

RSE Policy

Reviewed
January 2024

Policy Document



St. Flannan's National School

RSE Policy

ST. FLANNAN'S NATIONAL SCHOOL

School Details

St. Flannan's N.S. is a Catholic School under the patronage of the Bishop of Killaloe. As such we recognize the unique place that each child plays in the school and greater Christian community and we endeavour through our SPHE programme to assist all children to grow in that role. This involves the promotion of self-esteem and self-confidence in our pupils and giving them self-protection skills. We seek to nurture each child's ability to relate to others in the community in a positive and creative way. We also recognize and encourage the role of parents in the social, personal and health education of their children and acknowledge their rights to withdraw their child from the lessons, which deal with the sensitive issues of the programme.

Introductory Statement

All schools are required to have an RSE policy to detail how RSE is taught in the school, including the sensitive aspects. This policy is an approved approach to the teaching of Relationships and Sexuality Education (RSE). It was developed to inform teachers and parents as to what material is covered in the RSE programme within SPHE both formally and informally. The first RSE policy was developed in 2001 with a committee, revised in 2003, 2005, 2007, 2009, 2011, 2013, 2015, 2017, 2020 and 2024

School Philosophy

We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Through our SPHE programme and subsequently through RSE, we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The curriculum also encourages children to be aware of their rights as an individual while at the same time accepting responsibility for their actions as members of the school and the wider community. Our school values the uniqueness of all individuals within a caring school community. Our ethos means that we value respect, tolerance and openness through the lived experience of the children and school community. Parents have the primary role in the social, personal and health education of their children so their involvement will be encouraged as much as possible. SPHE and RSE are key components in supporting our school and children to develop into healthy young adults.

Definition of RSE

Relationships and Sexuality Education is an integral part of SPHE and must be taught in this context. It provides structured opportunities for pupils to acquire knowledge and understanding of human sexuality and relationships through processes which will enable them to form values and establish behaviours within a moral, spiritual and social framework. In particular, it addresses the meaning of human sexuality, relationships, growth and development, relevant to personal and social skills.

Relationship of RSE to SPHE

Social, Personal and Health Education (SPHE) provides opportunities for pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others.

SPHE:

- Is a lifelong process and consequently RSE is a continual process throughout primary school and is not confined to once off inputs or lessons
- Is a shared responsibility between family, school, health professionals and the community
- RSE education should include an input from all, and collaboration can be fostered through the teaching and delivery of materials
- Is a generic approach. It is not so much about the specific content of RSE but rather the relationship with a child's skills, attitudes, values and understanding relevant to a range of social, personal and health issues
- Is based on the needs of the child, therefore RSE education should prioritise the needs of the child and his/her environment, with appropriate adaptations made within the curriculum to suit individual requirements and individual school situations
- Is spiral in nature. RSE is revisited at different stages throughout the child's time in school, this will provide opportunities to consolidate and build on previous learning. This allows for issues and topics to be explored and treated in a manner appropriate to the children's needs, abilities and levels of maturity
- Engages children to be involved in activity based learning. RSE should provide a range of learning opportunities that include working together, learning about one's own feelings and those of others, developing a sense of empathy and experiencing and supporting healthy relationships. Through SPHE and RSE, members of the school community should be enabled to enhance their self-esteem and wellbeing through;
 - A sense of identity
 - A sense of purpose
 - A sense of belonging
 - A sense of security
 - A sense of competence.

The school has a responsibility to ensure that its curriculum is free of bias and that issues of inequality in any form are addressed and dealt with (SPHE Teacher guidelines, p25). In learning about cultures and traditions of others, children can develop a sense of respect for difference and appreciate the contribution that such has to offer. It will encourage children to be inclusive with each other, challenge prejudice and learn how to live in an intercultural society.

Current Provision Included in the School Curriculum is:

SPHE lessons (provided through discrete curricular time and integration)

- Use of the RSE Manuals and Busy Bodies resources
- Stay Safe Programme
- Walk Tall Programme
- Web wise resources
- All Together Now – Homophobic and Transphobic bullying lessons
- RESPECT Guidelines (suggested approaches to teaching about different families)
- Adapted resources for SEN from www.pdst.ie
- Religious Education.

Aims of our RSE Programme

- To enhance the personal development, self-esteem and wellbeing 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
- To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

Broad Objectives

When due account is taken of abilities and varying circumstances, the RSE education curriculum should enable the child to (in conjunction with the SPHE curriculum)

- Acquire and develop knowledge and understanding of self
- Develop an appreciation of the dignity, uniqueness and wellbeing of others
- Develop a positive sense of self-awareness, self-esteem, and self-worth
- Understand the nature, growth and development of relationships within families, in friendships and wider contexts
- Develop an awareness of differing family patterns
- Come to value family life and appreciate the responsibilities of parenthood
- Develop strategies to make decisions, solve problems and implement actions in various personal, social and health contexts
- Become aware of the variety of ways in which individuals grow and change and understand that their developing sexuality is an important aspect of self-identity
- Develop personal skills which help to establish and sustain healthy personal relationships
- Develop coping strategies to protect self and others from various forms of abuse
- Acquire and improve skills of communication and social interaction
- Acquire the use of appropriate vocabulary to discuss feelings, sexuality, growth and development
- Develop a critical understanding of external influences on lifestyles and decision making.

We support the aims on which RSE is modelled. We encourage good behaviour, open communication, understanding and tolerance of differences, and respect for self and others. We recognise that both pupils and staff have rights and responsibilities in our school. A sense of responsibility is fostered and attention is paid to the wellbeing of all of the members of the school community.

Policies which support SPHE/RSE

- Child Safeguarding Statement
- Substance Use Policy
- Code of Behaviour
- Anti-Bullying Policy
- Enrolment Policy
- Acceptable Use Policy
- Healthy Eating Policy

Guidelines for the Management and Organisation of RSE in our School Curriculum Content –

The curriculum by NCCA will be followed as published, and will be taught from infants to 6th class. All resources used will be in keeping with the ethos of the school, the whole school plan for SPHE and the RSE policy. Each class teacher will teach the content for their class level each year as laid out in the curriculum, and utilising the RSE manuals to complement their teaching.

Management of RSE

- The strands Growing and Changing, and Taking Care of my Body are covered in Year Two of a 2 year SPHE plan
- The sensitive lessons are covered as part of these broad topics (as outlined below and see appendix 1)
- Special arrangements exist for the delivery of the sensitive elements (Boys/ girls separated for some lessons 5th/6th class)
- Special consideration will be taken to ensure that the needs of children with SEN are met
- Taking into account the pupil's social and emotional development, instruction will be based on individual needs where possible. Parents will be consulted around sensitive issues

Parental Involvement

- Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrolment
- Parents will be informed in advance, of lessons on the sensitive areas of the RSE programme, via email, the email will outline what will be taught at their child's class level see Appendix 2. A brief outline of the lessons will also be uploaded to the school website www.inaghsschool.ie under the RSE section of the Home Learning tab.
- The email issued in advance, gives parents an opportunity to liaise with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children, it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE
- Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing
- Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons, a written statement should be given, stating their reasons for doing so and this will be centrally filed

- If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard.

Organisation and Curriculum Planning

RSE forms part of the national curriculum for SPHE by NCCA and will be taught from infants to 6th class.

RSE will be covered under the following strands and strand units of the SPHE curriculum:

Myself

Growing and changing

Taking care of my body

The RSE programme is divided into two main parts:

- 1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE
 - Friendship
 - Self-identity
 - Family
 - Self-esteem
 - Growing up
- 2) The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in bold.

Topics covered up to 2nd include:

- Keeping safe
- **Bodily changes from birth (birth-9)**
- Making age-appropriate choices
- Appreciating the variety of family types and the variety of family life that exists in our school and community
- Recognising and expressing feelings
- Self-care, hygiene, diet, exercise and sleep
- Expressing opinions and listening to others
- **Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)**
- **Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd)**

Topics from 3rd to 6th include:

- **Bodily changes**
- Healthy eating, personal hygiene and exercise
- Keeping safe
- Expressing feelings
- Appreciating the variety of family types within our school and community and how these family relationships shape us
- Making healthy and responsible decisions
- Forming friendships
- **Discuss the stages and sequence of development of the human baby in the womb (3rd, 4th class)**
- **Introduction to puberty and changes (3rd, 4th, 5th and 6th class)**
- **Changes that occur in boys and girls with the onset of puberty (5th and 6th Class)**
- **Reproductive system of male/female adults (5th and 6th class)**
- **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class)**

Sensitive content 4th – 6th

Sensitive content is taught as per 2-year SPHE plan

Month	Year 1	Year 2
September/ October	Strand: Myself Strand Unit: Self-Identity	Strand: Myself and Others Strand Unit: Myself and My Family
November/ December	Strand: Myself Strand Unit: Safety & Protection	Strand: Myself and Others Strand Unit: My friends and other people
January/February	Strand: Myself Infants: Self Identity Strand Unit: Making Decisions	Strand: Myself Strand Unit: Growing and Changing (RSE Lessons)
March/April	Strand: Myself Strand Unit: Taking Care of My Body	Strand: Myself and the Wider World/Myself Strand Unit: Developing Citizenship/Safety & Protection
May/ June	Strand: Myself and Others Strand Unit: Relating to Others	Strand: Myself & the Wider World Strand Unit: Media Education

A copy of Busy Bodies can be distributed to parents in advance to support the implementation of the sensitive objectives in class

Approaches & Methodologies

When implementing the programme, staff at St. Flannan's National School will endeavour to display respect for and sensitivity towards the different cultural and family backgrounds experienced by the children. The curriculum will be taught in an age-appropriate manner at all times. The curriculum will be taught from Junior Infants to 6th class. It will be taught through a spiral curriculum (key topics will be revisited in a developmental manner at regular intervals). The materials taught will reflect the needs of the children.

