



# SPHE Policy

RSE

Stay Safe

Walk Tall

## January 2020

Griffeen Glen Boulevard, Lucan, Co.Dublin, K78 YA07

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

### **Introductory Statement**

Following initial whole staff discussions during November 2019, this plan was developed by a large, representative group of teaching staff from across the school in late 2019 and early 2020. This plan will form the basis of each teacher's long- and short-term planning in SPHE and so will influence teaching and learning in individual classrooms. It will also inform new or temporary teachers of our approaches and methodologies in this subject area.

### **Rationale**

This plan was devised in line with the 1999 Primary School Curriculum. The staff of Griffeen Valley ETNS acknowledge the importance of S.P.H.E. SPHE is being taught to all classes here in Griffeen Valley ETNS with the aid of different resources and initiatives such as Stay Safe, Walk Tall and Relationships and Sexuality Education. SPHE is also being taught through integration with other subjects, especially Learn Together. Through SPHE, we seek to develop positive self-esteem, social and communication skills, appropriate expression of feelings, and safety and protection skills in each child in our care. The opportunity to develop these skills will be provided through a structured programme.

This plan was drafted:

- ✓ To benefit teaching and learning in our school.
- ✓ To contribute to the holistic development of children.
- ✓ For cross curricular purposes.

The implementation of the policy is the responsibility of all the teaching staff.

### **Vision**

SPHE in the Primary School fosters the personal development, health and well-being of the child and helps him/her to create and maintain supportive relationships and to become an active and responsible member of society. (Ref: SPHE Teacher Guidelines). Griffeen Valley Educate Together NS is a multi-denominational school which upholds the values of the Educate Together ethos, encapsulated in the motto "Learn Together to Live Together".

GVETNS values the uniqueness of all individuals within a caring school community. Through our SPHE programme, we wish to assist children in developing feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community.

## Aims

We endorse the aims of the Curaclam na Bunscoile 1999.

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

## Curriculum Planning

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

SPHE will be planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Some strand units should be chosen from each of the strands in any one year. The strand units not covered in year one will be included in the teacher's planning for the following year. Each teacher is familiar with the strands and strand units, content objectives for his/ her own class levels and for each other's class levels. This is to ensure a coherent programme throughout the school. As children move from one classroom to another teachers liaise with each other to ensure continuity in progression.

	Year 1 (Odd Years) J.I, 1 <sup>st</sup> , 3 <sup>rd</sup> 5 <sup>th</sup> class	Year 2 (Even Years) S.I, 2 <sup>nd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> class
<b>Strand</b>	<b>Strand Units</b>	<b>Strand Units</b>
<b>Myself</b>	Self-identity (Sep/Oct)	
	Taking care of my body (Jan/Feb)	Safety and Protection (Jan/Feb)
	Growing and Changing (Mar/Apr)	Making decisions [3 <sup>rd</sup> to 6 <sup>th</sup> Class] (Mar/Apr)

		*This strand will be covered from Third to Sixth only. Infants to second complete the Safety Issues section of Safety and Protection
<b>Myself and others</b>	Myself and my family (Nov/Dec)	
		My friends and other people (Sep/Oct)
		Relating to others (May/Jun)
<b>Myself and the wider world</b>	Developing Citizenship (May/Jun)	
		Media Education (Nov/Dec)

## The Stay Safe Programme

### Introduction

In accordance with our Child Safeguarding Statement and Risk Assessment and with the Department's Child Protection Procedures, pupils in Griffeen Valley Educate Together National School participate in the Stay Safe Programme. The Stay Safe programme is designed for use with primary school children from Junior Infants to Sixth Class.

### Aims

The aim of the Stay Safe programme is to teach children personal safety skills which enable them to look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or another during their lives, for example, being list or dealing with bullying. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and emphasises the importance of telling a trusted adult about any problems they have. To find out more about the programme please visit <http://www.staysafe.ie>. A parent's guide is available at [http://www.staysafe.ie/parent\\_guide.htm](http://www.staysafe.ie/parent_guide.htm). Parents can also familiarise themselves with the content of the Stay Safe lessons at [www.staysafe.ie/teachers.resources.htm](http://www.staysafe.ie/teachers.resources.htm)

The Stay Safe Programme will be covered in every class from Junior Infants to Sixth Class each year and will be taught each year after the midterm in October. All infant classes will teach the programme at the same time; 12.30 to 1:10 and all senior classes will teach the programme from 1:10 to 2:10. This will increase the effectiveness of the programme. Teachers will maintain a tick sheet of lessons and objectives in their planning file which will also be signed and dated and given to the office at the end of the Stay Safe Unit. The name of the Topic, number of lesson, objectives and learning outcomes will be recorded in the teachers individual Cuntas Míosúil.

See Appendix 1 for Year Group Topics and Objectives  
See Appendix 2 for Parents Letter

## **RSE Programme**

- RSE sensitive lessons will be taught by the whole school after the February half term holidays, each year.
- Other RSE lessons will be taught throughout the year by linking in with curriculum topics.
- Teachers refer to the whole school RSE plan to ensure that they are teaching suitable content and using appropriate terminology. The PDST anatomical terminology grid has been used as a guide when creating this RSE whole school plan. It contains the appropriate terms as recommended by The Department of Education and those terms will be used throughout the year at all year levels when appropriate.

