plan will be reviewed by the Principal & Staff as deemed necessary or at the least every two years.

- **Ratification and Communication**

This plan was ratified by the Board of Management of Barefield National School at its meeting on Thursday, **11 February 2021**

Parents may view this policy at the school on appointment with the Principal.

Signed: *Elaine Casey*
(Chairperson, Board of Management)

Date: 11-02-2021