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## ***Making the Links as a Planning Aid for SPHE***

Making the Links is a guide to using materials from the Walk Tall Programme, the Relationships and Sexuality Education Programme (RSE) and the Stay Safe Programme. It is a response to requests from teachers for a comprehensive guide to using these materials in the context of the SPHE curriculum. This guide was initiated and funded by the Walk Tall Programme Support Service and was developed in collaboration with the Relationships and Sexuality Education (RSE) and Stay Safe Support Services. It was updated by the PDST Health and Wellbeing Team to take into account the new revised Stay Safe and Walk Tall programmes in 2017.

### **Resources used in Making the Links**

Stay Safe is a mandatory resource and must be used within the context of the SPHE curriculum to cover relevant content objectives. The Resource Materials for RSE and the Walk Tall programme are DES (Department Of Education) resources but are not mandatory. It is acknowledged and emphasised that there are other resources that cover the content objectives of the SPHE curriculum.

This resource has listed some complementary resources for teachers which can be used to supplement the content objectives of the SPHE curriculum. It is also advised the teachers read the SPHE Teacher Guidelines for differing methodologies and exemplars of their use.

Making the Links aims to assist teachers in;

- Planning for SPHE
- Identifying
  - the common themes in the Walk Tall Programme, the Relationships and Sexuality Education Programme (RSE) and the Stay Safe Programme
  - the specific aims of each of the three programmes
  - how content objectives of the SPHE curriculum can be addressed through the use of lessons from the Walk Tall Programme, the Relationships and Sexuality Education Programme (RSE) and the Stay Safe Programme

### Linking the Programmes to Content Objectives of the SPHE Curriculum

Pages 14 to 78, contain lessons from the three programmes which can address content objectives of the SPHE curriculum. The content objectives are printed in the first column under the relevant strands and strand units. The lessons are colour coded to distinguish the programmes. When teaching a strand unit, the teacher can identify lessons from which to choose. As this guide is not prescriptive, teachers may select the most appropriate lessons to address specific content objectives.

### Choosing How to Teach SPHE

While it is recognised that the implementation of SPHE also takes place through integration with other subject areas and through a positive, whole school climate and atmosphere, Making the Links is intended to assist teachers primarily in the planning of discrete SPHE time (30 minutes per week). It is not intended to be used in a prescriptive way. Teachers will be guided by their professional judgement in choosing the most appropriate way in which the content objectives can be covered.

### Identifying Appropriate Resources

All schools should choose resources that adequately address the content objectives of the SPHE curriculum. With the exception of Stay Safe, schools are free to choose what resources these might be. This guide has presented resources that address various content objectives. However, it is acknowledged that some other resources, methodologies and approaches are often used by teachers. Apart from the enrichment resources listed, schools often wonder whether they should or can use certain resources. The SPHE guidelines offers specific advice in this area. It encourages schools to create criteria for selecting resources in SPHE. Below are the criteria which are questions a teacher should ask when choosing resources. It would be good practice to include a standard set of criteria in your SPHE policy.

1. Does it address the content objective I am trying to teach?
2. Is the resource free of bias?
3. Is the resource free of negative stereotyping?
4. Is the resource inclusive of the children in your school?
5. Is the resource age-appropriate? (SPHE Teacher Guidelines p. 103)



a) Prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any dangerous, upsetting or abusive situations.

b) Teach children how to deal with unsafe or inappropriate touches and never to keep a touch secret.

c) Teach children about the importance of telling.

d) Give children safety strategies to deal with strangers.

a) Avert/or at least delay experimentation with dangerous substances.

b) Reduce the demand for illegal drugs.

c) Give primary school children the confidence, skills and knowledge to make healthy choices.

a) Promote an understanding and healthy attitude towards sexuality and relationships.

b) Promote knowledge of and respect for reproduction.

c) Promote a sense of wonder and awe at the process of birth and new life.

d) Enable the child to feel comfortable with his/her sexuality and that of others.

## ***Safety and Protection (Stay Safe Programme) in SPHE***

Stay Safe is a mandatory programme (Circular 65/2011) which is to be completed under the strand Safety and Protection of SPHE\*.

This is where the Stay Safe programme is covered. However, through using this planning aid, the teacher can identify various other content objectives explored through Stay Safe topics.

It is not intended for the Stay Safe programme to be used when these intervals arise whereby the programme is fragmented across the year. Stay Safe is always intended to be taught in a block when addressing the Safety and protection strand.

Rather it is intended that the teacher decides if objectives covered outside of this strand unit will be/ or were adequately covered by the Stay Safe programme, and if not, may, in respect of using this resource, choose to use either the Walk Tall or the Resource Materials for RSE. Making the Links provides for alternative lessons from these programmes.

Equally when covering the Safety and protection strand, the section on *Safety issues* is not fully addressed by the Stay Safe programme and time will be needed to complete this section from the strand unit Safety and protection through the use of other methodologies, approaches or resources. Consequently, a knowledge of the curriculum rather than just the Stay Safe programme is paramount for a teacher when planning for SPHE. While the content objectives are listed here, the examples of areas to address within these objectives as detailed in the SPHE curriculum document are not. In order to ensure content objectives are taught in line with the curriculum, this resource must be used in conjunction with the SPHE curriculum rather than in isolation.

## ***The Walk Tall Programme***

The revised Walk Tall programme is now a broader SPHE resource which covers a greater amount of content objectives while still supporting the schools strategies for the prevention of substance use issues.

***\*Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after Safety and protection in a standard two-year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.***

## ***Sensitive Lessons in Relationships and Sexuality Education of SPHE***

The sensitive objectives of RSE fall within the *Taking care of my body* and *Growing and changing* strand units. The RSE programme however covers strands, strand units and objectives across the curriculum encompassing other areas of SPHE.

RSE is a component of the SPHE curriculum and the sensitive lessons must be taught. The Resource Materials for RSE act as a guide for teaching these areas. Circular 22/10\* outlines best practice when teaching the sensitive lessons and areas of SPHE.

In Making the Links, the sensitive objectives are grouped within these strand units across all class levels with the relevant lessons listed from the Resource Materials for RSE and the Walk Tall programme. The teacher is best placed to deliver these lessons as part of the broader RSE and SPHE curriculum. They should not be taught separately but with the content of the broader strand unit. As part of two-year SPHE planning, the sensitive objectives in RSE are usually taught in the opposite year to *Safety and protection* and the Stay Safe programme.

***\*Circular 22/10 outlines schools and classroom teachers obligations around guest speakers.***



## Whole School Planning for Teaching Discrete Lessons in SPHE

Planning for SPHE at a whole school level supports the classroom teacher to plan and adequately address the strands, strand units and content objectives of the curriculum. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information. *There are **nine strand units** for all classes from Junior Infants to Second Class and **ten strand units** for all classes from Third Class onwards.*

Schools should;

- ✓ Each year teach from each of the main strands, placing five strand units across the school year

Sharing the strand units over a two-year period ensures pupils will have covered the entire content relevant to their class grouping with a balanced offering from the three strands. It also ensures adequate time is allocated to each strand unit.

Whole school planning for teaching discrete teaching in SPHE should answer questions like;

- What strand units will we teach in Year 1 and in Year 2?
- What year will we teach the Stay Safe Programme?
- When will we teach the sensitive RSE objectives of Taking care of my body and Growing and changing?
- Will we teach the strand units at the same time across the school or allow the classroom teacher to decide where they should be taught in their own classrooms (It is recommended that strand units are taught at the same time across the school)
- How much time should we give to the strand units? Will this be consistent across the school or depend on the class?
- What resources will we use to teach SPHE?
- What whole school approaches do we have that support SPHE?
- How can we integrate SPHE across other subject areas?
- What methodologies will we use to teach SPHE?
- How can we ensure the pupils experience a broad and balanced range of the methodologies recommended in the SPHE curriculum?



## A Standard Approach to Whole School Teaching of SPHE

A standard approach to whole school planning for the content in SPHE can help schools develop consistency around the teaching of SPHE. This approach offers a sample guide to teachers in school around what to teach and when. This standard approach involves;

- ✓ Teaching five strand units in Year 1
- ✓ Teaching five strand units in Year 2
- ✓ Ensuring each year at least one strand unit is taught from each of the three strands
- ✓ Each strand unit is allocated two months of teaching time
- ✓ The timing of these two month blocks are mapped across each school year.