### **Contexts for SPHE:**

SPHE will be taught in our school through a combination of the following three contexts:

#### **1. Positive School Climate and Atmosphere**

Griffeen Valley Educate Together NS has created a positive atmosphere by:

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

#### **2. Discrete time for SPHE\***

SPHE is allocated ½ hour per week on each teacher's timetable in Griffeen Valley Educate Together NS. However, teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE and Child Protection are addressed through discrete time.

\*September 2020 "*Returning to school Curriculum Guidance for school leaders and teachers*" indicated that "additional time" should be given to SPHE this year.

#### **3. Integration with other subject areas and Linkage within SPHE**

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Learn Together, Language, Geography, History, Visual Arts, Physical Education, etc. *Themes/Projects such as Active Week, Friendship Week, etc. will also be explored. Some themes will be explored by the whole school community through Assemblies.*

### **Approaches and methodologies**

In Griffeen Valley ETNS we believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- ✓ Drama activities
- ✓ Co-operative games
- ✓ Use of pictures, photographs and visual images
- ✓ Discussion: in pairs, small groups, with whole class
- ✓ Circle time
- ✓ Problem solving activities
- ✓ Written activities
- ✓ Media studies
- ✓ Information and communication technologies
- ✓ Looking at children's work
- ✓ Use of external speakers/visitors

*Confidentiality: While confidentiality within discussion groups will be encouraged, children should be informed that some information may have to be passed on at the discretion of the teacher to the appropriate person e.g. Principal, parents/guardians*

### **Assessment and record keeping**

In Griffeen Valley ETNS assessment in this subject is based on:

- ✓ Willingness to participate in activities
- ✓ Interest, enthusiasm/attitudes of children
- ✓ Skill level
- ✓ Willingness to cooperate with other pupils in structured activity

Assessment takes place on an on-going basis through:

- ✓ Teacher observation.
- ✓ Teacher-designed tasks.
- ✓ Self-assessment by students.
- ✓ Portfolios and projects

The information gained from such assessment is used to determine whether the individual or group is ready to proceed to the next task or skill level. Feedback on the areas assessed e.g. willingness to participate, levels of co-ordination, where relevant are communicated to parents at parent-teacher meetings and on end of year report cards.

### **Children with Different needs**

Teachers are familiar with the NCCA guidelines for teachers of students with different needs. ([www.ncca.ie/sen/ncca\\_launch.htm](http://www.ncca.ie/sen/ncca_launch.htm)), Where resources allow, every effort will be made in Griffeen Valley ETNS to structure classes to support and include children with special needs (e.g. children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities and those with exceptional ability.) The Special Education Needs Team will supplement the work of the class teachers where necessary. Griffeen Valley ETNS will liaise with trained professionals/appropriate agencies, where appropriate, when dealing with sensitive issues such as bereavement or loss to ensure that children involved are fully supported.

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

We recognise and value diversity, and believe all children are entitled to access the services, facilities, or amenities that are available in the school environment. Our ethos is based on the four principles of Educate Together i.e. co-educational, multi-denominational, democratic and child-centred. We will endeavour that all children will be given appropriate support to ensure equality of access and participation in the SPHE programme.

### **Organisational Planning**

1. Policies and Programmes that support SPHE:
  - ✓ Code of Behaviour
  - ✓ Child Safeguarding Statement and Risk Assessment
  - ✓ Healthy Eating Policy
  - ✓ Anti-Bullying Policy
  - ✓ Relationship and Sexuality Education\*
  - ✓ Stay Safe Programme
  - ✓ Walk Tall Programme
  - ✓ Learn Together Programme
  - ✓ Different Families, Same Love
  - ✓ Information booklet for New Parents

Also, under review at present\*

#### 2. Homework

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

#### 3. Individual teachers' planning and reporting

- ✓ Teachers individual plans are guided by the Whole School Policy on Social, Political and Health Education, the RSE Policy and the curriculum documents for SPHE
- ✓ Cúntaisí Mhíosúla serve in reviewing and developing individual planning and the whole school plan.

#### 4. Staff development

- ✓ Teachers have access to current research, reference books, resource materials, and websites dealing with SPHE.
- ✓ Where resources permit, demonstrations may be arranged to try out equipment/resources and assess whether or not they should be purchased
- ✓ Appropriate SPHE courses are available and teachers encouraged to attend
- ✓ Teachers are encouraged to share the expertise acquired at these courses at staff meetings.
- ✓ Opportunities for team-teaching will be encouraged in the future.
- ✓ Visitors with expertise in areas of the SPHE programme are invited to the school for demonstrations. e.g. mothers with new-born babies, dentists, health care experts.

#### 5. Parental involvement

Parents are actively encouraged to support the SPHE programme in the following ways:

- Parents are informed of the school's programme for SPHE through their parent representatives on the Board of Management, through the PTA; and also by written communications from the school.
- Parents are aware of the content of the SPHE programme for their child
- Information will be sent to parents prior to the teaching of the Stay Safe programme and the sensitive topics of RSE.