The RSE curriculum may be taught through:

- stories and poems
- classroom discussion
- group work
- games
- art activities
- reflection
- circle time
- guest speaker (The class teacher will stay in the room at all times in accordance with Circular 42/2018).

Differentiation

Teachers use assessment and professional judgment to differentiate the programme and content to suit the needs of the class. Some techniques used may include:

- ensuring that objectives are realistic for the students
- ensuring that the learning task is compatible with prior learning
- providing opportunities for interacting and working with other students in small groups and spending more time on tasks
- organising the learning task into small stages and ensuring that the language used is pitched at the student's level of understanding
- understanding of the activity using task analysis, outlining the steps to be learned/completed in any given task, posing key questions to guide students through the different stages/processes, and to assist in self-direction and correction
- having short and varied tasks creating a learning environment through the use of concrete, and where possible every day materials, and by displaying word lists and laminated charts with pictures.
- Sometimes the stage of development in a class can vary widely and strategies to differentiate in class can support gradual and appropriate teaching
- group work and discussion
- higher and lower order questioning in groups
- moderated whole class discussions through use of a Question Box.

Pupils with Special Educational Needs

Adaptions to the way in which the content is delivered will be made for children with Special Educational Needs. Consultation with parents/ guardians in advance and anticipation of the children's needs will be central to ensuring learning is meaningful.

- Children may be pre-taught language or concepts in anticipation of whole class work
- Children may work in smaller groups or 1:1 on adapted and suitable material
- Any different or specific objectives related to the pupils own learning needs may if necessary be detailed in their IEP or IPLP in consultation with parents/guardians.

Language

SPHE curriculum provides a context in which children are given opportunities to develop and enhance their language skills and to increase their vocabulary related to SPHE. Children should become aware of the power and influence of language. When used positively, language can build up, affirm and show respect to another human being but if used in a negative manner can hurt, diminish and demean. Children need to recognise and become sensitive to the ways in which they themselves use language in their relationship and their everyday interactions. Language is a powerful tool and should be used with respect and integrity for the dignity of each person. There are two areas where the use of language is applied in RSE lessons;

- The formal use and teaching of language generally throughout the school
- The use of language in discussion through your formal RSE lessons. Appropriate vocabulary in formal teaching
- Relating to sexuality, growing up, physical changes, parts of the body and feelings will be used. The use of slang will be discouraged
- Anatomical terms and language introduced is consistent with RSE Materials Books (see Appendix 1)

Questions

We use some simple principles when fostering discussion and questioning

- No personal questions of the teacher
- A Question Box can be availed of by the children
- The teacher will be mindful of their reaction to any questions
- Questions do not have to be answered straight away

Sample responses;

- I'll do my best to answer your questions but I may not be able to answer all of them
- That's something you'll learn about as you get older
- Is that something you could talk to your parents / guardians / family about?
- We agreed in our contract that we wouldn't ask anyone personal questions
- Somebody asked a question and the language that was used was slang language, what they meant to ask was....

For older children a 'question box' can be used as part of a structured RSE lesson. Teachers can follow up on the written questions at a later date, thus allowing time to prepare suitable answers, consult with colleagues, etc

Question Box

During the delivery of each section of the sensitive lessons– children will be encouraged to place their questions into a box in the classroom. These questions will then be monitored and screened with the teacher answering the questions the following week taking into account the following;

- Questions arising from lesson content will be answered in an age-appropriate manner.
- The class teacher cannot answer questions which do not relate to the particular curriculum objectives for a class.
- Pupils will be informed if a question/issue is not on the programme and they will be advised to talk with their parents.
- Teachers may exercise discretion to contact parents themselves if they feel that a question is very inappropriate or needs to be communicated with home because of other reasons
- No personal questions will be answered and children will be reminded not to share personal information about their families or others – but can share with teacher after the lessons.

If issues arise which might be seen to contravene Children First Guidelines, the teacher will notify the Designated Liaison Person in the school

Assessment

Assessment in RSE is important to enable the teacher to pitch the lessons correctly to their respective class group

The teacher uses

- Observation and questions to assess the children's engagement and interest
- Use of teacher-designed tasks such as worksheets, quizzes or games
- Use of reflection or learning log.

Confidentiality

- The school follows Children First Guidelines 2017 and The Child Protection Procedures for Primary and Post Primary Schools 2017
- If a child is withdrawn from the teaching of sensitive issues, we cannot guarantee that the other children will not tell or inform him/her about the content of the lesson.

Resources Relationships and Sexuality Education Resource Materials (DES)

Each class teacher has a copy of the appropriate RSE manual or access to it in online / pdf format. Other resources that support the broader aims of RSE include:

- Stay Safe programme
- Walk Tall Programme
- Anatomical Dolls and Story books

- Tom's Power Flower Talking to your young child about Relationships, Sexuality and Growing Up. This booklet was developed to support the teaching of the 1st and 2nd class component of RSE within the context of SPHE
- Busy Bodies Booklet. This booklet was developed to support the teaching of the 3rd, 4th , 5th and 6th class component of RSE within the context of SPHE
- Picture books across the 9 grounds of equality
- INTO Different Families, Same love Poster.
- RESPECT guidelines

Provision of Ongoing Support

- Opportunities provided by our Education Centre will be brought to the attention of staff members.
- Teachers will be encouraged to attend CPD in RSE
- Staff meetings utilised as a platform for discussion and development of RSE materials
- Support from a PDST Advisor
- Promotion and communication of resources available from www.pdst.ie

Review

- The policy will be reviewed every two years. The policy may also be reviewed at an earlier time should a need arise. Parents and staff will be informed of any amendments made
- This plan was ratified by the Board of Management at a meeting

This policy review was ratified by the Board of Management on _____.

Signed: _____ Chairperson, Board of Management

Date: _____

NEXT REVIEW: 2026

APPENDIX 1

<p>Topics covered up to 2nd include:</p> <ul style="list-style-type: none"> • Keeping Safe • Bodily changes from birth (birth-9) • Making age appropriate choices • Appreciating the variety of family types and an variety of family life that exists in our school and community • Recognising and expressing feelings • Self-care, hygiene, diet, exercise and sleep • Expressing opinions and listening to others • Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants) • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd) 	<p>Topics from 3rd to 6th include:</p> <ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene, exercise • Keeping Safe • Expressing Feelings • Appreciating the variety of family types within our school and community and how we these family relationships shape us • Making healthy and responsible decisions • Forming Friendships • Discuss the stages and sequence of development of the human baby in the womb (3rd, 4th class) • Introduction to puberty and changes (3rd, 4th, 5th and 6th class) • Changes that occur in boys and girls with the onset of puberty (5th/6th Class) • Reproductive system of male/female adults (5th and 6th class) • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class)
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Dear...

Relationships and Sexuality education is an integral part of the S.P.H.E programme. The sensitive elements of the Relationships and Sexuality education programme are covered under the Strand Units, 'Growing and Changing' and 'Taking Care of my Body'.

We will be completing these Strand Units with all class levels in the forthcoming weeks.

Topics covered up to 2nd include:	Topics from 3rd to 6th include:
<ul style="list-style-type: none"> • Keeping Safe • Bodily changes from birth (birth-9) • Making age appropriate choices • Appreciating the variety of family types and a variety of family life that exists in our school and community • Recognising and expressing feelings • Self-care, hygiene, diet, exercise and sleep • Expressing opinions and listening to others • Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants) • Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd) 	<ul style="list-style-type: none"> • Bodily changes • Healthy eating, personal hygiene, exercise • Keeping Safe • Expressing Feelings • Appreciating the variety of family types within our school and community and how these family relationships shape us • Making healthy and responsible decisions • Forming Friendships • Discuss the stages and sequence of development of the human baby in the womb (3rd, 4th class) • Introduction to puberty and changes (3rd, 4th, 5th and 6th class) • Changes that occur in boys and girls with the onset of puberty (5th/6th Class) • Reproductive system of male/female adults (5th and 6th class) • Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class)

The class teacher will post a brief outline of the lessons to be taught in the RSE folder on Home Learning tab of the school website – www.inaghschool.ie.