Within this standard approach all teachers are covering the same strand units at the same time. This may support the work of whole school atmosphere and integration with planned school activities. It also enables the teachers to anticipate what will be covered and when, therefore increasing the scope for planned integration or thematic planning with other curricular areas.

Month	Year 1	Year 2
September / October	<i>Self-identity (Myself)</i>	<i>Myself and my family (Myself and others)</i>
November / December	<i>My friends and other people (Myself and others)</i>	<i>Relating to others (Myself and others)</i>
January / February	<i>Safety and protection (Myself)</i>	<i>Growing and changing (Myself)</i>
March / April	<i>Making decisions* (Myself)</i>	<i>Taking care of my body (Myself)</i>
May / June	<i>Media education (Myself and the wider world)</i>	<i>Developing citizenship (Myself and the wider world)</i>

*\*Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.*

## *Planning Discrete Lessons in SPHE*

When planning for your discrete lessons in SPHE, it will be useful to follow a two year plan (as detailed earlier) in the standard approach. This will allow teachers to anticipate and plan school activities or class activities and experiences that may complement the teaching of SPHE.

The discrete teaching of SPHE sometimes needs the flexibility to use informal, novel or unexpected experiences to form the basis of a lesson in SPHE. An awareness of what strand units and objectives are to be covered in any one year will allow the teacher to take these opportunities and record them as an SPHE lesson.

Integration is key to addressing the strand units that have a large number of content objectives, however, many objectives are sometimes covered simultaneously between strands or through one lesson or activity. Thus, objectives cannot be weighted equally to each other. Sometimes certain objectives will serve a greater focus in various schools and classes, and may demand a greater amount of time, flexibility and integration to cover adequately. The teacher should ask the following questions when planning their SPHE lessons, based on the strand unit and content objectives for the two month allocated time rather than rigidly following a strict time-allocated approach for each strand unit.

- How many sections are there to this strand unit?
- How will I split the objectives that will be taught across the available time?
- Are there any objectives that need to be particularly emphasised in this class?
- How many lessons do I need to plan to address this strand unit? (one objective does not correspond to one lesson however this does not always hold to be true. Planning with the children in your class in mind is more important than the resource)
- Do I need to look for opportunities to integrate or enrich the content?
- What skills can I emphasise through other work?
- Would the content be best taught through half an hour or hour lessons?
- Could this content form the basis for a project taught over a different period but using the same block of time?
- What adaptations or supports will be needed for some children?
- What is most appropriate to teach the objectives – what resources or methodologies?
- Have any objectives been covered previously through unplanned experiences that turned into an SPHE lesson?
- What opportunities will I take to utilise active methodologies in discrete teaching as well as across the curriculum?

# Junior and Senior Infants



## Making the Links and Beyond - Revised Edition

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

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Knowing about my body</b> <ul style="list-style-type: none"> <li>Appreciate the need, and understand how to care for their own body in order to keep it healthy and well</li> <li>Realise that each individual has some responsibility for taking care of his or her self</li> <li>Respect their own bodies and that of others</li> </ul>			<i>Our Amazing Bodies p.94 (SI)</i>	<i>Anatomical Dolls</i>  <i>Educational Resources available from <a href="http://www.getactiveireland.ie">www.getactiveireland.ie</a></i>
<ul style="list-style-type: none"> <li>Name parts of the male and female body parts using appropriate anatomical terms</li> <li>Recognise and practise basic hygiene skills</li> </ul>	<i>Touches p. 45 - 50</i>	<i>Giving the Doll a Bath p.150</i> <i>Keeping Clean p.152</i>		
<ul style="list-style-type: none"> <li>Explore and discuss the different things the body can do</li> </ul>			<i>The Five Senses p.47 (SI)</i> <i>What Do You Smell? p.63 (SI)</i>	
<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>Become aware of the importance of food for growth and development</li> <li>Explore food preferences and their role in a balanced diet</li> <li>Discuss and explore some qualities and categories of food</li> <li>Realise the importance of good hygiene when preparing food to eat</li> </ul>			<i>Taste Test p.53 (SI)</i>	<i>Food Dudes – Healthy Eating programme <a href="http://www.fooddudes.ie">www.fooddudes.ie</a></i>

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>As I grow I change</i></b> <ul style="list-style-type: none"> <li>Identify some factors that promote growth</li> <li>Realise that growth and change are part of the process of life and are unique to the individual</li> <li>Recognise that the ability to take responsibility for himself/herself and others increases as he/she gets older</li> </ul>		<i>About Growing p.78</i> <i>Watch It Grow p.82</i> <i>Inner Growth p.82</i> <i>Measuring Growth p.162</i>		Anatomical Dolls
<b><i>New life</i></b> <ul style="list-style-type: none"> <li>Become aware of new life and birth in the world</li> <li>Develop an awareness of human birth</li> <li>Identify what babies need to help them grow and develop</li> </ul>		<i>Signs of New Life in Spring p.69</i> <i>New Life in Spring p.73</i> <i>Conor's New Baby Sister p.139</i> <i>Nature Walk p.143</i> <i>Growing Plants from Seeds p.143</i>		
<b><i>Feelings and emotions</i></b> <ul style="list-style-type: none"> <li>Name a variety of feelings and talk about situations where these may be experienced</li> <li>Explore a variety of ways in which feelings are expressed and coped with</li> </ul>	<i>Feeling Safe and Unsafe p.17 – 30</i>		<i>Feelings Faces p.110 (JI)</i> <i>A Surprise p.118 (JI)</i> <i>Things That Go Bump in The Night p.121 (JI)</i> <i>I'm Lonely p.125 (JI)</i> <i>Little Miss Angry p.128 (JI)</i> <i>Caring and Sharing p.131 (JI)</i>	
<ul style="list-style-type: none"> <li>Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another</li> </ul>	<i>Friendship and Bullying p. 32 – 44</i>		<i>Our Class p.77 (SI)</i> <i>We Can Help p.82 (SI)</i>	

## Making the Links and Beyond - Revised Edition

Strand - <b>Myself</b> Strand Unit - <b><u>Growing and changing</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Explore and discuss occasions that can promote feelings in himself/herself</li> </ul>			<i>Things to be Happy About p.105 (SI)</i>	
Strand - <b>Myself</b> Strand Unit - <b><u>Safety and protection</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Personal safety</b> <ul style="list-style-type: none"> <li>Explore appropriate safety strategies</li> <li>Identify situations and places that are safe and those where personal safety may be at risk</li> <li>Realise how other people can persuade him/her to engage in unsafe behaviour</li> </ul>	<i>Feeling Safe and Unsafe p.17 - 30</i> <i>Friendship and Bullying p. 30 – 44</i> <i>Touches p. 45 – 54</i> <i>Secrets and Telling p. 55 – 60</i> <i>Strangers p. 60 – 66</i>			
<b>Safety issues</b> <ul style="list-style-type: none"> <li>Identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian</li> </ul>	<i>Secrets and Telling p. 55 – 60</i>		<i>Taking Care p.100 (JI)</i>	Road Safety <a href="http://www.rsa.ie/en/RSA/Road-Safety/Education/Teaching-resources">www.rsa.ie/en/RSA/Road-Safety/Education/Teaching-resources</a>
<ul style="list-style-type: none"> <li>Realise and understand that rules are necessary in order to protect people and keep them safe</li> </ul>	<i>Friendship and Bullying p. 32 – 44</i>		<i>Five Little Children p.80 (SI)</i>	
<ul style="list-style-type: none"> <li>Explore how accidents might be prevented at home, in school, on the farm or in the water</li> </ul>			<i>Listen p.65 (SI)</i>	HSE Child Safety Corner <a href="http://www.hse.ie">www.hse.ie</a>