#### 6. Community links

We believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the new parent, Dental Hygienist, Health Nurse, Fireman, Garda, Vet, Sports clubs etc.

### **Implementation**

The Principal in co-operation with staff and the In-school Leadership Team will be responsible for the implementation of this programme and the upkeep of resources.

### **Review**

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The whole staff is responsible for co-ordinating this review. Those involved in the review may include: *Teachers, Pupils, Parents, Post holder, BoM, DES Cigiri*

### **Ratification and Communication**

This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents via the school website.

A copy of this policy will be made available to the Department and the patron if requested. This policy will be reviewed by the Board of Management at regular intervals.

This policy was adopted by the Board of Management on 5<sup>th</sup> of February 2020



Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Principal, Andrea Burke-Khan

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Chairperson of Board of Management, Fintan Murphy

## Appendix 1

### Stay Safe Programme of Work - Junior/ Senior Infants

Lesson Title	Objectives	Complete	Date	Signature
<b>Topic 1 Lesson 1 'Feelings'</b>	<ul style="list-style-type: none"><li>• All our feelings, even ones we don't like, are important</li><li>• Feelings are like messages.</li></ul>			
<b>Topic 1 Lesson 2 'Feeling Safe and Unsafe'</b>	<ul style="list-style-type: none"><li>• Understand what feeling safe means</li><li>• Identify and describe times when they feel safe</li><li>• Understand what feeling unsafe means</li><li>• Identify and describe times when they feel unsafe.</li></ul>			
<b>Topic 1 Lesson 3 'Feeling Safe and Unsafe'</b>	<ul style="list-style-type: none"><li>• Identify and describe times when they feel unsafe</li><li>• Learn that they should never keep secrets about times they feel unsafe</li><li>• Identify some adults in their lives whom they can tell</li><li>• Learn some other safety rules and strategies they can use if they feel unsafe or are in a dangerous/threatening situation</li></ul>			
<b>Topic 2 Lesson 1</b>	<ul style="list-style-type: none"><li>• Discuss and examine the different aspects of friendship</li></ul>			

<b>‘Friendship’</b>	<p>and how friends can help and care for each other</p> <ul style="list-style-type: none"> <li>• Explore how they can make and keep friends</li> <li>• Understand the importance of treating one another with respect and dignity.</li> </ul>			
<b>Topic 2 Lesson 2 ‘What is Bullying?’</b>	<ul style="list-style-type: none"> <li>• Recognise that bullying is repeated behaviour which intentionally hurts others</li> <li>• Learn that bullying behaviour is wrong and that it makes people feel afraid and sad</li> <li>• Identify some of the feelings associated with being bullied.</li> <li>• The importance of telling to be safe should be constantly reinforced.</li> </ul>			
<b>Topic 2 Lesson 3 ‘What Can we do to Stop Bullying?’</b>	<ul style="list-style-type: none"> <li>• What they can do if they are being bullied</li> <li>• That they can help someone else who is being bullied</li> <li>• The importance of telling to be safe should be reinforced.</li> </ul>			
<b>Topic 3 Lesson 1 ‘Touches’</b>	<ul style="list-style-type: none"> <li>• Identify touches <ul style="list-style-type: none"> <li>• They like</li> <li>• Touches they do not like</li> <li>• Touches that confuse them</li> </ul> </li> <li>• Learn how to deal with touches they dislike or find confusing</li> <li>• Learn the importance of telling and how to tell</li> </ul>			
<b>Topic 3 Lesson 2 ‘Never Keep a Touch Secret’</b>	<ul style="list-style-type: none"> <li>• Learn how to deal with touches they dislike or that they find confusing - Identify and name the private parts of their bodies</li> <li>• Understand that sometimes it’s difficult to tell, especially if there are bribes or threats involved</li> <li>• Understand that no one should ever ask them to keep a secret about touch Pupils need to be</li> </ul>			

	reminded of the adults in their lives that they can approach with a problem.			
<b>Topic 4 Lesson 1 'Secrets and Telling'</b>	<ul style="list-style-type: none"> <li>• Distinguish between good and bad secrets</li> <li>• Learn that they should never keep 'bad' secrets including secrets about touches</li> <li>• Learn that sometimes it's difficult to tell if there are bribes or threats involved</li> </ul>			
<b>Topic 5 Lesson 1 'Strangers'</b>	<ul style="list-style-type: none"> <li>• Understand the concept of strangers</li> <li>• Learn two key rules: Never go anywhere with a stranger Never take anything from a stranger</li> </ul>			

### STAY SAFE 1<sup>st</sup>/2<sup>nd</sup> Class

Topic	Objectives/Learning Outcomes	Complete	Date	Signed
<b>Topic 1 Lesson 1 Feelings are important</b>	Pupils should be enabled to learn that: - All feelings, even ones we don't like, are important - Feelings are like messages that tell us how we are inside.			
<b>Topic 1 Lesson 2 Sometimes I feel safe, sometimes I feel unsafe</b>	Pupils should be enabled to learn: - To identify situations in which they feel safe and unsafe - To anticipate situations that may be unsafe or dangerous - That they should always tell an adult if they feel unsafe, threatened or in danger.			
<b>Topic 1 Lesson 3 What to do if I feel unsafe</b>	Pupils should be enabled to: - Develop a clear understanding of situations where they feel safe and unsafe - Identify adults that they could talk to if they feel unsafe, threatened or in danger - Learn other safety strategies they can use when they feel unsafe or are in potentially dangerous or threatening situations.			
<b>Topic 2 Lesson 1 Friendship</b>	Pupils should be enabled to: - Understand the value of friendship			