If you have any questions, please make an appointment to call the class teacher.

Yours sincerely,

Junior and Senior Infants



Strand - Myself Strand Unit - <u>Self-Identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Self-Awareness <ul style="list-style-type: none"> Discuss and appreciate all the features that make a person special and unique Recognise and record personal preferences 	<i>Feeling Safe and Unsafe p. 17 - 30</i>	Me! Me! Me! p.19 Face Masks p.20 I Like Me p.21		
<ul style="list-style-type: none"> Begin to understand, appreciate and respect personal abilities, skills and talents 			The Crocodile Swamp p. 37 (SI) The Magic Box p.40 (SI)	
<ul style="list-style-type: none"> Become aware of their immediate surroundings 			I Taste with My Tongue p.47 (JI) The Five Senses p.49 (SI) What's In The Box p.60 (SI)	
Developing Self – Confidence <ul style="list-style-type: none"> Express own views, opinions and preferences Become more self-reliant and independent Begin to learn how to cope with various changes as they occur 	<i>Friendship and Bullying p.32 - 44</i>	Can You Play Simons Says p.103 Can You Do This? p.104 A Picture Book of Things I Can Do p.104		
Making Decisions <ul style="list-style-type: none"> Identify some everyday choices made by himself/herself and those that are made by others 	<i>Strangers p.62 - 66</i>		Stars p.130 (SI)	
<ul style="list-style-type: none"> Begin to develop some awareness of factors that may influence decisions or choices made 			Storm p.84 (JI)	

Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Knowing about my body</i> <ul style="list-style-type: none"> • Appreciate the need, and understand how to care for their own body in order to keep it healthy and well • Realise that each individual has some responsibility for taking care of his or her self • Respect their own bodies and that of others 			Our Amazing Bodies p.94 (SI)	
<ul style="list-style-type: none"> • Name parts of the male and female body parts using appropriate anatomical terms • Recognise and practice basic hygiene skills 		Giving the Doll a Bath p. 150 Keeping Clean p.152		Anatomical Dolls
<ul style="list-style-type: none"> • Explore and discuss the different things the body can do 			The Five Senses p.47 (SI) What Do You Smell? p.63 (SI)	
<i>Food and Nutrition</i> <ul style="list-style-type: none"> • Become aware of the importance of food for growth and development • Explore food preferences and their role in a balanced diet • Discuss and explore some qualities and categories of food • Realise the importance of good hygiene when preparing food to eat 			Taste Test p.53 (SI)	Food Dudes – Healthy Eating programme www.fooddudes.ie

<ul style="list-style-type: none"> Explore and discuss occasions that can promote feelings in himself/herself 			Things to be Happy About p.105 (SI)	
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Strand - Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Personal Safety <ul style="list-style-type: none"> Explore appropriate safety strategies Identify situations and places that are safe and those where personal safety may be at risk Realise how other people can persuade him/her to engage in unsafe behavior 	Feeling Safe and Unsafe p. 17 - 30 Friendship and Bullying p. 30 - 44 Touches p. 45 - 54 Secrets and Telling p.55 - 60 Strangers p.60 - 66			
Safety Issues <ul style="list-style-type: none"> Identify people who are responsible for safety in the community and learn and practice safety strategies for crossing the road, using the bus or being a pedestrian 	<i>Secrets and Telling p55 - 60</i>		Taking Care p.100 (JI)	Road Safety www.rsa.ie/en/RSA/Road-Safety/Education/Teaching-resources
<ul style="list-style-type: none"> Realise and understand that rules are necessary in order to protect people and keep them safe 	<i>Friendship and Bullying p. 30 - 44</i>		Five Little Children p.80 (SI)	
<ul style="list-style-type: none"> Explore how accidents might be prevented at home, in school, on the farm or in the water 			Listen p.65 (SI)	HSE Child Safety Corner www.hse.ie

Strand - Myself Strand Unit - <u>Growing and Changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>As I grow I change</i> <ul style="list-style-type: none"> Identify some factors that promote growth Realise that growth and change are part of the process of life and are unique to the individual Recognise that the ability to take responsibility for himself/herself and others increases as he/she gets older 		About Growing p.78 Watch It Grow p.82 Inner Growth p.82 Measuring Growth p.162		Anatomical Dolls
<i>New Life</i> <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Identify what babies need to help the grow and develop 		Signs of New Life in Spring p.69 New Life in Spring p.73 Conor's New Baby Sister p.139 Nature Walk p.143 Growing Plants from Seeds p.143		
<i>Feelings and emotions</i> <ul style="list-style-type: none"> Name a variety of feelings and talk about situations where these may be experienced Explore a variety of ways in which feelings are expressed and coping with 			Feelings Faces p.110 (JI) A Surprise p.118 (JI) Things That Go Bump in The Night p.121 (JI) I'm Lonely p.125 (JI) Little Miss Angry p.128 (JI) Caring and Sharing p.131 (JI)	
<ul style="list-style-type: none"> Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another 			Our Class p.77 (SI) We Can Help p.82 (SI)	

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<ul style="list-style-type: none"> Explore and discuss occasions that can promote feelings in himself/ herself 			Things to be Happy About p.105 (SI)	
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Strand - Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Personal Safety <ul style="list-style-type: none"> Explore appropriate safety strategies Identify situations and places that are safe and those where personal safety may be at risk Realise how other people can persuade him/her to engage in unsafe behavior 	Feeling Safe and Unsafe p. 17 - 30 Friendship and Bullying p. 30 - 44 Touches p. 45 - 54 Secrets and Telling p.55 - 60 Strangers p.60 - 66			
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<ul style="list-style-type: none"> • Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the content • Explore occasions when medicines, injections, or pills are needed and the safety rules that apply when taking medicine 			<p>Things That Go in My Body p.98 (SI)</p> <p>Miss Polly's Sick Dolly p 93 (JI)</p> <p>What Would You Do? p.96 (JI)</p>	
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Strand - Myself and Others Strand Unit - <u>Myself and my Family</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> • Identify and name the people who constitute a family and appreciate that all family units are not the same • Realise that he/she belongs to a family and that each person has a place and role within a family • Explore things that families do together • Explore and acknowledge many of the things that can be learned at home 		<p>Celebration of Home p. 48</p> <p>Families Celebrate p. 48</p> <p>Looking at Photographs p.119</p>	<p>Who Lives Inside My Door p.75 (JI)</p>	<p>RESPECT Guidelines and resources</p> <p>Different Families</p> <p>Same Love poster / resource</p> <p>www.into.ie/lgbt/EducationalResources</p> <p>Picture Books resource</p> <p>http://www.pdst.ie/primary/RSE</p>
<ul style="list-style-type: none"> • Realise how families take care of, support and love each other 		<p>Happy Families p.121</p> <p>A Surprise for Conor p.118</p>	<p>My Special Peoples Booklet p. 74 (SI)</p>	

Making the Links and Beyond - Revised Edition

Strand - Myself and Others Strand Unit - <u>My Friends and other People</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Discuss and appreciate differences in people and know how to treat others with dignity and respect Recognise and explore bully behavior, who is involved and the effects on different people Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else 	<i>Friendship and Bullying p.30-41</i>			
<ul style="list-style-type: none"> Identify, discuss and appreciate his/her own friends Discuss and examine the different aspects of friendship Identify and appreciate friends at school and how they can help care for each other Discuss and appreciate all those considered special, both within and outside the family circle 		Who's Who p.27 Your Friends Are Special Too p.29 You and Me, Me and You p.29 What Is a Friend? p.111 Appreciating Friends p.112		

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Strand - Myself and Others Strand - <u>Relating to Others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Listen and respond to opinions and views of others 			Jacks Story (Co-Operation) p.78 (JI)	
<ul style="list-style-type: none"> Use verbal and non-verbal behavior to perform social functions Resolve conflict with others 	<i>Friendship and Bullying p.30-41</i>		Caring and Sharing p. 131 (JI) What a Lovely Bunch p. 20 (JI)	
<ul style="list-style-type: none"> Practice Consideration, courtesy and good manners when interacting with others 			This is Me! p.23 (JI) I Am, I Can, I Like p.42 (SI)	