## Making the Links and Beyond - Revised Edition

Strand - <b>Myself</b> Strand Unit - <b>Safety and protection</b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the content</li> <li>Explore occasions when medicines, injections, or pills are needed and the safety rules that apply when taking medicine</li> <li>Identify some of the substances or things that are put onto the body and their associated functions</li> </ul>			<i>Things That Go in My Body</i> p. 98 (SI) <i>Miss Polly's Sick Dolly</i> p. 93 (JI) <i>What Would You Do?</i> p. 96 (JI) <i>Things I Put on my Body</i> p. 89 (JI)	
Strand - <b>Myself and others</b> Strand Unit - <b>Myself and my family</b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Identify and name the people who constitute a family and appreciate that all family units are not the same</li> <li>Realise that he/she belongs to a family and that each person has a place and role within a family</li> <li>Explore the things that families do together</li> <li>Explore and acknowledge many of the things that can be learned at home</li> </ul>		<i>A Celebration at Home</i> p. 45 <i>Families Celebrate</i> p.48 <i>Looking at Photographs</i> p. 119	<i>Who Lives Inside My Door</i> p. 75 (JI)	<i>RESPECT Guidelines and resources</i> <i>Different Families Same Love poster / resource</i> <a href="http://www.into.ie/lgbt/EducationalResources">www.into.ie/lgbt/EducationalResources</a> <i>Picture Books resource</i> <a href="http://www.pdst.ie/primary/RSE">http://www.pdst.ie/primary/RSE</a>
<ul style="list-style-type: none"> <li>Realise how families take care of, support and love each other</li> </ul>		<i>Happy Families</i> p.121 <i>A Surprise for Conor</i> p.118	<i>My Special Peoples Booklet</i> p. 74 (SI)	

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

## Making the Links and Beyond - Revised Edition

<b>Strand - Myself and others</b> <b>Strand Unit - <u>Relating to others</u></b>	<b>Stay Safe</b>	<b>RSE</b>	<b>Walk Tall</b>	<b>Enrichment resources</b>
<ul style="list-style-type: none"> <li>Listen and respond to opinions and views of others</li> </ul>			<i>Jack's Story (Co-Operation) p.78 (JI)</i>	
<ul style="list-style-type: none"> <li>Use verbal and non-verbal behaviour to perform social functions</li> <li>Resolve conflict with others</li> </ul>	<i>Friendship and Bullying p. 31</i>		<i>Caring and Sharing p.131 (JI)</i> <i>What a Lovely Bunch p.20 (JI)</i>	
<ul style="list-style-type: none"> <li>Practise consideration, courtesy and good manners when interacting with others</li> </ul>			<i>This is Me! p.23 (JI)</i> <i>I Am, I Can, I Like p.42 (SI)</i>	
<b>Strand - Myself and the wider world</b> <b>Strand Unit - <u>Developing citizenship</u></b>	<b>Stay Safe</b>	<b>RSE</b>	<b>Walk Tall</b>	<b>Enrichment resources</b>
<b><i>My school community</i></b> <ul style="list-style-type: none"> <li>Recognise the name of his/her own school and the people who contribute to life of the school</li> </ul>	<i>Friendship and Bullying p. 31</i>		<i>Name Train p.32 (JI)</i>	
<ul style="list-style-type: none"> <li>Realise that each person is important and has a unique and valuable contribution to make to the class</li> </ul>			<i>The Magic Box p.50 (SI)</i>	<i>Ombudsman for Children Educational resources <a href="http://www.oco.ie/education-and-human-rights/education">www.oco.ie/education-and-human-rights/education</a></i>

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

## Making the Links and Beyond - Revised Edition

Strand - <b>Myself and the wider world</b> Strand Unit - <b><u>Developing citizenship</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>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</li> </ul>			<i>Do We Need Rules? p.118 (SI)</i>	
<b><i>Environmental care</i></b> <ul style="list-style-type: none"> <li>Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment</li> </ul>			<i>Taking Care of Our World p.122 (SI)</i>	Green schools work <a href="https://greenschoolsireland.org/resources/School%20Garden%20and%20the%20Living%20Classroom">https://greenschoolsireland.org/resources/</a> School Garden and the Living Classroom <a href="http://">http://</a>
Strand - <b>Myself and the wider world</b> Strand Unit - <b><u>Media education</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Realise that he/she receives information from many different sources</li> </ul>			<i>Jungle Journey p. 68 (SI)</i>	
<ul style="list-style-type: none"> <li>Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits</li> </ul>			<i>Getting to Know Me p. 34 (SI)</i>	

## Making the Links and Beyond - Revised Edition

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"> <li>Identify favourite television programmes videos and video games and indicate reasons for preferences</li> <li>Begin to explore and talk about the difference between advertisements and programmes</li> <li>Begin to use and explore the various kinds of information technology available</li> </ul>			<i>Our Favourite Programmes p.125 (SI)</i>	

*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
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Develop an appreciation of and talk about personal strengths, abilities and characteristics</li> </ul>	<i>Feeling Safe and Unsafe p.17 – 30</i>	<i>Things I do, Things I Enjoy p.17</i>	<i>I Am Good at Lots of Things p. 21 (1st)</i> <i>I'm Celebrating All I Have Learned p.154 (2nd)</i>	
<ul style="list-style-type: none"> <li>Recognise and appreciate the similarities and differences between people</li> <li>Become aware of his/her immediate world through senses</li> </ul>			<i>Alike and Different p.27 (1st)</i>	
<ul style="list-style-type: none"> <li>Identify and talk about personal preferences and dreams/hopes for the future</li> </ul>			<i>When I am Older I Would Like to Belong p.128 (1st)</i>	
<b>Developing self-confidence</b> <ul style="list-style-type: none"> <li>Become more independent and self-reliant</li> </ul>			<i>I'm Learning to Use My Own Brain p.114 (2nd)</i>	
<ul style="list-style-type: none"> <li>Explore different ways of coping with change</li> </ul>			<i>I Change As I Grow p. 75 (2nd)</i>	
<ul style="list-style-type: none"> <li>Express personal opinions and preferences and acknowledge those of others and comment on them</li> </ul>			<i>Bringing it all Together p.145 (1st)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>Making decisions</i></b> <ul style="list-style-type: none"> <li>Recognise and reflect on choices that are made everyday</li> <li>Discuss the factors that may influence personal responsibility decisions or choices</li> <li>Realise that being involved in decision –making demands more personal</li> </ul>	<i>Touches p. 49 - 62</i> <i>Secrets and Telling p. 63-70</i> <i>Strangers p. 71-79</i>	<i>How Do I Decide What to Do? p.183</i> <i>About the Reasons I Do Things p.184</i>	<i>Adverts and Messages p.139 (1st)</i>	
<b><i>Knowing about my body</i></b> <ul style="list-style-type: none"> <li>Appreciate the need and understand how to care for the body in order to keep it strong and healthy</li> </ul>			<i>What Does Healthy Mean? p.27 (1ST)</i>	Educational resources available from <a href="http://www.getactiveireland.ie">www.getactiveireland.ie</a>
<ul style="list-style-type: none"> <li>Name parts of the male and female body, using appropriate anatomical terms, and some of their functions</li> </ul>	<i>Touches p.49 - 62</i>	<i>How our Bodies Work p.166</i>	<i>Our Amazing Bodies p.27 (2nd)</i>	
<ul style="list-style-type: none"> <li>Recognise the importance of treating the body with respect and dignity</li> <li>Explore the various things the body can do</li> </ul>		<i>How My Body Works p.67</i> <i>Our Senses p.70</i> <i>A Listening Walk p.72</i> <i>A Poem About Our Senses p.73</i> <i>In My Imagination p.74</i>	<i>My Heart and My lungs p.41 (2nd)</i> <i>My Brain p.45 (2nd)</i>	
<ul style="list-style-type: none"> <li>Recognise and examine some of the substances that are taken into the body and the purpose and function of each one</li> </ul>			<i>Medicines are Powerful Drugs p.62 (2nd)</i> <i>Injections p.69 (2nd)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Develop and practise basic hygiene skills</li> <li>Realise that each individual must take responsibility for self-care</li> <li>Become aware of how infection spreads easily and the importance of adhering to a code of hygiene</li> </ul>		<i>When My Body Needs Special Care p.161</i> <i>A Visit to The Doctor p.164</i>	<i>Being Clean Helps Us Keep Healthy p.40 (1st)</i> <i>What Does Healthy Mean? p. 37 (1st)</i>	
<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>Explore the importance of food for promoting growth, keep healthy, and providing energy</li> <li>Appreciate that balance, regularity and moderation are necessary in diet</li> </ul>			<i>Types of Food We Need to Be Healthy p.40 (1st)</i>	<i>Food Dudes – Healthy Eating programme</i> <a href="http://www.fooddudes.ie">www.fooddudes.ie</a>
<ul style="list-style-type: none"> <li>Identify some foods that are derived from plant and animal sources</li> <li>Recognise and practise good hygiene when dealing with food</li> </ul>			<i>My Body Needs Different Types Of Food p.52 (2nd)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>New life</i></b> <ul style="list-style-type: none"> <li>Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle</li> <li>Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world</li> <li>Realise the various roles parents and other family members have in providing for new-born babies</li> </ul>		<i>The Wonder of New Life p. 59</i> <i>New Life in Spring p. 61</i> <i>When I Was a Baby p. 155</i> <i>About Babies p. 156</i>	<i>All Shiny and New p. 33 (1st)</i>	
<b><i>As I grow I change</i></b> <ul style="list-style-type: none"> <li>Begin to recognise the physical, emotional, social and spiritual factors that promote growth</li> <li>Realise that growth takes place in many different ways and is unique to each individual</li> </ul>		<i>Growing and Changing p.171</i> <i>What I Was Like When I Was Little p.173</i> <i>The Story of My Life p.174</i> <i>Looking at Photographs p. 82</i>	<i>I Change As I Grow p. 72 (2nd)</i>	
<ul style="list-style-type: none"> <li>Realise that growing up brings increased responsibility for himself/herself and others</li> </ul>		<i>Changing and Growing p. 83</i> <i>A Poem of Ages p.177</i>		
<ul style="list-style-type: none"> <li>Realise the various roles parents and other family members have in providing for new-born babies</li> <li>Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world</li> </ul>		<i>About Minding Babies p.153</i> <i>About Babies p.156</i>		