	- Explore how to make and keep friends - Understand the importance of treating one another with respect and dignity.			
<b>Topic 2 Lesson 2</b> <b>What is Bullying?</b>	Pupils should be enabled to understand: - What bullying is - That bullying someone online is cyberbullying - Why bullying behaviour is totally unacceptable - Some of the ways bullying can hurt us.			
<b>Topic 2 Lesson 3</b> <b>Exclusion</b>	Pupils should be enabled to: - Understand that exclusion is bullying - Develop strategies to prevent and manage bullying - Understand the role of the bystander			
<b>Topic 2 Lesson 4</b> <b>The Effects of Bullying</b>	Pupils should be enabled to understand: - How bullying makes others feel and that it is wrong to use bullying behaviour - The importance of telling to help yourself or others to be safe.			
<b>Topic 2 Lesson 5</b> <b>Class Agreement</b>	Pupils should be enabled to: - Agree behaviours that will promote a positive classroom climate - Produce a written class anti-bullying agreement - Agree and share their class agreement with parent/guardian and the school principal/community.			
<b>Topic 3 Lesson 1</b> <b>Different types of Touch</b>	Pupils should be enabled to: - Understand and appreciate the value of normal affection - Identify touches they like, touches they don't like and touches that confuse them - Identify the feelings they associate with different touches - Learn how to deal with touches they don't like, don't want or that they find confusing.			
<b>Topic 3 Lesson 2</b> <b>Dealing with Inappropriate Touch</b>	Pupils should be enabled to: - Identify and name the private parts of their bodies - Understand that they should never keep secrets about touches and that if anyone touches them on their private parts without good reason (even if they say they are just playing or teasing), they must tell an adult – Develop the skills, confidence and strategies to say No to inappropriate touches			
<b>Topic 4</b>	Pupils should be enabled to learn: - To distinguish between good and bad secrets - How to tell effectively			

<b>Secrets and Telling Lesson</b>	- About the difficulty of telling when there are bribes or threats involved.			
<b>Topic 5 Strangers Lesson</b>	Pupils should be enabled to: - Understand the concept of a stranger - Learn safety strategies for dealing appropriately with strangers - Understand that most strangers are good people we should not fear or be anxious about.			

### 3<sup>rd</sup> and 4<sup>th</sup> Class Stay Safe

Topic	Objectives	Complete	Date	Signed
Feeling Safe and Unsafe	Lesson 1: Feelings <ul style="list-style-type: none"> <li>• Feelings, even ones they don't like, are important</li> <li>• Feelings are like messages</li> <li>• They show feelings in different ways.</li> </ul> Lesson 2: Feeling Safe and Unsafe <ul style="list-style-type: none"> <li>• To identify situations that make them feel safe and unsafe</li> <li>• To anticipate situations that may be unsafe or dangerous</li> <li>• That they should always tell an adult if they feel unsafe, threatened or in danger.</li> </ul> Lesson 3: Feeling Safe and Unsafe <ul style="list-style-type: none"> <li>• Understand and identify situations where they feel safe and unsafe</li> <li>• Learn to anticipate potentially unsafe or dangerous or threatening situations</li> <li>• Learn that they should never keep secrets about times they feel unsafe and that they should always tell an adult</li> <li>• Identify some adults in their life that they can tell</li> <li>• Learn other safety rules and strategies they can use when they feel</li> </ul>			

	unsafe or are in potentially dangerous or threatening situations.			
Friendship and Bullying	<p>Lesson 1: Friendship</p> <ul style="list-style-type: none"> <li>• Appreciate the value of friendship</li> <li>• Explore how they make and keep friends</li> <li>• Understand the importance of treating one another with respect and dignity.</li> </ul> <p>Lesson 2: What is Bullying?</p> <ul style="list-style-type: none"> <li>• Recognise and understand what bullying is</li> <li>• Discuss and understand why bullying behaviour is totally unacceptable</li> <li>• Identify different types of bullying behaviour.</li> </ul> <p>Lesson 3: Other Types of Bullying</p> <ul style="list-style-type: none"> <li>• Recognise and understand what we mean by identity based bullying - racist bullying, homophobic bullying and bullying of children with special educational needs</li> <li>• Learn the importance of never keeping secrets about bullying behaviour.</li> </ul> <p>Lesson 4: Cyberbullying</p> <ul style="list-style-type: none"> <li>• Learn what cyberbullying is</li> <li>• Understand the impact of bullying behaviour and the effects it can have on individuals</li> <li>• Develop strategies to prevent and deal with cyberbullying</li> <li>• Recognise the importance of never keeping secrets about bullying behaviour.</li> </ul> <p>Lesson 5: Coping with Bullying</p> <ul style="list-style-type: none"> <li>• Learn the importance of never keeping secrets about bullying behaviour</li> <li>• Understand the role of the bystander in</li> </ul>			