Strand – Myself and the Wider World Strand Unit <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>My school community</i> <ul style="list-style-type: none"> Recognise the name of his/her own school and the people who contribute to life in the school 	<i>Friendship and Bullying p. 31</i>		Name Train p.32 (JI)	
<ul style="list-style-type: none"> Realise that each person is important and has a unique and valuable contribution to make to the class 			The Magic Box (SI) p. 50	Ombudsman's for Children Educational resources www.oco.ie/education-and-human-rights/education

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Strand – Myself and the Wider World Strand Unit <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Recognise the importance of sharing and co-operating and being fair in all activities in the class and school 			Bear Hugs p.42 (JI)	
<ul style="list-style-type: none"> Explore and respect the diversity of children in the class and school 			Respecting Difference p.114 (SI)	Intercultural Education in Primary Schools www.ncca.ie
<ul style="list-style-type: none"> Realise and understand the necessity for adhering to the class and school rules 			Do we Need Rules? p.118 (SI)	
<i>Living in the local community</i> <ul style="list-style-type: none"> Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others Recognise that each person has an important contribution to make to the life of the community Begin to become aware of local identity and to participate in and enjoy celebrating local events Suggest ways of helping other people at home, in school and in the local community 			Where I Live p.120 (SI)	Equal Measures; Gender Equality

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Strand – Myself and the Wider World Strand Unit <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying these rules in order to keep us safe 			Do We Need Rules? p. 118 (SI)	
Environmental Care <ul style="list-style-type: none"> Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment 			Taking Care of Our World p.122 (SI)	Green schools work https://greenschoolsireland.org/resources/ School Garden and the Living Classroom http://www.schoolearthed.ie/

Strand - Myself and The Wider World Strand Unit - <u>Media Education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Realise that he/she receives information from many different sources 			Jungle Journey p.68 (SI)	
<ul style="list-style-type: none"> Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits 			Getting to Know Me p. 34 (SI)	

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<ul style="list-style-type: none">• Identify favorite television programmes videos and video games and indicate reasons for preferences• Begin to explore and talk about difference between advertisements and programmes• Begin to use and explore the various kinds of information technology available			Our Favourite Programmes p.125 (SI)	
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The Stay Safe programme is taught as part of the Safety and protection strand unit (shown above in dark red). The Stay Safe programme also addresses objectives from other strand units (shown above in light red).

Teachers are reminded that the Stay Safe programme should be taught in its entirety in one block. However, teachers exercise their own discretion in determining whether or not they feel the other curricular objectives are adequately addressed through the Stay Safe lessons, and can supplement the teaching of these objectives at other times during the year.

First and Second Class



Making the Links and Beyond - Revised Edition

Strand – Myself Strand Unit - <u>Self-Identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Self-Awareness <ul style="list-style-type: none"> Develop and Appreciation of and talk about personal strengths, abilities and characteristics 	<i>Feeling Safe and Unsafe p. 17-30</i>	<i>Things I do, Things I Enjoy p.17</i>	I Am Good at Lots of Things p.21 (1 st) I'm Celebrating All I Have Learned p.154 (2 nd)	
<ul style="list-style-type: none"> Recognise and appreciate the similarities and differences between people Become aware of his/her immediate world through senses 			Alike and Different p. 27 (1 st)	
<ul style="list-style-type: none"> Identify and talk about personal preferences, and dreams between people 			When I am Older I Would Like to Belong p.128 (1 st)	
Developing self-confidence <ul style="list-style-type: none"> Become more independent and self-reliant 			I'm Learning to Use My Own Brain p.114 (2 nd)	

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Strand – Myself Strand Unit - <u>Self-Identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Explore different ways of coping with change 			I Change As I Grow p. 75 (2 nd)	
<ul style="list-style-type: none"> Express personal opinions and preferences and acknowledge those of others and comment on them 		Things I Like to Do p.15 What Do You prefer? p.19 My Perfect Day p.20	Our Favourite Things p.24 (1 st)	
<i>Making decisions</i> <ul style="list-style-type: none"> Recognise and reflect on choices that are made everyday Discuss the factors that may influence personal decisions or choices Realise that being involved in decision –making demands more personal 	<i>Touches p.49 - 62</i> <i>Secrets and Telling p. 63-70</i> <i>Strangers p.71-79</i>	How Do I Decide What to Do? p.183 About the Reasons I Do Things p.184	Adverts and Messages p.139 (1 st)	

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Strand – Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Knowing about my Body <ul style="list-style-type: none"> Appreciate the need and understand how to care for the body in order to keep it strong and healthy 			What Does Healthy Mean? p.27 (1 st)	
<ul style="list-style-type: none"> Name parts of the male and female body using appropriate anatomical terms 	<i>Touches p.49-62</i>	How our Bodies Work p.166	Our Amazing Bodies p. 27 (2 nd)	
<ul style="list-style-type: none"> Recognise the importance of treating the body with respect and dignity Explore the various things the body can do 		How My Body Works p.67 Our Senses p.70 A Listening Walk p.72 A Poem About Our Senses p.73 In My Imagination p. 74	My Heart and My lungs p.41 (2 nd) My Brain p.45 (2 nd)	
<ul style="list-style-type: none"> Develop and practice basic hygiene skills Realise that each individual must take responsible for self-care Become aware of how infection spreads easily and the importance of adhering to a code of hygiene 		When My Body Needs Special Care p.161 A Visit to The Doctor p.164	Being Clean Helps Us Keep Healthy p.40 (1 st) What Does Healthy Mean? p.37(1 st)	
<ul style="list-style-type: none"> Recognise and examine some of substances that are taken into the body and the purpose and function of each one 			Medicines are Powerful Drugs p.62 (2 nd) Injections p.69 (2 nd)	

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Strand – Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Food and Nutrition <ul style="list-style-type: none"> Explore the importance of food for promoting growth, keep healthy, and providing energy Appreciate the balance, regularity and moderation are necessary in diet 			Types of Food We Need to Be Healthy p.40 (1 st)	Food Dudes – Healthy Eating programme www.fooddudes.ie
<ul style="list-style-type: none"> Identify some foods that are derived from plant and animal sources Recognise and practice good hygiene when dealing with food 			My Body Needs Different Types Of Food p.52 (2 nd)	
As I grow I change <ul style="list-style-type: none"> Begin to recognise the physical, emotional, social and spiritual factors that promote growth Realise that growth takes place in many different ways and is unique to each individual 		Growing and Changing p.171 What I Was Like When I Was Little p. 173 The Story of My Life p.174 Looking at Photographs p.82	I Change As I Grow p. 72 (2 nd)	
<ul style="list-style-type: none"> Realise that growing up brings increased responsibility for himself/ herself and others 		Changing and Growing p.83 A Poem of Ages p. 177		

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Strand – Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>New Life</i> <ul style="list-style-type: none"> Begin to understand the reproduction, birth, life, growth and death are all part of a life cycle 		The Wonder of New Life p.59 New Life in Spring p.61 When I Was a Baby p.155 About Babies p.156	All Shiny and New p. 33 (1 st)	
<ul style="list-style-type: none"> Realise the various roles parents and other family members have in providing for new-born babies Appreciate what is necessary in order to provide and care for new-born babies in both the animals and human world 		About Minding Babies p.153 About Babies p.156		
<i>Feelings and emotions</i> <ul style="list-style-type: none"> Name and identify a wide range of feelings and talk and explore feelings in different situations 		Music with Feelings p.55	Name That Feeling p.49 (1 st) True Feelings p.87 (2 nd)	
<ul style="list-style-type: none"> Realise and explore the various ways feelings can be expressed and dealt with and choose which are most appropriate and acceptable 		The Princess Who Never Smiled p.51 Miming Feelings p. 54	Being Happy p.65 (1 st) It's OK to Cry When I Am Sad p.69 (1 st) Letting Off Steam p. 72 (1 st)	

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Strand – Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Identify people with whom they can discuss feelings and emotions 		About Way We Feel Sometimes p.146	My Special Person and Me p.90 (2 nd)	
<ul style="list-style-type: none"> Become aware of and be able to choose healthy ways of feeling good about themselves 		Painting a Feeling p. 147	I Can Think Positively p.80 (1 st)	
<ul style="list-style-type: none"> Explore the various feelings that change as one grows Recognise that individual actions can affect the feelings of others 		A Poem About Someone I Love p. 177	Random Acts of Kindness p.141 (2 nd)	

Strand – Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Personal Safety <ul style="list-style-type: none"> Recognise and explore situations where children feel safe and those where safety might be at risk Discuss and practice appropriate strategies for dealing with these situations Explore how other people can persuade him/her to engage in unsafe behavior and how this may be counteracted 	Feeling Safe and Unsafe p.17-30 Friendship and Bullying p.31-48 Touches p.49-62 Secrets and Telling p. 63-70 Strangers p.70-90			