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>Name and identify a wide range of feelings and talk and explore feelings in different situations</li> </ul>	<i>Friendship and Bullying p.31 - 48</i> <i>Feeling Safe and Unsafe p.17 – 30</i>	<i>Music with Feelings p.55</i>	<i>Name That Feeling p.49 (1st)</i> <i>True Feelings p.87 (2nd)</i>	
<ul style="list-style-type: none"> <li>Realise and explore the various ways feelings can be expressed and dealt with and choose which are most appropriate and acceptable</li> </ul>		<i>The Princess Who Never Smiled p.51</i> <i>Miming Feelings p.54</i>	<i>Being Happy p.65 (1st)</i> <i>It's OK to Cry When I Am Sad p.69 (1st)</i> <i>Letting Off Steam p.72 (1st)</i>	
<ul style="list-style-type: none"> <li>Identify people with whom they can discuss feelings and emotions</li> </ul>		<i>About Ways We Sometimes Feel p.146</i>	<i>My Special Person and Me p.90 (2nd)</i>	
<ul style="list-style-type: none"> <li>Become aware of and be able to choose healthy ways of feeling good about himself/herself</li> </ul>		<i>Painting a Feeling p.147</i>	<i>I Can Think Positively p.80 (1st)</i>	
<ul style="list-style-type: none"> <li>Explore the various feelings that change as one grows</li> <li>Recognise that individual actions can affect the feelings of others</li> </ul>		<i>A Poem About Someone I Love p.177</i>	<i>Random Acts of Kindness p.141 (2nd)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself and others Strand Unit - <u>Safety and protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Personal safety</b> <ul style="list-style-type: none"> <li>Recognise and explore situations where children feel safe and those where safety might be at risk</li> <li>Discuss and practise appropriate strategies for dealing with these situations</li> <li>Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted</li> </ul>	<b>Feeling Safe and Unsafe p. 17-30</b> <b>Friendship and Bullying p. 31-48</b> <b>Touches p. 49-62</b> <b>Secrets and Telling p. 63-70</b> <b>Strangers p. 70-90</b>			
<ul style="list-style-type: none"> <li>Identify risky behaviour and examine its positive and negative consequences</li> </ul>			<i>Smoking And Cigarettes p.25 (2nd)</i>	
<b>Safety issues</b> <ul style="list-style-type: none"> <li>Develop and practise strategies for keeping safe when travelling</li> </ul>		<i>Safety Strategies p. 137</i>		
<ul style="list-style-type: none"> <li>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</li> </ul>		<i>Safety Quiz p. 138</i>	<i>Our Classroom Rules Are Important p.86 (1st)</i> <i>Rules Have Reasons (1st)</i>	

## Making the Links and Beyond - Revised Edition

Strand - <b>Myself and others</b> Strand Unit - <b><u>Safety and protection</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing</li> <li>Recognise how accidents might be caused and what can be done in order to prevent accidents happening</li> </ul>		<i>Keeping Safe p3.9</i> <i>What Would I Do? p.43</i> <i>About Keeping Ourselves Safe p.44</i>	<i>I'm Learning to Use My Own Brain p.114 (2nd)</i>	
<ul style="list-style-type: none"> <li>Recognise and explore occasions when medicines are needed</li> <li>Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them</li> </ul>			<i>Rules About Medicines p.97</i>	
Strand - <b>Myself and others</b> Strand Unit - <b><u>Myself and my family</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Identify and talk about those who live at home and recognise that homes and families vary</li> <li>Recognise his/her role and place in the family unit and the contribution made by each member to the family</li> </ul>		<i>A Map of Responsibility p.125</i> <i>About Ways We Can Help At Home p.126</i>	<i>I Belong in My Home p.108 (1st)</i>	<i>RESPECT Guidelines and resources</i> <i>Different Families Same Love poster / resource</i> <a href="http://www.into.ie/lgbt/EducationalResources">www.into.ie/lgbt/EducationalResources</a> <i>Picture Books resource</i> <a href="http://www.pdst.ie/primary/RSE">http://www.pdst.ie/primary/RSE</a>



## Making the Links and Beyond - Revised Edition

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"> <li>Appreciate his/her own family and identify ways in which members of families can help, support and care for each other</li> <li>Explore many of the things that are learned in families both practical and otherwise</li> </ul>		<i>About My Family p. 33</i> <i>Drawing a Map of My Family p. 34</i>		
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"> <li>Discuss personal friends and why he/she enjoys being with them</li> <li>Identify, explore and discuss qualities and skills associated with friendship</li> </ul>	<i>Friendship and Bullying p.31-48</i>	<i>My Friends p.23</i> <i>Guess Who? p.25</i> <i>About Our Friends p.25</i> <i>Our Friends p.27</i>	<i>I Belong in My Class p.112 (1st)</i>	
<ul style="list-style-type: none"> <li>Explore how friends can influence personal actions and decisions</li> </ul>		<i>What Would a Friend Do? p.117</i>	<i>Friends Influence Each Other p.19 (2nd)</i>	
<ul style="list-style-type: none"> <li>Know how to treat people with dignity and respect</li> </ul>			<i>We Can Help Make Rules p.131 (2nd)</i> <i>I'm Learning to Trust p.31 (2nd)</i>	

## 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"> <li>Recognise and explore bullying behaviour, who is involved and the effects on different people</li> <li>Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else</li> </ul>	<i>Friendship and Bullying p.31-48</i>		<i>Bullying p.124 (1st)</i>	
Strand - Myself and others Strand Unit - <u>Relating to others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions</li> <li>Listen, hear and respond to what is being said</li> </ul>	<i>Friendship and Bullying p.31-48</i>			
<ul style="list-style-type: none"> <li>Express and record experiences, opinions, feelings and emotions in a variety of ways</li> </ul>	<i>Feeling Safe and Unsafe p.17-30</i>		<i>I Have Opinions p.99 (4th)</i>	
<ul style="list-style-type: none"> <li>Explore and practise how to handle conflict without being aggressive</li> </ul>	<i>Friendship and Bullying p.31-48</i>		<i>I Am Learning to Ask for What I Want p.102 (2nd)</i> <i>I Am Learning to Say No p.110 (2nd)</i>	

## 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
<b><i>My school community</i></b> <ul style="list-style-type: none"> <li>Explore what it means to belong and recognise some of the different groups to which he/she can belong</li> <li>Recognise and write the name and location of his/her own school and identify those who constitute the school community</li> </ul>			<i>I Belong with My Class p.112 (1st)</i> <i>Taking Care of The Yard p.138 (2nd)</i>	
<ul style="list-style-type: none"> <li>Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone</li> </ul>			<i>Taking Care of Our Classroom Environment p.120 (1st)</i>	<i>Ombudsman for Children Educational resources</i> <a href="http://www.oco.ie/education-and-human-rights/education">www.oco.ie/education-and-human-rights/education</a>
<ul style="list-style-type: none"> <li>Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all</li> </ul>			<i>Our Classroom Rules Are Important p.86</i>	
<ul style="list-style-type: none"> <li>Engage in group activities in the class and learn how to share, co-operate, listen to work and play together</li> </ul>			<i>My Name p. 19 (1st)</i> <i>I Am Learning To Co-operate p.134 (2nd)</i>	