	<ul style="list-style-type: none"> <li>- Supporting others that are being bullied</li> <li>- Breaking the silence about bullying</li> <li>• Learn and practice strategies for dealing with bullying or threats of bullying</li> <li>• Identify adults who could help them.</li> </ul> <p>Lesson 6: Class Agreement</p> <ul style="list-style-type: none"> <li>• Discuss and agree behaviours that are acceptable in the class and school</li> <li>• Discuss and agree behaviours that are unacceptable in the class and school</li> <li>• Produce a written class agreement</li> <li>• Agree and share their class agreement with the school principal and their parents.</li> </ul>			
Touches	<p>Lesson 1: Different Types of Touch</p> <ul style="list-style-type: none"> <li>• Understand the value of normal affection</li> <li>• Learn about personal body space</li> <li>• Identify touches they like, touches they don't like and touches they are not sure about or that confuse them</li> <li>• Learn that it always ok to ask for help</li> <li>• Practice saying "no" and asking for help.</li> </ul> <p>Lesson 2: Touches</p> <ul style="list-style-type: none"> <li>• Identify the feelings they associate with different touches</li> <li>• Identify and name the private parts of their bodies</li> <li>• Understand that if someone, no matter who they are, touches them on the private parts of their body for no good reason, then they must use the safety rules we have – say no, get away and tell</li> <li>• Understand that they should never keep secrets about touch</li> </ul>			

	<ul style="list-style-type: none"> <li>• Develop the skills, confidence and strategies to say no to touches they do not want.</li> </ul>			
Secrets and Telling	<p>Lesson 1: Secrets and Telling</p> <ul style="list-style-type: none"> <li>• Learn the difference between good secrets and bad secrets.</li> <li>• Understand that they should never keep secrets about touches.</li> </ul>			
Strangers	<p>Lesson 1: Strangers</p> <ul style="list-style-type: none"> <li>• Identify and talk about strangers.</li> <li>• Deal appropriately with strangers.</li> <li>• Learn about the rules and regulations designed to keep them safe.</li> <li>• Develop safety skills necessary for their protection in self-care situations</li> </ul>			

### Stay Safe 5<sup>th</sup> and 6<sup>th</sup> Class

Strand	Objectives	Complete	Date	Signature
<b>Topic 1: Feeling Safe and Unsafe</b> Lesson 1: Feelings	Pupils should be enabled to: <ul style="list-style-type: none"> <li>• Understand that they can experience a range of different feelings even in response to the same situation</li> <li>• Realise that, as we get older, we learn to deal with our feelings in different ways</li> <li>• Learn that, if we are worried, anxious or confused, it helps to talk to someone.</li> </ul>			
<b>Topic 1: Feeling Safe and Unsafe</b> Lesson 2: Feeling Safe and Unsafe	Pupils should be enabled to: <ul style="list-style-type: none"> <li>• Identify, describe and understand safe feelings Identify, describe and understand unsafe feelings</li> <li>• Become aware of potentially unsafe or dangerous situations.</li> </ul>			



<p><b>Topic 1: Feeling Safe and Unsafe</b> Lesson 3: A Child's Right to be Safe</p>	<p>The pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Become familiar with the UN Convention on the Rights of the Child (UNCRC)</li> <li>• Understand that with every right there is a responsibility</li> <li>• Recognise that with every right comes a responsibility.</li> </ul>			
<p><b>Topic 2: Friendship and Bullying</b> Lesson 1: Friendship</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Understand the value of friendship</li> <li>• Explore how to make and keep friends</li> <li>• Understand the importance of treating one another with respect and dignity</li> </ul>			
<p><b>Topic 2: Friendship and Bullying</b> Lesson 2: What is Bullying?</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Recognise what bullying is and what bullying is not</li> <li>• Understand the importance of telling</li> <li>• Become familiar with the definition of bullying.</li> </ul>			
<p><b>Topic 2: Friendship and Bullying</b> Lesson 3: Other Types of Bullying</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Identify different types of bullying behaviour</li> <li>• Understand the impact of bullying behaviour and the effects it can have</li> </ul>			
<p><b>Topic 2: Friendship and Bullying</b> Lesson 4: Cyber Bullying</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Understand what cyberbullying is</li> <li>• Appreciate the impact of bullying behaviour and the effects it can have on individuals</li> <li>• Recognise the need to develop strategies to prevent and deal with cyberbullying</li> <li>• Know the importance of never keeping secrets about bullying behaviour.</li> </ul>			