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Strand – Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Identify risky behavior and examine its positive and negative consequence 			Smoking And Cigarettes p.25 (2 nd)	
Safety Issues <ul style="list-style-type: none"> Develop and practice strategies for keeping safe when travelling 		Safety Strategies p. 137		
<ul style="list-style-type: none"> Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for their own safety and that of others 		Safety Quiz p.138	Our Classroom Rules Are Important p.86 (1 st) Rules Have Reasons (1 st)	
<ul style="list-style-type: none"> Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behavior when playing Recognise how accident might be caused and what can be done in order to prevent accidents happening 		Keeping Safe p3.9 What Would I Do? p.43 About Keeping Ourselves Safe p.44	I'm Learning to Use My Own Brain p.114 (2 nd)	
<ul style="list-style-type: none"> Recognise and explore occasions when medicines are needed Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring 			Rules About Medicines p.97	

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Strand – Myself and Others Strand Unit - <u>Myself and My Family</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Identity and talk about those who live at home and recognise that homes and families vary Recognise his/her role and place in the family unit and the contribution made by each family member 		<p>A Map of Responsibility p.125</p> <p>About Ways We Can Help At Home p.126</p>	<p>I Belong in My Home p.108 (1st)</p>	<p>RESPECT Guidelines and resources</p> <p>Different Families Same Love poster / resource</p> <p>www.into.ie/lgbt/EducationalResources</p> <p>Picture Books resource</p> <p>http://www.pdst.ie/primary/RSE</p>
<ul style="list-style-type: none"> Appreciate his/her own family and identify ways in which members of families can help, support and care for each Explore many of the things that are learned in families both practical and otherwise 		<p>About My Family p. 33</p> <p>Drawing a Map of My Family p.34</p>		

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Strand – Myself and Others Strand Unit - <u>My Friends and Other People</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Discuss personal friends and why he/she enjoys being with them Identify, explore and discuss qualities and skills associated with friendship 	<i>Friendship and Bullying p.31-48</i>	My Friends p.23 Guess Who? p.25 About Our Friends p.25 Our Friends p.27	I Belong in My Class p.112 (1 st)	
<ul style="list-style-type: none"> Explore how friends can influence personal actions and decisions 		What Would a Friend Do? p.117	Friends Influence Each Other p.19 (2 nd)	
<ul style="list-style-type: none"> Know how to treat people with dignity and respect 			We Can Help Make Rules p.131 (2 nd) I'm Learning to Trust p.31 (2 nd)	
<ul style="list-style-type: none"> Recognise and explore bullying behavior, who is involved and the effects on different people Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else 			Bullying p.124 (1 st)	

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Strand – Myself and Others Strand Unit - <u>My Friends and Other People</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Relating to others</i> <ul style="list-style-type: none"> Distinguish between verbal and non-verbal behavior and know how they are used in performing social functions Listen, hear and respond to what is being said 				
<ul style="list-style-type: none"> Express and record experiences, opinions, feelings and emotions in a variety of ways 	<i>Feeling Safe and Unsafe p. 17-30</i>		I Have Opinions p.99 (4 th)	
<ul style="list-style-type: none"> Explore and practice how to handle conflict without being aggressive 			I Am Learning to Ask for What I Want p. 102 (2 nd) I Am Learning to Say No p.110 (2 nd)	

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Strand – Myself and the Wider World Strand Unit – <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>My School Community</i> <ul style="list-style-type: none"> Explore what it means to belong and recognise some of the different groups to which he/she can belong Recognise and write the name and location of his/her own school and identify those who constitute the school community 			I Belong with My Class p.112 (1 st) Taking Care of The Yard p.138 (2 nd)	
<ul style="list-style-type: none"> Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone 			Taking Care of Our Classroom Environment p.120 (1 st)	Ombudsman's for Children Educational resources www.cco.ie/education-and-human-rights/education
<ul style="list-style-type: none"> Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all 			Our Classroom Rules Are Important p.86	
<ul style="list-style-type: none"> Engage in group activities in the class and learn how-to share, co-operate, listen to, work and play 			My Name p19 (1 st) I Am Learning To Co-operate p.134 (2 nd)	

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Strand – Myself and the Wider World Strand Unit – <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Living in the Local community</i> <ul style="list-style-type: none"> Begin to appreciate how people depend on each other in many aspects of life Developing a sense of belonging to their own local community 			I Belong in My Community p.125 (2 nd)	
<ul style="list-style-type: none"> 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 their experiences Develop an awareness of people in other places 			Nationalities Day p. 143 (2 nd)	EU Kids Corner http://europa.eu/kids-corner/index_en.htm
<ul style="list-style-type: none"> 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 			I'm Learning About My Rights p.106 (2 nd)	

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Strand – Myself and the Wider World Strand Unit – <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Environmental care</i> <ul style="list-style-type: none"> Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment 			Taking Care of Our Yard p.134 (2 nd)	Sustainable Energy Authority of Ireland http://www.seai.ie/ Greener Schools work https://greenschoolsireland.org/resources/ School Garden and the Living Classroom http://www.schoolearthed.ie/

Strand – Myself and the Wider World Strand Unit – <u>Media Education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Become aware of and learn about different ways in which information can be communicated 			We Are Modern Explorers p.136 (1 st)	
<ul style="list-style-type: none"> Begin to distinguish between fact and fiction in stories or situations in different media forms 			Facts or Fiction p.133 (1 st)	

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Strand – Myself and the Wider World Strand Unit – <u>Media Education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Discuss and explore advertising that is specifically aimed at children 			Adverts and Influences p.148 (2 nd)	

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Third and Fourth Class



Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Self-Identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Self-Awareness <ul style="list-style-type: none"> Recognise, describe and discuss individual personal traits, qualities, strengths, limitations, interests and abilities Identity personal preferences, dreams for the future and hopes 	<i>Feeling Safe and Unsafe p.17-30</i>	Who Am I? p.20 My Gifts p.23	My Strengths p.33 (3 rd) Who Am I? p.20 (4 th)	
<ul style="list-style-type: none"> Explore factors that influence their self-image 		Pass The Compliment p.21	My Name is Special p.29 (3 rd)	
<ul style="list-style-type: none"> 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 		Working Alone, Working Together p. 119 Team Work p.121	Self Portrait p.24 (4 th) Everyone is Unique p. 37 (3 rd)	
Developing self-confidence <ul style="list-style-type: none"> Enhance their own learning Express personal opinions, feelings, thoughts and ideas with growing confidence 			I Know, I Think p.27 (4 th) Speaking with I Statements p.180 (4 th)	
<ul style="list-style-type: none"> Become more confident in coping with change and with situations that are unfamiliar Become increasingly responsible and autonomous 			Easy Talking, Difficult Talking p.161 (4 th)	

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Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Health and wellbeing <ul style="list-style-type: none"> Understand and appreciate what it means to be healthy and to have a balanced lifestyle Realise that each individual has some responsibility for their health and that this responsibly increases as he/ she gets older 		A Recipe for Good Health p.192	As I Grow Older... p101 (4 th)	
<ul style="list-style-type: none"> Begin to develop strategies to cope with various worries or difficulties that he/she may encounter 	<i>Feeling Safe and Unsafe p.17-30</i>	Who, What, When, Why? p.52	Keeping My Thinking Healthy p.114 (4 th)	
<ul style="list-style-type: none"> Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink 			The Risk of Smoking Cigarettes p.142 (3 rd) The Risk of Drinking Alcohol p.149 (3 rd)	
<ul style="list-style-type: none"> Know and understand the meaning of the word drug and when it is appropriate or inappropriate to take drugs Identify and categorize a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal 			What is a Drug? p.125 (4 th) The Dangers of Solvents p.136 (4 th)	
<ul style="list-style-type: none"> Recognise and discuss some people who are concerned with health and welfare 			Sometimes Adults Need Rules p.154 (3 rd)	

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Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Knowing about my Body</i> <ul style="list-style-type: none"> Understand the physical changes taking place in both male and female body Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal 		Growing Up p.198 A List of Changes p. 203		Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<ul style="list-style-type: none"> Realise the importance of caring for and treating their own body and that of others with dignity and respect 		Healthy Choices and Decisions p.105		
<ul style="list-style-type: none"> Recognise and practice good personal hygiene, know how it is maintained and understand its importance in social interaction Understand and explore the relationship between health and hygiene 		Being Clean - Keeping Healthy p. 185 Body Protection p. 189	Clean and Healthy p. 107 (4 th)	
<ul style="list-style-type: none"> Realise the adverse effects of sexual stereotypes and realise that these effects can become more exaggerated as the physical differences between males and females become more apparent 				Gender Equality; Equal Measures