## 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
<b><i>Living in the local community</i></b> <ul style="list-style-type: none"> <li>• Begin to appreciate how people depend on each other in many aspects of life</li> <li>• Developing a sense of belonging to their own local community</li> </ul>			<i>I Belong in My Community p.125 (2nd)</i>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• Develop an awareness of people in other places</li> </ul>			<i>Nationalities Day p.143 (2nd)</i>	EU Kids Corner <a href="http://europa.eu/kids-corner/index_en.htm">http://europa.eu/kids-corner/index_en.htm</a>
<ul style="list-style-type: none"> <li>• 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</li> </ul>			<i>I'm Learning About My Rights p.106 (2nd)</i>	

## Making the Links and Beyond - Revised Edition

Strand - <b>Myself and the wider world</b> Strand Unit - <b><u>Developing citizenship</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>Environmental care</i></b> <ul style="list-style-type: none"> <li>Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment</li> </ul>			<i>Taking Care of Our Yard p.134 (2nd)</i>	Sustainable Energy Authority of Ireland <a href="http://www.seai.ie/">http://www.seai.ie/</a>  Green Schools work <a href="https://greenschoolsireland.org/resources/">https://greenschoolsireland.org/resources/</a>  School Garden and the Living Classroom <a href="http://www.schoolearthed.ie/">http://www.schoolearthed.ie/</a>
Strand - <b>Myself and the wider world</b> Strand Unit - <b><u>Media education</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Become aware of and learn about different ways in which information can be communicated</li> </ul>			<i>We Are Modern Explorers p.136 (1st)</i>	
<ul style="list-style-type: none"> <li>Begin to distinguish between fact and fiction in stories or situations in different media forms</li> </ul>			<i>Facts or Fiction p.133 (1st)</i>	Celebrate Safer Internet Day, see <a href="http://www.saferinternetday.ie">www.saferinternetday.ie</a> <a href="http://www.webwise.ie">www.webwise.ie</a>

## Making the Links and Beyond - Revised Edition

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"> <li>Discuss and explore advertising that is specifically aimed at children</li> </ul>			<i>Adverts and Influences p.148 (2nd)</i>	

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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
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Recognise, describe and discuss individual personal traits, qualities, strengths, limitations, interests and abilities</li> <li>Identify personal preferences, dreams for the future and hopes</li> </ul>	<i>Friendship and Bullying p. 18</i>	<i>Who Am I? p.20</i> <i>My Gifts p.23</i>	<i>My Strengths p.33 (3rd)</i> <i>Who Am I? p.20 (4th)</i>	
<ul style="list-style-type: none"> <li>Explore factors that influence their self-image</li> </ul>		<i>Pass The Compliment p.21</i>	<i>My Name is Special p.29 (3rd)</i>	
<ul style="list-style-type: none"> <li>Identify realistic personal goals and targets and how these can be achieved in the short or long term</li> <li>Realise that each person has a unique contribution to make to various groups</li> </ul>		<i>Working Alone, Working Together p.119</i> <i>Team Work p.121</i>	<i>Self Portrait p.24 (4th)</i> <i>Everyone is Unique p. 37 (3rd)</i>	
<b>Developing self-confidence</b> <ul style="list-style-type: none"> <li>Enhance their own learning</li> <li>Express personal opinions, feelings, thoughts and ideas with growing confidence</li> </ul>			<i>I Know, I Think p.27 (4th)</i> <i>Speaking with I Statements p.180 (4th)</i>	
<ul style="list-style-type: none"> <li>Become more confident in coping with change and with situations that are unfamiliar</li> <li>Become increasingly responsible and autonomous</li> </ul>			<i>Easy Talking, Difficult Talking p.161 (4th)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>Understand and appreciate what it means to be healthy and to have a balanced lifestyle</li> <li>Realise that each individual has some responsibility for their health and that this responsibility increases as he/ she gets older</li> </ul>		<i>A Recipe for Good Health p.192</i>	<i>As I Grow Older... p.101 (4th)</i>	<i>Eat Smart, Move More resource available from <a href="http://www.healthpromotion.ie">www.healthpromotion.ie</a></i>
<ul style="list-style-type: none"> <li>Begin to develop strategies to cope with various worries or difficulties that he/she may encounter</li> </ul>	<i>Friendship and Bullying p. 18</i>	<i>Who, What, When, Why? p. 52</i>	<i>Keeping My Thinking Healthy p.114 (4th)</i>	
<ul style="list-style-type: none"> <li>Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink</li> </ul>			<i>The Risk of Smoking Cigarettes p.142 (3rd)</i> <i>The Risk of Drinking Alcohol p.149 (3rd)</i>	
<ul style="list-style-type: none"> <li>Know and understand the meaning of the word drug and when it is appropriate or inappropriate to take drugs</li> <li>Identify and categorise a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal</li> </ul>			<i>What is a Drug? p.125 (4th)</i> <i>The Dangers of Solvents p.136 (4th)</i>	
<ul style="list-style-type: none"> <li>Recognise and discuss some people who are concerned with health and welfare</li> </ul>			<i>Sometimes Adults Need Rules p.154 (3rd)</i>	

## Making the Links and Beyond - Revised Edition

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

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>Differentiate between a healthy and unhealthy diet and appreciate the role of balance and moderation</li> <li>Recognise the wide choice of food available and categorise the food into the four main food groups and their places on the food pyramid</li> <li>Examine the dietary needs of their own age group and other groups in society</li> </ul>			<i>Balancing Our Food p.49 (3rd)</i>	<i>Food Dudes – Healthy Eating programme <a href="http://www.fooddudes.ie">www.fooddudes.ie</a></i>
<ul style="list-style-type: none"> <li>Explore some factors that influence the consumption of different food products</li> <li>Discuss and examine the importance of proper food hygiene</li> </ul>			<i>Food Choices p. 110 (4th)</i>	
Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>As I grow I change</b> <ul style="list-style-type: none"> <li>Realise that growing and changing are continuous throughout life</li> <li>Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty</li> </ul>		<i>*revisit/link with Knowing About My Body Growing Up p198 A List of Changes p.203</i>	<i>Feeling Proud p. 63 (3rd)</i>	<i>Busy Bodies DVD and Booklet <a href="http://www.healthpromotion.ie">http://www.healthpromotion.ie</a></i>

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Identify the skills and abilities acquired and the interests and pursuits taken up in recent years</li> <li>Recognise how independence and responsibilities are continually changing</li> </ul>			<i>As I Grow I Change p.175 (3rd)</i>	
<ul style="list-style-type: none"> <li>Recognise the emotional changes that have taken place since infancy</li> <li>Recognise how spiritual development has taken place in recent years</li> <li>Begin to appreciate the need for space and privacy in life</li> </ul>		<i>The Growing and Changing I've Done. p. 95 Stages Of Ages p. 99</i>	<i>Changing Bodies p.148 (4th)</i>	
<b>Birth and new life</b> <ul style="list-style-type: none"> <li>Discuss the stages and sequence of development of the human baby, from conception to birth</li> <li>Identify the care that needs to be taken while waiting for a baby to be born</li> <li>Develop an appreciation of the wonder of a new-born baby</li> </ul>		<i>Someone Special p.171 Caring for Baby p.73</i>	<i>The Wonder of New Life p.150 (4th)</i>	
<b>Feelings and emotions</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<i>Feeling Safe and Unsafe p. 17 - 30</i>	<i>How Are You Feeling? p. 59 Alphabetical Feelings p. 62</i>	<i>How Do You Feel? p. 47 (4th) Expressing Feelings p. 51 (4th)</i>	