<p><b>Topic 2: Friendship and Bullying</b> Lesson 5: Coping with Bullying</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Know the importance of never keeping secrets about bullying behaviour</li> <li>• Learn strategies for avoiding and for coping with bullying or threats of bullying</li> <li>• Recognise the importance of identifying adults that can help them</li> </ul>			
<p><b>Topic 2: Friendship and Bullying</b> Lesson 6: Class Agreement</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Understand and appreciate the role of the bystander</li> <li>• Discuss and agree behaviours that are acceptable/welcomed in the class/school</li> <li>• Discuss and agree behaviours that are unacceptable in the class/ school</li> <li>• Draw up a written class agreement, phrased in a positive manner</li> <li>• Share their class agreement with parents and the school principal.</li> </ul>			
<p><b>Topic 3: Touches</b> Lesson 1: Touches</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Recognise the difference between appropriate and inappropriate touches/physical contact</li> <li>• Understand that they have the right to protect themselves and to be safe</li> <li>• Recall, discuss and practice the use of personal safety rules.</li> </ul>			
<p><b>Topic 3: Touches</b> Lesson 2: Touches</p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Understand that no one has the right to touch a child inappropriately</li> <li>• Recognise that when abuse occurs, it is never the child's fault</li> <li>• Identify specific grown-ups/adults to go to for help.</li> </ul>			
<p><b>Topic 4: Secrets and Telling</b></p>	<p>Pupils should be enabled to:</p> <ul style="list-style-type: none"> <li>• Develop the skills, confidence and strategies to say No to touches they do not want</li> </ul>			

	<ul style="list-style-type: none"> <li>• Learn that it is always necessary to tell an adult about touches they do not like or want</li> <li>• Understand that they should never keep secrets about touches.</li> </ul>			
<b>Topic 5: Strangers</b>	Pupils should be enabled to: <ul style="list-style-type: none"> <li>• Know how to deal appropriately with strangers</li> <li>• Develop confidence in interacting with strangers</li> <li>• Learn the safety skills necessary for their protection in self-care situations.</li> </ul>			

RSE Topics

**Junior and Senior Infants**

Junior Infant Programme RSE – see teachers handbook				
Strand	Objective /Aim	Complete Y/N	Date	Sign
This is me	To help children appreciate that they are special and unique and enable them develop a positive sense of self-awareness.			
Who are you?	To help children appreciate that all people are special.			
We are friends	To help children appreciate friends with a focus on peer friendship.			
This is my family	To help children identify the people who constitute their family, to explore things that families do together and to recognise the roles played by family members.			
People who teach us about keeping safe	To help children identify the people in their family, school and community who teach them about keeping safe.			
We have feelings	To help children name emotions they experience, to identify situations in which these emotions are experienced and to explore how they are expressed.			

New Life	To help children to become aware of new life in the world.			
I grow	To help children become aware of physical growth.			
Making Choices	To help children become aware that they make choices in their everyday lives.			

Senior Infants				
Strand	Objective /Aim	Complete Y/N	Date	Signed
Look what I can do	To help children to discover their personal strengths so as to be affirmed in them.			
These are my friends	To help children develop an appreciation of the value of friendship in their lives.			
This is my family	To help children learn about the roles of different members of families and to understand how these roles may vary.			
I can be safe	To help children to learn how to keep safe in a variety of familiar situations and to recognise people who teach them safety strategies.			
Other people have feelings too	To help children identify and name feelings which can be experienced and to understand that other people have feelings too			
Caring for new life	To help children become aware of human life, in relation to the care of a new-born baby.			
My body	To help children learn about their bodies and in this context to learn correct names for body parts.			
I grow and change	To help children become aware that growth involves change and that rates of growth are unique for each individual.			
Making decisions	To help children become aware of factors which influence choices.			

First and Second Class RSE

First Class				
Strand	Objective/aim	Complete Y/N	Date	Signed
Things I like to do	To provide children with opportunities to express personal preferences with confidence.			
My Friends	To provide children with further opportunities to explore what being friends and returning friendship can mean.			
My Family	To provide the children with opportunities to identify ways in which family members can help one another and to understand that all families are not the same.			
Keeping Safe	To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.			
Showing our Feelings	To provide children with opportunities to develop some awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice.			
The Wonder of New Life	To provide children with opportunities to appreciate and celebrate the wonder of new life in the world of nature.			
How My Body Works	To provide children with opportunities to learn about the senses and their functions.			
Growing Means Changing	To provide children with opportunities to recognise that growing up brings increased and changing responsibilities for oneself and others.			

Decisions and their consequences	To provide children with opportunities to see that decisions have consequences in terms of their effect on themselves and other people.			
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Other People are Special 103 2. Being Friends 113 3. My Family 123 4. Keeping Safe 131 5. Coping with Our Feelings 141 6. The Wonder of New Life 151 7. When My Body Needs Special Care 161 8. Growing and Changing 171 9. Personal Decisions

Second Class				
Strand	Objectives /Aims	Complete	Date	Signed
Other People are Special	To provide children with opportunities to become more aware of other people and to appreciate that other people are special too. Identifying similarities and differences will be part of this process.			
Being Friends	To provide children with opportunities to explore the theme of friendship as it relates to children's own experience.			
My Family	To provide the children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by the children.			
Keeping Safe	: To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.			
Coping with our Feelings	To provide children with opportunities to identify feelings and ways of coping with their feelings.			
The Wonder of New Life	To provide children with opportunities to appreciate and celebrate the wonder of new babies.			
When my body needs special care	To give children an opportunity to revise the names of the external parts of the male and			

	female body and some associated functions in the context of the body's occasional need for special care.			
Growing and Changing	To provide children with opportunities to realise that as they grow and change their relationships with family and friends change.			
Personal Decisions	To provide children with opportunities to discuss the factors which may influence personal decisions and choices.			