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Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Food and Nutrition</i> <ul style="list-style-type: none"> • Differentiate between a healthy and unhealthy diet and appreciate the role of balance and moderation • Recognise the wide choice of food available and categories the food into the four main food groups and their places on the food pyramid • Examine the dietary needs of their own age group and other groups in society 			Balancing Our Food p. 49 (3 rd)	Food Dudes – Healthy Eating programme www.fooddudes.ie
<ul style="list-style-type: none"> • Explore some factors that influence the consumption of different food products • Discuss and examine the importance of proper food hygiene 			Food Choices p.110 (4 th)	

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Strand - Myself Strand Unit - <u>Growing and Changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>As I grow I change</i> <ul style="list-style-type: none"> Realise that growing and changing are continuous throughout life Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty 		<i>*revisit/link with Knowing About My Body Growing Up p198 A List of Changes p. 203</i>	Feeling Proud p.63 (3 rd)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<ul style="list-style-type: none"> Identify the skills and abilities acquired and the interests and pursuits taken up in recent years Recognise how independence and responsibilities are continually changing 			As I Grow I Change p. 175 (3 rd)	
<ul style="list-style-type: none"> Recognise the emotional changes that have taken place since infancy Recognise the emotional changes that have taken place since infancy Recognise how spiritual development has taken place in recent years Begin to appreciate the need for space and privacy in life 		The Growing and Changing I've Done. p95 Stages Of Ages p.99	Changing Bodies p.148 (4 th)	

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Strand - Myself Strand Unit - <u>Growing and Changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Birth and New Life</i> <ul style="list-style-type: none"> 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 Develop an appreciation of the wonder of a new-born baby 		Someone Special p. 171 Caring for Baby p.73	The Wonder of New Life p.150 (4 th)	
<i>Feelings and Emotions</i> <ul style="list-style-type: none"> 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 	<i>Feeling Safe and Unsafe p. 17-30</i>	How Are You Feeling? p.59 Alphabetical Feelings p.62	How Do You Feel? p.47 (4 th) Expressing Feelings p. 51 (4 th)	
<ul style="list-style-type: none"> Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate way Explore how feelings can influence one's life 		Ways of Feeling Better p.161	When Someone Special Dies p. 75 (3 rd)	
<ul style="list-style-type: none"> 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 			What I Need and What I Want p. 56 (4 th)	

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Strand - Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<p>Personal Safety</p> <ul style="list-style-type: none"> • Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping themselves and others safe • Identify people places and situations that threaten my safety • Begin to assess the consequences of risky behavior • 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 adhere to by each individual 	<p>Feeling Safe and Unsafe p.17 -30 Friendship and Bullying p.31 - 50 Touches p.52 - 66 Secrets and Telling p. 67-72 Strangers p. 73 - 77</p>			

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Strand - Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Safety Issues <ul style="list-style-type: none"> • Be aware of potential hazards and the need for responsible behavior when travelling • Adopt responsible behavior at play and know the appropriate safety measures when playing • Identify some potential risks to health and safety in the environment 		Rights, Responsibilities and Rules p.149	Safety Audit for the Toddler p.136 (3 rd)	Road Safety www.rsa.ie/en/RSA/Road-Safety/Education/Teaching-resources
<ul style="list-style-type: none"> • 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 • Identify substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them • Examine and explore the use of medicines 			Who Made the Mistake? p.133 (3 rd) Growing in Responsibility p.138 (3 rd)	HSE Child Safety Corner

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Strand - Myself Strand Unit - <u>Making decisions</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Become aware and think about choices and decisions that he/she makes everyday Explore and discuss the factors that influence personal decisions and choices and the different levels of thoughts in making decisions 	<i>Secrets and Telling p. 67-72</i> <i>Strangers p73-77</i>	Shared Ideas p.108	How We Make Decisions p. 62 (4 th) What Influences Me? p.32 (3 rd)	
<ul style="list-style-type: none"> Discuss why and how adults make decisions and set boundaries for young people Learn and begin to devise a simple decision making strategy Recognise and explore the risks and the consequences of making a particular decision 		What Will I do p.111 Solve the Problem p.208	What Happens Next? p.69 (4 th)	
<ul style="list-style-type: none"> Recognise that opportunities to exercise choice can increase responsibilities are expected and as the trust of others is earned Recognise and explore how others views, opinions, expectations and responses of others can influence personal decisions or actions 			Boundaries p.65 (4 th)	
<ul style="list-style-type: none"> Make individual and group decisions 		Solving Scenarios p.213	What Influences Us? p.75 (4 th)	

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Strand - Myself and Others Strand Unit - <u>Myself and my Family</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Explore and discuss different kinds of families, recognizing that families vary in structure, in the way they communicate and in the way family members spend their time Explore how belonging to a family means that family members love, protect, provide and care for each other 		<p>How Families Are the Same and How Families Are Different p.139</p> <p>A Star Family p.39</p>	<p>My Family p.38 (4th)</p>	<p>RESPECT Guidelines and resources</p> <p>Different Families</p> <p>Same Love poster / resource</p> <p>www.into.ie/lgbt/EducationalResources</p> <p>Picture Books resource</p> <p>http://www.pdst.ie/primary/RSE</p>
<ul style="list-style-type: none"> Recognise that each family member has a place and role in the family and contributes to the effective functioning of the family unit 		<p>A Family Time Line p. 40</p> <p>Families; Block Graphs p.143</p>		
<ul style="list-style-type: none"> Understand that families often undergo planned or unplanned changes that may be pleasant or difficult Identify behavior that is important for harmony in families Compare and contrast life styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland 		<p>Recipe for A Family p.44</p>	<p>Changes in the Family p.40 (4th)</p>	

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Strand - Myself and Others Strand Unit - <u>My Friends and Other People</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Appreciate the need for and the importance of friendship and interacting with others Explore the different aspects of Friendship Examine different types of friendship 	<i>Friendship and Bullying p.31</i>	A Friendship Timeline p.29	Having Friends p.82 (4 th)	
<ul style="list-style-type: none"> Begin to cope with disharmony in, or loss of, friendships Practice and recognise the importance of care and consideration, courtesy and good manners when interacting with others 		How to Make Friends Again p.31 Arguments and Making-Up p.34	When Friendships Go Wrong p.86 (4 th)	
<ul style="list-style-type: none"> Acknowledge that friends often circulate in groups which can be healthy and unhealthy Recognise, discuss and understand bullying 		Bully Behaviour p. 127 Understanding Bullying p.133	What is Bullying? p.97 (3 rd) The Effects of Bullying p.105 (3 rd)	
<ul style="list-style-type: none"> Respect and show consideration for the views beliefs and values of others 	<i>Friendship and Bullying p.31</i>	Both Perspectives p.134		All Together Now – Homophobic and Transphobic Bullying http://www.belongto.org

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Strand - Myself and Others Strand Unit - <u>My Friends and Other People</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Recognise and explore various verbal and non-verbal means of communicating Listen carefully and reflectively to others Use Language, gestures and other appropriate behavior to perform social functions 			Listening p.24 (3 rd) Easy Talking...Difficult Listening p.161 (4 th)	
<ul style="list-style-type: none"> Explore and examine ways of dealing with bullying 	<i>Friendship and Bullying p.31</i>	Bullying Experience p.135	Dealing with Bullying p. 93 (4 th) Witnessing Bullying p. 116 (3 rd) A Bully-Free Zone p.121 (3 rd)	
Communicating <ul style="list-style-type: none"> Examine the power of persuasion in relating to others and identify times when it can be used positively Give and receive compliments and constructive criticism in different situations Recognise and explore how language can be used to foster inclusiveness 			Our Actions Affect the Feelings of Others p.67 (3 rd)	

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Strand - Myself and Others Strand Unit - <u>My Friends and Other People</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Resolving Conflict <ul style="list-style-type: none"> Identify reasons for conflict in different situations Identify and discuss various responses to conflict situations and decide on practice that are most appropriate or acceptable 	<i>Friendship and Bullying p.31</i>		The Journey of Anger p. 174 (4 th) Standing up to Bullying and Other Things p.127 (3 rd)	

Strand – Developing Citizenship Strand Unit - <u>My school Community</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
My School Community <ul style="list-style-type: none"> Identify the people who constitute the school community and the role of individuals in contributing to life of the school Explore the various ways in which the school promotes a sense of belonging Explore and recognize the rights and responsibilities of both adults and children in the school community 			Success p.82 (3 rd)	
<ul style="list-style-type: none"> Be aware of the importance of mutual respect and sensitivity to different values and attitudes held by others 			Holding Onto My Values p. 170 (4 th)	

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Strand – Developing Citizenship Strand Unit - <u>My school Community</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Play a role in deciding classroom rules and discuss and examine the importance of adhering to the school code of discipline and behavior 			Rules in the Classroom p. 19 (3 rd)	
<ul style="list-style-type: none"> Develop and practice leadership roles and learn to work together in different group situations Discuss and explore the concepts of sharing and co-operating and the ways in which school promotes a sense of wellbeing 			All the Feelings Along The Way p.86 (3 rd)	