## Making the Links and Beyond - Revised Edition

Strand - <b>Myself</b> Strand Unit - <b><u>Growing and changing</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate way</li> <li>Explore how feelings can influence one's life</li> </ul>		<i>Ways of Feeling Better p.161</i>	<i>When Someone Special Dies p. 75 (3rd)</i>	
<ul style="list-style-type: none"> <li>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</li> </ul>			<i>What I Need and What I Want p. 56 (4th)</i>	
Strand - <b>Myself</b> Strand Unit - <b><u>Safety and protection</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Personal safety</b> <ul style="list-style-type: none"> <li>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</li> <li>Identify people, places and situations that threaten my safety</li> <li>Begin to assess the consequences of risky behaviour</li> <li>Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual</li> </ul>	<i>Feeling Safe and Unsafe p.17 -30</i> <i>Friendship and Bullying p. 31 – 50</i> <i>Touches p.52 – 66</i> <i>Secrets and Telling p. 67-72</i> <i>Strangers p. 73 – 77</i>			

## Making the Links and Beyond - Revised Edition

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

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Making decisions</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Become aware and think about choices and decisions that he/she makes everyday</li> <li>Explore and discuss the factors that influence personal decisions and choices and the different levels of thoughts in making a decision</li> </ul>	<i>Secrets and Telling p. 67-72</i> <i>Strangers p. 73-77</i>	<i>Shared Ideas p.108</i>	<i>How We Make Decisions p. 62 (4th)</i> <i>What Influences Me? p.32 (3rd)</i>	
<ul style="list-style-type: none"> <li>Discuss why and how adults make decisions and set boundaries for young people</li> <li>Learn and begin to devise a simple decision making strategy</li> <li>Recognise and explore the risks and the consequences of making a particular decision</li> </ul>		<i>What Will I do p.111</i> <i>Solve the Problem p.208</i>	<i>What Happens Next? p.69 (4th)</i>	
<ul style="list-style-type: none"> <li>Recognise that opportunities to exercise choice can increase as responsibilities are expected and as the trust of others is earned</li> <li>Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions</li> </ul>			<i>Boundaries p.65 (4th)</i>	
<ul style="list-style-type: none"> <li>Make individual and group decisions</li> </ul>		<i>Solving Scenarios p. 213</i>	<i>What Influences Us? p. 75 (4th)</i>	



## Making the Links and Beyond - Revised Edition

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

## 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"> <li>Appreciate the need for and the importance of friendship and interacting with others</li> <li>Explore the different aspects of friendship</li> <li>Examine different types of friendship</li> </ul>	<i>Friendship and Bullying p.31-54</i>	<i>A Friendship Timeline p.29</i>	<i>Having Friends p.82 (4th)</i>	
<ul style="list-style-type: none"> <li>Begin to cope with disharmony in, or loss of, friendships</li> <li>Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others</li> <li>Explore and examine ways of dealing with bullying</li> </ul>		<i>How to Make Friends Again p.31</i> <i>Arguments and Making-Up p.34</i>	<i>When Friendships Go Wrong p.86 (4th)</i>	
<ul style="list-style-type: none"> <li>Acknowledge that friends often circulate in groups which can be healthy and unhealthy</li> <li>Recognise, discuss and understand bullying</li> </ul>		<i>Bullying Behaviour p.127</i> <i>Understanding Bullying p.133</i>	<i>What is Bullying? p.97 (3rd)</i> <i>The Effects of Bullying p.105 (3rd)</i>	
<ul style="list-style-type: none"> <li>Respect and show consideration for the views beliefs and values of others</li> </ul>	<i>Friendship and Bullying p.31-54</i>	<i>Both Perspectives p.134</i>		<i>All Together Now – Homophobic and Transphobic Bullying</i> <a href="http://www.belongto.org">http://www.belongto.org</a>

## Making the Links and Beyond - Revised Edition

Strand - Myself and others Strand Unit - <u>Relating to others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Communicating</b> <ul style="list-style-type: none"> <li>Recognise and explore various verbal and non-verbal means of communicating</li> <li>Listen carefully and reflectively to others</li> <li>Use language, gestures and other appropriate behaviour to perform social functions</li> </ul>			<i>Listening p.24 (3rd)</i> <i>Easy Talking...Difficult Listening p.161 (4th)</i>	
<ul style="list-style-type: none"> <li>Explore and examine ways of dealing with bullying</li> </ul>	<i>Friendship and Bullying p.31-54</i>	<i>Bullying Experience p.135</i>	<i>Dealing with Bullying p.93 (4th)</i> <i>Witnessing Bullying p.116 (3rd)</i> <i>A Bully-Free Zone p.121 (3rd)</i>	
<ul style="list-style-type: none"> <li>Examine the power of persuasion in relating to others and identify times when it can be used positively</li> <li>Give and receive compliments and constructive criticism in different situations</li> <li>Recognise and explore how language can be used to foster inclusiveness</li> </ul>			<i>Our Actions Affect the Feelings of Others p.67 (3rd)</i>	

## Making the Links and Beyond - Revised Edition

<b>Strand - Myself and others</b> <b>Strand Unit - <u>Relating to others</u></b>	<b>Stay Safe</b>	<b>RSE</b>	<b>Walk Tall</b>	<b>Enrichment resources</b>
<b><i>Resolving conflict</i></b> <ul style="list-style-type: none"> <li>Identify reasons for conflict in different situations</li> <li>Identify and discuss various responses to conflict situations and decide on and practise that are the most appropriate or acceptable</li> </ul>	<i>Friendship and Bullying p.31-54</i>		<i>The Journey of Anger p.174 (4th)</i> <i>Standing up to Bullying and Other Things p.127 (3rd)</i>	
<b>Strand - Myself and the wider world</b> <b>Strand Unit - <u>Developing citizenship</u></b>	<b>Stay Safe</b>	<b>RSE</b>	<b>Walk Tall</b>	<b>Enrichment resources</b>
<b><i>My school community</i></b> <ul style="list-style-type: none"> <li>Identify the people who constitute the school community and the role of individuals in contributing to life of the school</li> <li>Explore the various ways in which the school promotes a sense of belonging</li> <li>Explore and recognise the rights and responsibilities of both adults and children in the school community</li> </ul>			<i>Success p.82 (3rd)</i>	
<ul style="list-style-type: none"> <li>Be aware of the importance of mutual respect and sensitivity to different values and attitudes held by others</li> </ul>			<i>Holding Onto My Values p.170 (4th)</i>	

## 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
<ul style="list-style-type: none"> <li>Play a role in deciding classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline</li> </ul>			<i>Rules in the Classroom p.19 (3rd)</i>	
<ul style="list-style-type: none"> <li>Develop and practise leadership roles and learn to work together in different group situations</li> <li>Discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner</li> <li>Examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping</li> </ul>			<i>All the Feelings Along The Way p.86 (3rd)</i>	
<b>Local and wider communities</b> <ul style="list-style-type: none"> <li>Realise what it means to belong to a group</li> </ul>			<i>We Are Unique p.142 (4th)</i>	
<ul style="list-style-type: none"> <li>Recognise how each person has both individual and communal responsibilities to the community</li> </ul>				<i>Ombudsman for Children Educational resources <a href="http://www.oco.ie/education-and-human-rights/education">www.oco.ie/education-and-human-rights/education</a></i>

## 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
<ul style="list-style-type: none"> <li>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</li> <li>Examine how justice, fairness and equality may or may not be exemplified in the community</li> </ul>			<i>Feeling Left Out p. 71 (3rd)</i>	<i>Gender Equality; Equal Measures</i>
<ul style="list-style-type: none"> <li>Explore some of the issues and concerns in the local or national community</li> <li>Discuss the role of leaders and organisation that serve the community at different levels and the influence that they have</li> </ul>			<i>Speaking Up in a Democracy p.183 (4th)</i>	<i>Ombudsman for Children Educational resources <a href="http://www.oco.ie/education-and-human-rights/education">www.oco.ie/education-and-human-rights/education</a></i>
<ul style="list-style-type: none"> <li>Become aware of their own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country</li> <li>Begin to develop an awareness of the lives and culture of some people in the European Union</li> </ul>			<i>It's a Wonderful World p. 45 (3rd)</i>	<i>Intercultural Education in Primary Schools <a href="http://www.ncca.ie">http://www.ncca.ie</a> EU Kids Corner <a href="http://europa.eu/kids-corner/index_en.htm">http://europa.eu/kids-corner/index_en.htm</a></i>