### Third and Fourth Class RSE

Third Class				
Strand	Objective / Aim	Complete Y/N	Date	Signed
Special Gifts	To provide the children with opportunities to value their individual characteristics, abilities and achievements and those of others.			
Sometimes Friends Fight	To provide the children with opportunities to explore what happens when friends fall out			
My Family	To provide the children with opportunities to appreciate how family members are related and relate to one another.			
Keeping Safe	To provide the children with opportunities to identify the people whose job includes child safety.			
Expressing Feelings	To provide the children with opportunities to identify feelings and emotions and to learn how they may be expressed in an appropriate manner.			
Preparing for new Life	To provide the children with the opportunity to learn about the care that needs to be taken by a mother who is waiting for her baby to be born.			
Our Senses	To provide the children with opportunities to learn about their sensory organs and their functions.			

As I grow and Change	To provide the children with the opportunities to understand the physical, psychological and social changes they experience throughout childhood.			
Making Decisions	To provide children with the opportunities to make decisions and to discuss the factors which influence personal decisions and choices.			

Myself And Others 117 2. Bullying Behaviour 127 3. My Family 137 4. Reasons For Rules 147 5. Feelings And Emotions 155 6. The Wonder Of New Life 169 7. Being Clean-Keeping Healthy 183 8. Growing And Changing 195 9. Problem-Solving

Fourth Class RSE				
Myself and Others	To provide the children with the opportunities to develop skills and to appreciate the importance of interacting with others.			
Bullying Behaviour	To provide the children with opportunities to learn about bullying, why it occurs and ways of dealing with it.			
My Family	To provide the children with opportunities to value family difference.			
Reasons for Rules	To provide the children with opportunities to recognise that rules exist for a reason, and to understand the consequences of breaking them.			
Feelings and Emotions	To provide the children with opportunities to understand and learn how to			



	cope with feelings particularly those which they find difficult to manage.			
The Wonder of New Life	To provide the children with opportunities to recognise and learn to sequence the stages of development of the human baby from conception to birth			
Being Clean-Keeping Healthy	To discuss the need for good personal hygiene			
Growing and Changing	To provide the children with opportunities to understand the changes that take place in both males and females during growth to adulthood			
Problem Solving	To provide the children with opportunities to discuss how problems can be solved.			

**NB: Please ensure that you have read all of the teachers notes before embarking on these lessons. You will also need to familiarise pupils with rules for discussion and group work. If you have any questions or concerns about the delivery of these lessons please speak to the Principal, Deputy Principal or a member of the ISL team who will be happy to support you.**

Fifth and Sixth Class RSE

Fifth Class RSE				
Strand	Objective/ Aim	Complete Y/N	Date	Signed
The person I am	To provide the children with opportunities to increase awareness of their own identity and the factors that influence it.			

Different Kinds of Friends	To provide the children with opportunities to increase awareness of different types of friendship and the way friendship is portrayed in the media.			
My Family	1. To provide the children with opportunities to discuss how family members communicate and express their feelings towards one another. 2. To compare and contrast the media's view of the family with the children's experience of family.			
Keeping Safe	To provide the children with opportunities to realise that as they grow their responsibility for their personal safety increases and their responsibility towards others increases also.			
Feelings and Emotions	To provide the children with opportunities to increase awareness of how feelings and emotions are expressed.			
My Body Grows	To provide the children with opportunities to increase their knowledge and understanding of the changes that take place during puberty.			
The Wonder of New Life	To provide the children with opportunities to revise the changes that occur at puberty and to learn how new life begins.			
Caring for new Life	To provide the children with opportunities to learn about caring for a baby in the womb and the responsibility that a baby brings, especially to parents.			
Making Healthy Decisions	To provide children with opportunities to consider personal health and hygiene practice, especially as it relates to puberty.			

Sixth Class RSE				
Strand	Objective/Aim	Complete Y/N	Date	Signed
Me and My Aspirations	To provide the children with opportunities to reflect on themselves as they are now and to			

	consider how they would like to be in the future.			
Different Kinds Of Love	To provide the pupils with opportunities to discuss and develop awareness of different types of love.			
Families	To provide the pupils with opportunities to discuss how family units differ and how conflict in families may be resolved.			
Keeping Safe and Healthy	To provide the pupils with opportunities to develop a personal health and safety code.			
Feelings and Emotions	To enable the children express and manage feelings in an appropriate manner.			
Growing and Changing	To provide the children with opportunities to increase awareness of the responsibilities that accompany growing up.			
Relationships and New Life	:1 To revise the changes that take place during puberty. 2 To revise the beginning of new life, conception and pregnancy and to explore its impact on a family.			
A Baby is a Miracle	1 To provide the pupils with opportunities to appreciate the miracle that is new life. 2 To revise the development of the baby in the womb and to consider the changes a baby brings to the lives of his/her parents.			
Choices and Decision Making	To provide pupils with opportunities to develop decision making skills and to examine critically the factors which influence personal decisions and choices.			