Strand – Developing Citizenship Strand Unit - <u>My school Community</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Local and wider communities</i> <ul style="list-style-type: none"> Realise what it means to belong to a group 			We Are Unique p.142 (4 th)	
<ul style="list-style-type: none"> Recognise how each person has both individual and communal responsibilities to the community 				Ombudsman's for Children Educational resources www.oco.ie/education-and-human-rights/education

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Strand – Developing Citizenship	Stay Safe	RSE	Walk Tall	Enrichment resources
Strand Unit - <u>My school Community</u>				
<ul style="list-style-type: none"> Appreciate the Diversity of people or groups with 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 the community 			Feeling Left Out p.71 (3 rd)	Gender Equality; Equal Measures
<ul style="list-style-type: none"> Explore some of the issues and concerns in the local or national community Discuss the role of leaders and organisation that serve the community at different levels and the influence that they have 			Speaking Up in a Democracy p.183 (4 th)	Ombudsman's for Children Educational resources www.oco.ie/education-and-human-rights/education
<ul style="list-style-type: none"> Become aware of their own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country Begin to develop an awareness of the lives and culture of some people in the European union 			It's a Wonderful World p.45 (3 rd)	Intercultural Education in Primary Schools http://www.ncca.ie EU Kids Corner http://europa.eu/kids-corner/index_en.htm

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Strand – Developing Citizenship Strand Unit - <u>My school Community</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Environmental Care</i> <ul style="list-style-type: none"> 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 			I Want.... I Need p.53 (3 rd) I Want...I Need (Wider World) p.56 (3 rd)	Sustainable Energy Authority of Ireland http://www.seai.ie/ Green schools work https://greenschoolsireland.org/resources/ School Garden and the Living Classroom http://www.schoolearthed.ie/

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Strand – Developing Citizenship Strand Unit - <u>Media Education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> 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, behavior, authenticity and attitudes 			Producing Our Own TV Programme p.171 (4 th)	Webwise; My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/
<ul style="list-style-type: none"> Discuss and explore television, radio, videos, computer games, the internet and other media Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations 			My Favourite TV Programme p.161 (4 th) Documentary p.165 (4 th)	Safe Food lessons on Media http://mediawise.ie/
<ul style="list-style-type: none"> Begin to explore some techniques that are used in marketing and advertising 			Advertising p.167 (4 th)	
<ul style="list-style-type: none"> Become aware of advertising and its purpose and nature 			What Influences Me? p.32 (4 th)	

The Stay Safe programme is taught as part of the Safety and protection strand unit (shown above in dark red). The Stay Safe programme also addresses objectives from other strand units (shown above in light red).

Teachers are reminded that the Stay Safe programme should be taught in its entirety in one block. However, teachers exercise their own discretion in determining whether or not they feel the other curricular objectives are adequately addressed through the Stay Safe lessons, and can supplement the teaching of these objectives at other times during the year.

Fifth and Sixth Class



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Strand - Myself Strand Unit – <u>Self-identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Self-awareness <ul style="list-style-type: none"> Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways 		Getting to Know You and Me p.27	This is My Life p. 26 (5th)	
<ul style="list-style-type: none"> Reflect on his/her experiences and the reasons for taking different courses of action 			A Kaleidoscope of Families p. 225 (6th)	
<ul style="list-style-type: none"> Identify realistic personal goals and targets and the strategies required to reach these 		If I Were... p. 135	Realistic Goals and Targets p. 34 (5 th)	
<ul style="list-style-type: none"> Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself 			I Like Me Just the Way I Am p.39 (5th)	
Developing self-confidence <ul style="list-style-type: none"> 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 	<i>Feeling Safe and Unsafe p17- 27</i>	'I' Statements p. 35		
<ul style="list-style-type: none"> Enhance skills to improve learning Take increasing personal responsibility for himself/herself 		About Choices We Make p. 224	Being an Effective Listener p.51 (5 th)	
<ul style="list-style-type: none"> Become more independent and autonomous 	<i>Secrets and Telling p61- 67</i>	Decisions, Decisions p.226		

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Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Health and wellbeing</i> <ul style="list-style-type: none"> • Recognise and examine behavior that is conducive to health and that which is harmful to health • Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have 		Healthy Habits p.168	Healthy and Unhealthy Behaviour p.67 (6th)	
<ul style="list-style-type: none"> • Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use • Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances • Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind 			Influences and Choices p. 104 (5th)	

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Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Identify and discuss the roles of various people who are concerned with the health of others Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others 			Help and the Community p.94 (6th)	
<ul style="list-style-type: none"> Recognise causes of personal worry and identify appropriate coping strategies 	<i>Feeling Safe and Unsafe p17 - 27</i>			
Knowing about my body <ul style="list-style-type: none"> Recognize 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 Understand the reproductive system of both male and female adults 	<i>Touches p.51-60</i>	Puberty p. 84 Relationships and New Life p.202	My Amazing Body p.345 (5th)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<ul style="list-style-type: none"> Realise how increased activity or involvement in physical activities can require increased attention to body care 		Health and Hygiene in Puberty p.121	Body Care and Physical Activity p.119 (5th)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<ul style="list-style-type: none"> Recognize some physical disabilities and how they can affect people's lives 			Differing Abilities p.111 (5th)	

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Strand - Myself Strand Unit - <u>Taking Care of My Body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> • Become aware of some communicable diseases and explore how diseases and infections are spread • Identify and be aware of the different ways in which the body may be protected against disease and infection 			Infections and Body Protection p.114 (6th)	Busy Bodies DVD and Booklet: http://www.healthpromotion.ie
Food and Nutrition <ul style="list-style-type: none"> • 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 • Recognise some of the important nutrients that are necessary in a balanced diet and the food produces in which they are found • Explore the factors that influence food choices 		Healthy Choices p.169 How Easy/Difficult Was It to Plan A Well Balanced Meal p.170 A Recipe for Good Health p.173	Wise Food Choices p.104 (5th)	Food Dudes – Healthy Eating programme www.fooddudes.ie
<ul style="list-style-type: none"> • Explore and examine some of the illnesses particularly associated with food intake or special health conditions 			A Problem with Food? p. 104 (6th)	
<ul style="list-style-type: none"> • Become aware of the importance of hygiene and care in the preparation and use of food 			Care with Food p.102 (6th)	

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Strand - Myself Strand Unit- <u>Growing and Changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>As I grow I change</i> <ul style="list-style-type: none"> Identify and discuss the changes that are experienced in growing from child to adult 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 		Pubertal Changes p.90	Rights and Responsibilities in Families p. 221 (6 th) Changing Families p. 221 (5 th)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<i>Birth and new Life</i> <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a committed, loving relationship 		Relationships and A Context for New Life p. 203	Privileges and Responsibilities p.128 (6 th)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<ul style="list-style-type: none"> Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent 		It Could Be Any Day Now p.205		

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Strand - Myself Strand Unit- <u>Growing and Changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Feelings and emotions</i> <ul style="list-style-type: none"> Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express Discuss and practice how to express and cope with various feelings in an appropriate manner Understand how feelings help in understanding himself/herself 	<i>Feeling Safe and Unsafe p. 17 - 27</i>	How I Handle My Strong Feelings p.177 All Kinds of Love p.143	Talking About Feelings p. 130 (5th) Identifying and Exploring Feelings p. 136 (6th) Managing Feelings p. 141 (6th) All You Need Is Love p.312 (6th)	Busy Bodies DVD and Booklet http://www.healthpromotion.ie
<ul style="list-style-type: none"> Differentiate between needs and wants and recognise and explore the concept of delayed gratification 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 		Self-Portrait p.136	Being Positive About Myself p.156 (5th) Needs and Wants p. 152 (5th)	

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Strand - Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Personal Safety <ul style="list-style-type: none"> Explore rules and regulations at home, in school and in society and the importance of adhering to them Identify situations and places that may threaten personal safety Discuss a variety of risky situations and behavior and assess and evaluate how these risks may be avoided or minimized and the implications of taking risks Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual Discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others 	Feeling Safe and Unsafe p. 17- 27 Friendship and Bullying p. 29- 50 Touches p. 51- 60 Secrets and Telling p. 61- 67 Strangers p. 69- 76	What Can You Do Now? p.64 About Tasks p.65 Making a Resolution p. 67		
Safety Issues <ul style="list-style-type: none"> Recognize 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 			Keeping Safe p.176 (5th)	HSE Child Safety Activity Corner www.hse.ie
<ul style="list-style-type: none"> Develop an awareness of health and safety in the school, home and work-place 		Responsibilities p.66	Managing Risky Situations p. 165 (5th)	