## 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
<b><i>Environmental care</i></b> <ul style="list-style-type: none"> <li>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</li> </ul>			<i>I Want... I Need p.53 (3rd)</i> <i>I Want... I Need (Wider World) p.56 (3rd)</i>	Sustainable Energy Authority of Ireland <a href="http://www.seai.ie/Green%20schools%20work">http://www.seai.ie/Green schools work</a> <a href="https://greenschoolsireland.org/resources/">https://greenschoolsireland.org/resources/</a> School Garden and the Living Classroom <a href="http://www.schoolearthed.ie/">http://www.schoolearthed.ie/</a>
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"> <li>Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes</li> </ul>			<i>Producing Our Own TV Programme p.171 (4th)</i>	Webwise resources Myself and the wider world available from <a href="http://www.webwise.ie">www.webwise.ie</a> Celebrate Safer Internet Day, see <a href="http://www.saferinternetday.ie">www.saferinternetday.ie</a>

## Making the Links and Beyond - Revised Edition

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"> <li>Discuss and explore television, radio, videos, computer games, the internet and other media</li> <li>Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations</li> </ul>			<i>My Favourite TV Programme p.161 (4th)</i> <i>Documentary p.165 (4th)</i>	<i>Safe Food lessons on Media <a href="http://mediawise.ie/">http://mediawise.ie/</a></i>
<ul style="list-style-type: none"> <li>Begin to explore some techniques that are used in marketing and advertising</li> </ul>			<i>Advertising p.167 (4th)</i>	
<ul style="list-style-type: none"> <li>Become aware of advertising and its purpose and nature</li> </ul>			<i>What Influences Me? p.32 (4th)</i>	

*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



## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Self-identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways</li> </ul>		<i>Getting to Know You and Me p.27</i>	<i>This is My Life p.26 (5th)</i>	
<ul style="list-style-type: none"> <li>Reflect on his/her experiences and the reasons for taking different courses of action</li> </ul>			<i>A Kaleidoscope of Families p. 225 (6th)</i>	
<ul style="list-style-type: none"> <li>Identify realistic personal goals and targets and the strategies required to reach these</li> </ul>		<i>If I Were.... p.135</i>	<i>Realistic Goals and Targets p. 34 (5th)</i>	
<ul style="list-style-type: none"> <li>Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself</li> </ul>			<i>I Like Me Just the Way I Am p.39 (5th)</i>	
<b>Developing self-confidence</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<i>Feeling Safe and Unsafe p.17 - 27</i>	<i>'I' Statements p.35</i>		
<ul style="list-style-type: none"> <li>Enhance skills to improve learning</li> <li>Take increasing personal responsibility for himself/herself</li> </ul>		<i>About Choices We Make p. 224</i>	<i>Being an Effective Listener p.51 (5th)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Self-identity</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Become more independent and autonomous</li> </ul>	<i>Secrets and Telling p. 61-67</i>	<i>Decisions, Decisions p.226</i>		
Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>Recognise and examine behaviour that is conducive to health and that which is harmful to health</li> <li>Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have</li> </ul>		<i>Healthy Habits p.168</i>	<i>Healthy and Unhealthy Behaviour p.67 (6th)</i>	
<ul style="list-style-type: none"> <li>Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use</li> <li>Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances</li> <li>Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind</li> </ul>			<i>Influences and Choices p.104 (5th)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Identify and discuss the roles of various people who are concerned with the health of others</li> <li>Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others</li> </ul>			<i>Help and the Community p.94 (6th)</i>	
<ul style="list-style-type: none"> <li>Recognise causes of personal worry and identify appropriate coping strategies</li> </ul>	<i>Feeling Safe and Unsafe p.17 - 27</i>			
<b>Knowing about my body</b> <ul style="list-style-type: none"> <li>Recognise the importance of treating his/her body and that of others with dignity and respect</li> <li>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</li> <li>Understand the reproductive system of both male and female adults</li> </ul>	<i>Touches p. 51 - 60</i>	<i>Puberty p. 84 Relationships and New Life p. 202</i>	<i>My Amazing Body p.345 (5th)</i>	<i>Busy Bodies DVD and Booklet <a href="http://www.healthpromotion.ie">http://www.healthpromotion.ie</a></i>
<ul style="list-style-type: none"> <li>Realise how increased activity or involvement in physical activities can require increased attention to body care</li> </ul>		<i>Health and Hygiene in Puberty p.121</i>	<i>Body Care and Physical Activity p.119 (5th)</i>	<i>Busy Bodies DVD and Booklet <a href="http://www.healthpromotion.ie">http://www.healthpromotion.ie</a></i>

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Recognise some physical disabilities and how they can affect people's lives</li> </ul>			<i>Differing Abilities p.111 (5th)</i>	
<ul style="list-style-type: none"> <li>Become aware of some communicable diseases and explore how diseases and infections are spread</li> <li>Identify and be aware of the different ways in which the body may be protected against disease and infection</li> </ul>			<i>Infections and Body Protection p.114 (6th)</i>	<i>Busy Bodies DVD and Booklet</i> <a href="http://www.healthpromotion.ie">http://www.healthpromotion.ie</a>
<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>Appreciate the importance of good nutrition for growing and developing and staying healthy</li> <li>Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet</li> <li>Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found</li> <li>Explore the factors that influence food choices</li> </ul>		<i>Healthy Choices p.169</i> <i>How Easy/Difficult Was It to Plan A Well Balanced Meal p.170</i> <i>A Recipe for Good Health p.173</i>	<i>Wise Food Choices p.104 (5th)</i>	<i>Food Dudes – Healthy Eating programme</i> <a href="http://www.fooddudes.ie">www.fooddudes.ie</a>
<ul style="list-style-type: none"> <li>Explore and examine some of the illnesses particularly associated with food intake or special health conditions</li> </ul>			<i>A Problem with Food? p.104 (6th)</i>	

## Making the Links and Beyond - Revised Edition

Strand - Myself Strand Unit - <u>Taking care of my body</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Become aware of the importance of hygiene and care in the preparation and use of food</li> </ul>			<i>Care with Food p.102 (6th)</i>	
Strand - Myself Strand Unit - <u>Growing and changing</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>As I grow I change</i></b> <ul style="list-style-type: none"> <li>Identify and discuss the changes that are experienced in growing from child to adult</li> <li>Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual</li> <li>Appreciate the need for individual space and privacy as he/she is growing and developing</li> </ul>		<i>Potential Challenges p. 90</i>	<i>Rights and Responsibilities in Families p. 221 (6th)</i> <i>Changing Families p. 221 (5th)</i>	<i>Busy Bodies DVD and Booklet</i> <a href="http://www.healthpromotion.ie">http://www.healthpromotion.ie</a>
<b><i>Birth and new life</i></b> <ul style="list-style-type: none"> <li>Understand sexual intercourse, conception and birth within the context of a committed, loving relationship</li> </ul>		<i>Relationships and A Context for New Life p. 203</i>	<i>Privileges and Responsibilities p.128 (6th)</i>	<i>Busy Bodies DVD and Booklet</i> <a href="http://www.healthpromotion.ie">http://www.healthpromotion.ie</a>
<ul style="list-style-type: none"> <li>Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent</li> </ul>		<i>It Could Be Any Day Now p. 205</i>		

## Making the Links and Beyond - Revised Edition

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

Strand - Myself Strand Unit - <u>Safety and protection</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Personal safety</b> <ul style="list-style-type: none"> <li>Explore rules and regulations at home, in school and in society and the importance of adhering to them</li> <li>Identify situations and places that may threaten personal safety</li> <li>Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks</li> <li>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</li> <li>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</li> </ul>	<b>Feeling Safe and Unsafe p. 17- 27</b> <b>Friendship and Bullying p. 29- 50</b> <b>Touches p. 51- 60</b> <b>Secrets and Telling p. 61- 67</b> <b>Strangers p. 69- 76</b>	<i>What Can You Do Now? p.64</i> <i>About Tasks p.65</i> <i>Making a Resolution p.67</i>		
<b>Safety issues</b> <ul style="list-style-type: none"> <li>Recognise places where it is safer to play and how to behave in a responsible manner when playing</li> <li>Know how to keep safe when travelling and to understand how individuals can keep others safe</li> </ul>			<i>Keeping Safe p. 176 (5th)</i>	HSE Child Safety Activity Corner <a href="http://www.hse.ie">www.hse.ie</a>