### Overview of SPHE programmes by Year Group

<b>Year Group</b>	<b>Walk Tall – Downloadable lessons, teacher notes and resources for each year group</b> <a href="https://www.pdst.ie/walktall">https://www.pdst.ie/walktall</a>	<b>RSE- Downloadable lessons, teacher notes and resources for each phase group</b> <a href="https://pdst.ie/primary/healthwellbeing/RSE">https://pdst.ie/primary/healthwellbeing/RSE</a>	<b>Stay Safe – Downloadable lessons, teacher notes and resources for each phase group</b> <a href="http://www.staysafe.ie/">http://www.staysafe.ie/</a>
<b>JI</b>	27 Lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-.pdf</a>	5 lessons Topic 1 Lesson 1 and lesson 2 Topic 2 Lesson 1 and 2 Topic 3 Lesson 1 Topic 4 Lesson 1 <a href="http://www.staysafe.ie/teachers/Infants.pdf">http://www.staysafe.ie/teachers/Infants.pdf</a>
<b>SI</b>	30 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-.pdf</a>	5 lessons Topic 1 Lesson 3 Topic 2 Lesson 2 Topic 3 Lesson 2 Topic 4 – revise Topic 5 Lesson 1 <a href="http://www.staysafe.ie/teachers/Infants.pdf">http://www.staysafe.ie/teachers/Infants.pdf</a>
<b>1<sup>st</sup></b>	27 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-1st-and-2nd-class-.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-1st-and-2nd-class-.pdf</a>	8 lessons (Topic 1 and 2) <a href="http://www.staysafe.ie/teachers/1+2%20class.pdf">http://www.staysafe.ie/teachers/1+2%20class.pdf</a>
<b>2<sup>nd</sup></b>	28 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-1st-and-2nd-class-.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-1st-and-2nd-class-.pdf</a>	4 lessons (Topics 3 to 5) <a href="http://www.staysafe.ie/teachers/1+2%20class.pdf">http://www.staysafe.ie/teachers/1+2%20class.pdf</a>

<b>3rd</b>	34 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-3rd-and-4th-Clas.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-3rd-and-4th-Clas.pdf</a>	13 lessons in total. Coverage to be agreed and noted by 3 <sup>rd</sup> and 4 <sup>th</sup> Class. Share file on OneDrive <a href="http://www.staysafe.ie/teachers/3+4 %20class.pdf">http://www.staysafe.ie/teachers/3+4 %20class.pdf</a>
<b>4th</b>	24 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-3rd-and-4th-Clas.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-3rd-and-4th-Clas.pdf</a>	
<b>5th</b>	32 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-5th-and-6th-Clas.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-5th-and-6th-Clas.pdf</a>	13 lessons in total Coverage to be agreed and noted by 3 <sup>rd</sup> and 4 <sup>th</sup> Class. Share file on OneDrive <a href="http://www.staysafe.ie/teachers/5+6 %20class.pdf">http://www.staysafe.ie/teachers/5+6 %20class.pdf</a>
<b>6th</b>	34 lessons	9 lessons <a href="https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-5th-and-6th-Clas.pdf">https://www.education.ie/en/Sc hools-Colleges/Information/Curriculum -and-Syllabus/Primary- /Resource-Material-for- Relationship-and-Sexuality- Education-5th-and-6th-Clas.pdf</a>	



## **Social, Personal and Health Education (SPHE) Griffeen Valley Educate Together**

29<sup>th</sup> of January 2020

Dear Parents,

Social, Personal and Health Education (SPHE) forms an important part of the Irish Primary School Curriculum. As you will see from the topics listed below, SPHE links with our Educate Together ethical curriculum and ties in with our approach to anti-bullying, personal safety and dealing with challenging situations. Over the course of the next three months, we will be focusing on the two main programmes that make up SPHE: *Stay Safe* and the *Relationships and Sexuality Education (RSE) Programmes*. The *Stay Safe* programme will be covered by all classes from Junior Infants to Sixth Class in February and March 2020. The 'sensitive' lessons in RSE will be covered in April and May. We will be send some additional information regarding the RSE programme closer to the time.

We would like to acknowledge that you, our parents, are the primary educators of your children, and recommend that you chat to your children first about these topics listed below. At this stage of the school year, we know the children very well and, in dealing with the topics in class, we will make sure that we support your discussions with your child as well as being sensitive to the age, maturity and emotional readiness of each child. The following links will give you information on what is involved:

[www.staysafe.ie](http://www.staysafe.ie)

[www.education.ie](http://www.education.ie) (Going Forward Together - an Introduction to RSE for Parents)

STAY SAFE



A Parent's Guide

Published by the Child Abuse Prevention Programme

**The following topics will be covered in the and Stay Safe Programme commencing Wednesday 5<sup>th</sup> and February.**

**Stay Safe Programme**

1. Feeling Safe and Unsafe
2. Bullying
3. Touches
4. Secrets/ Telling
5. Strangers

If you have any questions about the SPHE Programme, please do not hesitate to speak to your child's class teacher.

Sincerely,

Andrea and The Staff of Griffeen Valley Educate Together