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Strand - Myself Strand Unit - <u>Safety and Protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accidents 		About Tasks p.65	Preventing Accidents p. 178 (5th) or p.181 (6th)	
<ul style="list-style-type: none"> 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 safety strategy for dealing with unknown and dangerous substances Identify and explore some potential risks to health and safety in the environment 			Care with Substances p.186 (6th)	
<ul style="list-style-type: none"> Explore and examine the use of medicines 			Medicines p.170 (6th)	

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Strand - Myself Strand Unit - <u>Making Decisions</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> 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 Distinguish between assumption, inference, fact, rumor and opinion in making a decision 	<i>Secrets and Telling p. 61-67</i> <i>Strangers p. 69- 76</i>	<i>About Choices We Make p.224</i>	<i>Fact and Opinions p. 208 (5th)</i>	Webwise; My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/
<ul style="list-style-type: none"> Identify sources of help in solving problems Recognize that decisions have consequences and that not all people will make the same decisions all the time Discuss and practice a simple decision-making strategy 	<i>Feeling Safe and Unsafe p17 -27</i> <i>Touches p51- 60</i> <i>Secrets and Telling p61-67</i> <i>Strangers p69- 76</i>	<i>Decisions, Decisions p. 226</i>	<i>Ways of Deciding p.204 (5th)</i>	
<ul style="list-style-type: none"> Explore and learn to examine critically the factors and levels of thought that influences decisions and choices 		<i>Time to Myself p.228</i>	<i>Making Informed Decisions p.192 (6th)</i>	
<ul style="list-style-type: none"> Recognize the important and legitimate role that adults have to play in making decisions and setting boundaries for young people 			<i>Decisions Have Consequences p. 196 (6th)</i>	
<ul style="list-style-type: none"> Recognize that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned 		<i>What Age Must I Be To?... p187</i>	<i>Responsibilities and Choices p.198 (5th)</i>	

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Strand - Myself and Others Strand Unit - <u>Myself and my Family</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Explore and discuss families and homes and how they can vary in many ways Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them Examine some factors that can affect family life 		<p>Family Scenarios p. 51</p> <p>Feelings and Actions p.53</p>	<p>Changing Families p.221 (5th)</p>	<p>Different Families Same Love poster / resource</p> <p>www.into.ie/lgbt/EducationalResources</p>
<ul style="list-style-type: none"> Explore what belonging to a family means Discuss and identify behavior that is important for harmony in family life 		<p>Families p.155</p> <p>Conflict Scenarios p. 158</p>	<p>My Family p.218 (5th)</p>	
<ul style="list-style-type: none"> Critically examine the media portrayals of families and family life Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad 		<p>Families on Television p.54</p>	<p>Different Kinds of Families p.225 (5th)</p> <p>A Kaleidoscope of Families p.225 (6th)</p>	

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Strand - Myself and Others Strand Unit - <u>My Friends and other people</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing 	<i>Friendship and Bullying p. 38- 50</i>	Qualities of a True Friend/What I Value in a True Friend p.43 Same Situation - Different Feelings p.180	Changing Friends p. 236 (6th)	Webwise; My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/ Cyberbullying and information www.webwise.ie
<ul style="list-style-type: none"> Practice and recognize the importance of care and considerations, courtesy and good manners with others 	<i>Strangers p.69- 76</i>			
<ul style="list-style-type: none"> Explore the importance of friendship Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances 		Friendship Collage p.46	Groups and Me p.239 (6th)	
<ul style="list-style-type: none"> Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances Explore the differences between boy-and-girl friendships and same-sex friendships Consider problems that can arise in friendships and other relationships and how these could be handled Practice and recognize the importance of care and consideration, courtesy and good manners with others 		Who Is Close to You? p.41 About Friendship p.46	Friendships p.238 (5th)	

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Strand - Myself and Others Strand Unit - <u>My Friends and other people</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Identify the different groups to which friends can belong and recognize what constitutes a healthy group Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively 	Friendship and Bullying p. 38-50	About Choices We Make p.224	Part of the Group p. 231 (5th)	
<ul style="list-style-type: none"> Recognise, discuss and understand bullying and its effects Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully 			Bullying p.242 (6th) Bullying p.246 (5th)	Surf the Web Safely https://www.webwise.ie/sphe/

Strand - Myself and Others Strand Unit - <u>Relating to Others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
Communicating <ul style="list-style-type: none"> Listen actively to others and respect what each person has to say Examine the various ways in which language can be used to isolate and discriminate against people 	Friendship and Bullying p. 29-50	Getting To Know You and Me p.29	Listening p.254 (6th) Name-calling p.269 (6th)	
<ul style="list-style-type: none"> Explore and practice the many verbal and non-verbal ways in which people communicate with each other 			Communication p.249 (6th)	

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Strand - Myself and Others Strand Unit - <u>Relating to Others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others 			Assertive Communication p.259 (6th)	
<ul style="list-style-type: none"> 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 	<i>Secrets and Telling p. 61- 68</i> <i>Strangers p.69 - 76</i>			
Resolving Conflict <ul style="list-style-type: none"> Discuss how conflict can arise with different people and in different situations 			Sources of Conflict p. 280 (5th)	
<ul style="list-style-type: none"> Identify and discuss various responses to conflict situations Explore and practice how to handle conflict without being aggressive 		How Actions Affect Feelings p.179	Managing Conflict p.283 (5th)	

Making the Links and Beyond - Revised Edition

Strand – Myself and the Wider World Strand Unit - <u>Developing Citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<i>Living in the local community</i> <ul style="list-style-type: none"> Explore the concept of the class or school as a community Practise ways of working together and of developing a sense of belonging 			Part of The Group p.231 (5th)	
<ul style="list-style-type: none"> Explore local traditions and folklore and develop a sense of pride in his/her local community Identify some local issues of concern and explore possible action that could be taken to address these issues 			We Live in Our Community p.295(5th)	
<ul style="list-style-type: none"> Recognize and understand the role of the individual and various groups in the community Recognize and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals 			Save Our Surroundings p.303 (5th)	
<ul style="list-style-type: none"> Explore how inequality might exists in the local community and suggest ways in which this might be addressed 			Paper Bag Game p.294 (6th)	Human Rights Stories https://www.amnesty.ie
<i>National, European and wider communities</i> <ul style="list-style-type: none"> Become aware of elements of his/her own cultural heritage and traditions 			Working Together to Learn About Our Community p.300 (5th)	

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<ul style="list-style-type: none"> • Begin to explore the concept of democracy • Become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world • Explore how justice and peace can be promoted between people and groups, both nationally and internationally 			Our Community: Our World p.312 (5th)	EU Kids Corner http://eurcpa.eu/kids-corner/index_en.htm
<ul style="list-style-type: none"> • Recognize 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 			Between Cultures? Bridging the Gap p.291 (6th)	Intercultural Education in Primary Schools www.ncca.ie
<ul style="list-style-type: none"> • Realise and begin to understand the unequal distribution of the world's resources 			Our Rights, Our Responsibilities p.300 (6th)	

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<i>Environmental Care</i> <ul style="list-style-type: none"> 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 			My World, Our World p. 307 (6 th)	Green schools work https://greenschoolsireland.org/resources/ School Garden and the Living Classroom http://www.schoolearthed.ie/

Strand – Myself and the Wider World Strand Unit - <u>Media Education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> Explore and understand how information is conveyed and practise relaying messages using a variety of methods Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included Recognize 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 area aimed 	<i>Strangers p.71- 76</i>		Print Media: Newspapers p.321 (6 th) Recreation p.339 (5 th)	Webwise; My Selfie and the Wider World https://www.webwise.ie/myselfie-wider-world/ Surf the Web Safely https://www.webwise.ie/sphe/

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Strand – Myself and the Wider World Strand Unit - <u>Media Education</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> • Become aware of the different forms of advertising, its purpose and the messages it promotes • Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas 	<i>Friendship and Bullying p.29-50</i>		Advertising p.326 (6th)	Safefood media awareness campaign http://Mediawise.ie
<ul style="list-style-type: none"> • Explore various recreation and leisure activities as an alternative to watching television 			Recreation p.339 (5th)	
<ul style="list-style-type: none"> • Explore and use some simple broadcasting, production and communication techniques 			Media p.318 (6th)	

The Stay Safe programme is taught as part of the Safety and protection strand unit (shown above in dark red). The Stay Safe programme also addresses objectives from other strand units (shown above in light red).

Teachers are reminded that the Stay Safe programme should be taught in its entirety in one block. However, teachers exercise their own discretion in determining whether or not they feel the other curricular objectives are adequately addressed through the Stay Safe lessons, and can supplement the teaching of these objectives at other times during the year.