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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"> <li>Develop an awareness of health and safety in the school, home and work-place</li> </ul>		<i>Responsibilities p.66</i>	<i>Managing Risky Situations p.165 (5th)</i>	
<ul style="list-style-type: none"> <li>Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident</li> </ul>		<i>About Tasks p.65</i>	<i>Preventing Accidents p. 178 (5th) or p.181 (6th)</i>	
<ul style="list-style-type: none"> <li>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</li> <li>Identify and explore some potential risks to health and safety in the environment</li> </ul>			<i>Care with Substances p.186 (6th)</i>	
<ul style="list-style-type: none"> <li>Explore and examine the use of medicines</li> </ul>			<i>Medicines p.160 (6th)</i>	

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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"> <li>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</li> <li>Distinguish between assumption, inference, fact, rumour and opinion in making a decision</li> </ul>	<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>	<i>Webwise; My Selfie and the Wider World</i> <a href="https://www.webwise.ie/myselfie-wider-world/">https://www.webwise.ie/myselfie-wider-world/</a>
<ul style="list-style-type: none"> <li>Identify sources of help in solving problems</li> <li>Recognise that decisions have consequences and that not all people will make the same decisions all the time</li> <li>Discuss and practise a simple decision-making strategy</li> </ul>	<i>Feeling Safe and Unsafe p. 17-27</i> <i>Touches p. 51- 60</i> <i>Secrets and Telling p. 61-67</i> <i>Strangers p. 69- 76</i>	<i>Decisions, Decisions p. 226</i>	<i>Ways of Deciding p.204 (5th)</i>	
<ul style="list-style-type: none"> <li>Explore and learn to examine critically the factors and levels of thought that influences decisions and choices</li> </ul>		<i>Time to Myself p. 228</i>	<i>Making Informed Decisions p.192 (6th)</i>	
<ul style="list-style-type: none"> <li>Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people</li> </ul>			<i>Decisions Have Consequences p. 196 (6th)</i>	
<ul style="list-style-type: none"> <li>Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</li> </ul>		<i>What Age Must I Be To?... p187</i>	<i>Responsibilities and Choices p.198 (5th)</i>	

## Making the Links and Beyond - Revised Edition

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

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

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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"> <li>Identify the different groups to which friends can belong and recognise what constitutes a healthy group</li> <li>Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively</li> </ul>	<i>Friendship and Bullying p. 38-50</i>	<i>About Choices We Make p.224</i>	<i>Part of the Group p.231 (5th)</i>	
<ul style="list-style-type: none"> <li>Recognise, discuss and understand bullying and its effects</li> <li>Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully</li> </ul>			<i>Bullying p. 242 (6th)</i> <i>Bullying p. 246 (5th)</i>	<i>Surf the Web Safely</i> <a href="https://www.webwise.ie/sphe/">https://www.webwise.ie/sphe/</a>
Strand - Myself and others Strand Unit - <u>Relating to others</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b>Communicating</b> <ul style="list-style-type: none"> <li>Listen actively to others and respect what each person has to say</li> <li>Examine the various ways in which language can be used to isolate and discriminate against people</li> </ul>	<i>Friendship and Bullying p. 38-50</i>	<i>Getting To Know You and Me p.29</i>	<i>Listening p. 254 (6th)</i> <i>Name-calling p. 269 (6th)</i>	
<ul style="list-style-type: none"> <li>Explore and practise the many verbal and non-verbal ways in which people communicate with each other</li> </ul>			<i>Communication p.249 (6th)</i>	

## Making the Links and Beyond - Revised Edition

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

## 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
<b><i>Living in the local community</i></b> <ul style="list-style-type: none"> <li>Explore the concept of the class or school as a community</li> <li>Practise ways of working together and of developing a sense of belonging</li> </ul>			<i>Part of The Group p.231 (5th)</i>	
<ul style="list-style-type: none"> <li>Explore local traditions and folklore and develop a sense of pride in his/her local community</li> <li>Identify some local issues of concern and explore possible actions that could be taken to address these issues</li> </ul>			<i>We Live in Our Community p. 295 (5th)</i>	
<ul style="list-style-type: none"> <li>Recognise and understand the role of the individual and various groups in the community</li> <li>Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals</li> </ul>			<i>Save Our Surroundings p.303 (5th)</i>	
<ul style="list-style-type: none"> <li>Explore how inequality might exist in the local community and suggest ways in which this might be addressed</li> </ul>			<i>Paper Bag Game p.294 (6th)</i>	<i>Human Rights Stories <a href="https://www.amnesty.ie">https://www.amnesty.ie</a></i>

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Strand - Myself and the wider world Strand Unit - <u>Developing citizenship</u>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>National, European and wider communities</i></b> <ul style="list-style-type: none"> <li>Become aware of elements of his/her own cultural heritage and traditions</li> </ul>			<i>Working Together to Learn About Our Community p.300 (5th)</i>	
<ul style="list-style-type: none"> <li>Begin to explore the concept of democracy</li> <li>Become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world</li> <li>Explore how justice and peace can be promoted between people and groups, both nationally and internationally</li> </ul>			<i>Our Community: Our World p.312 (5th)</i>	<i>EU Kids Corner <a href="http://europa.eu/kids-corner/index_en.htm">http://europa.eu/kids-corner/index_en.htm</a></i>
<ul style="list-style-type: none"> <li>Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected</li> </ul>			<i>Between Cultures? Bridging the Gap p.291 (6th)</i>	<i>Intercultural Education in Primary Schools <a href="http://www.ncca.ie">www.ncca.ie</a></i>
<ul style="list-style-type: none"> <li>Realise and begin to understand the unequal distribution of the world's resources</li> </ul>			<i>Our Rights, Our Responsibilities p.300 (6th)</i>	



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Strand - <b>Myself and the wider world</b> Strand Unit - <b><u>Developing citizenship</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<b><i>Environmental care</i></b> <ul style="list-style-type: none"> <li>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</li> </ul>			<i>My World, Our World</i> <i>p.307 (6th)</i>	<i>Green schools work</i> <a href="https://greenschoolsireland.org/resources/">https://greenschoolsireland.org/resources/</a>  <i>School Garden and the Living Classroom</i> <a href="http://www.schoolearthed.ie/">http://www.schoolearthed.ie/</a>
Strand - <b>Myself and the wider world</b> Strand Unit - <b><u>Media education</u></b>	Stay Safe	RSE	Walk Tall	Enrichment resources
<ul style="list-style-type: none"> <li>Explore and understand how information is conveyed and practise relaying messages using a variety of methods</li> <li>Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included</li> <li>Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media</li> <li>Identify the audiences at which different aspects of the media are aimed</li> </ul>	<i>Strangers p. 71 - 76</i>		<i>Print Media: Newspapers</i> <i>p.321 (6th)</i> <i>Recreation p.339 (5th)</i>	<i>Webwise resources</i> <ul style="list-style-type: none"> <li><i>My Selfie and the Wider World</i></li> <li><i>Be in Ctrl</i></li> <li><i>Surf the Web Safely</i> available from: <a href="http://www.webwise.ie">www.webwise.ie</a></li> </ul> <i>Celebrate Safer Internet Day, see</i> <a href="http://www.saferinternetday.ie">www.saferinternetday.ie</a>

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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"> <li>Become aware of the different forms of advertising, its purpose and the messages it promotes</li> <li>Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas</li> </ul>	<i>Friendship and Bullying p.29-50</i>		<i>My World, Our World p.307 (6th</i>	Safefood media awareness campaign <a href="http://Mediawise.ie">http://Mediawise.ie</a>
<ul style="list-style-type: none"> <li>Explore various recreation and leisure activities as an alternative to watching television</li> </ul>			<i>Recreation p.339 (5th)</i>	
<ul style="list-style-type: none"> <li>Explore and use some simple broadcasting, production and communication techniques</li> </ul>			<i>Media p.318 (6th)</i>	

*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.*

## Sample Planning Grid

Strand	Strand Unit	Objective	Language	Whole School Atmosphere	Integration	Discrete Teaching	Differentiation	Assessment
Myself and the wider world	Media education	Explore various recreation and leisure activities as an alternative to watching television	Play Involvement Fitness Healthy	Emphasis on DEAR time each Friday	Exploring value of yard time through PE	Recreation P. 339 (5th) Walk Tall	Activity	Portfolio Work
Myself	Self-identity	Reflect on his/her experiences and the reasons for taking different courses of action	Challenge Overcome Persistence	Growth mind-set response	Maths lessons - whole class discussions	A Kaleidoscope of Families p. 225 (6th) Walk Tall	Extra time for pupils Prompting	Teacher question Pupil self-assessment

## *Notes*

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