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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself**  **Strand Unit – Self Identity** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| ***Self-awareness***   * Discuss an appreciation of and talk about personal strengths, abilities and characteristics | Feeling Safe and Unsafe p. 17-30 | Things I do, Things I Enjoy p. 17 | I Am Good at Lots of Things p.21 (1st)  I’m Celebrating All I Have Learned p. 154 (2nd) |  |
| * Recognise and appreciate the similarities and differences between people * Become aware of his/her immediate world through senses |  |  | Alike and Different p.27 (1st) |  |
| * Identify and talk about personal preferences and dreams/hopes for the future |  |  | When I am Older I would Like to Belong p. 128 (1st) |  |
| ***Developing self-confidence***   * Become more independent and self-reliant |  |  | I’m Learning to Use My Own Brain p.114 (2nd) |  |
| * Explore different ways of coping with change |  |  | I Change As I Grow p. 75 (2nd) |  |
| * Express personal opinions and preferences and acknowledge those of others and comment on them |  |  | Bringing it all Together  p. 145 (1st) |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself**  **Strand Unit – Taking care of my body** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| ***Making decisions***   * Recognise and reflect on choices that are made everyday * Discuss the factors that may influence personal responsibility decisions or choices * Realise that being involved in decision-making demands more personal responsibility | Touches p. 49-62  Secrets and Telling p. 63-70  Strangers p. 71-79 | How Do I Decide What to Do? P. 183  About the Reasons I Do Things p. 184 | Adverts and Messages  p. 139 (1st) |  |
| ***Knowing about my body***   * Appreciate the need and understand how to care for the body in order to keep it strong and healthy |  |  | What Does Healthy Mean? P. 27 (1st) | Educational resources available from www.getactiveireland.ie |
| * Name parts of the male and female body, using appropriate anatomical terms, and some of their functions | Touches p. 49 - 62 | How our Bodies Work p. 166 | Our Amazing Bodies p. 27 (2nd) |  |
| * Recognise the importance of treating the body with respect and dignity * Explore the various things the body can do |  | How My Body Works p. 67  Our Senses p.70  A Listening Walk p. 72  A Poem About Our Senses p. 73  In My Imagination p.74 | My Heart and My Lungs p.41 (2nd)  My Brain p.45 (2nd) |  |
| * Recognise and examine some of the substances that are taken into the body and the purpose and function of each one |  |  | Medicines are Powerful Drugs p. 62 (2nd)  Injections p. 69 (2nd) |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself**  **Strand Unit – Taking care of my body** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| * Develop and practise basic hygiene skills * Realise that each individual must take responsibility for self-care * Become aware of how infection spreads easily and the importance of adhering to a code of hygiene |  | When My Body Needs Special Care p. 161  A Visit to The Doctor p. 164 | Being Clean Helps Us Keep Healthy p. 40 (1st)  What Does Healthy Mean? P.37 (1st) |  |
| ***Food and nutrition***   * Explore the importance of food for promoting growth, keep healthy, and providing energy * Appreciate that balance, regularity and moderation are necessary in diet |  |  | Types of Food We Need to Be Healthy p. 40 (1st) | Food Dudes – Healthy Eating programme www.fooddudes.ie |
| * Identify some foods that are derived from plant and animal sources * Recognise and practise good hygiene when dealing with food |  |  | My Body Needs Different Types Of Food p.52 (2nd) |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself**  **Strand Unit – Growing and Changing** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| New Life   * Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle * Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world * Realise the various roles parents and other family members have in providing for new-born babies |  | The Wonder of New Life p.59  New Life in Spring p.61  When I was a Baby p. 155  About Babies p. 156 | All Shiny and New p.33 (1st) |  |
| ***As I grow I change***   * Begin to recognise the physical, emotional, social and spiritual factors that promote growth * Realise that growth takes place in many different ways and is unique to each individual |  | Growing and Changing p. 171  What I was Like When I was Little p. 173  The Story of My Life p. 174  Looking at Photographs p. 84 | I Change As I Grow p.72 (2nd) |  |
| * Realise that growing up brings increased responsibility for himself/herself and others |  | Changing and Growing p.83  A Poem of Ages p. 177 |  |  |
| * Realise the various roles parents and other family members have in providing for new-born babies * Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world |  | About Minding Babies p. 153  About Babies p. 156 |  |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself**  **Strand Unit – Growing and Changing** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| Feelings and emotions   * Name and identify a wide range of feelings and talk and explore feelings in different situations | Friendship and Bullying p.31-48  Feeling Safe and Unsafe p.17-30 | Music with Feelings p.55 | Name that Feeling p.49 (1st)  True Feelings p. 87 (2nd) |  |
| * Realise and explore the various ways feelings can be expressed and dealt with and choose which are most acceptable |  | The Princess Who Never Smiled p. 51  Miming Feelings p.54 | Being Happy p.65 (1st)  It’s OK to Cry When I Am Sad p. 69 (1st)  Letting Off Steam p.72 (1st) |  |
| * Identify people with whom they can discuss feelings and emotions |  | About Ways We Sometimes Feel p. 146 | My Special Person and Me p.90 (2nd) |  |
| * Become aware of and be able to choose healthy ways of feeling good about himself/herself |  | Painting a Feeling p.147 | I can Think Positively p.80 (1st) |  |
| * Explore the various feelings that change as one grows * Recognise that individual actions can affect the feelings of others |  | A Poem About Someone I love p. 177 | Random Acts of Kindness  p.141 (2nd) |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself and others**  **Strand Unit – Safety and protection** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| ***Personal safety***   * Recognise and explore situations where children feel safe and those where safety might be at risk * Discuss and practise appropriate strategies for dealing with these situations * Explore how other people can persuade him/her to engage in unsafe behaviour and how this can be counteracted | Feeling Safe and Unsafe p. 17-30  Friendship and Bullying  p. 31-48  Touches p. 49-62  Secrets and Telling  p. 63-70  Strangers p. 70-90 |  |  |  |
| * Identify risky behaviour and examine its positive and negative consequences |  |  | Smoking and Cigarettes  p. 25 (2nd) |  |
| ***Safety issues***   * Develop and practise strategies for keeping safe when travelling |  | Safety Strategies p. 137 |  |  |
| * 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 the safety of others |  | Safety Quiz p. 138 | Our Classroom Rules Are Important p.86 (1st)  Rules Have Reasons (1st) |  |
| * Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing * Recognise how accidents might be caused and what can be done in order to prevent accidents happening |  | Keeping Safe p. 39  What would I Do? p.43  About Keeping Ourselves Safe p.44 | I’m Learning to Use My Own Brain p. 114 (2nd) |  |
| * Recognise and explore occasions when medicines are needed * Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them |  |  | Rules about Medicines p.97 |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself and others**  **Strand Unit – Myself and my family** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| * Identify and talk about those who live at home and recognise that homes and families vary * Recognise his/her role and place in the family unit and the contribution made by each member of the family |  | A Map of Responsibility p.125  About Ways We Can Help At Home p.126 | I Belong in My Home p.108 (1st) | RESPECT Guidelines and resources  Different Families Same Love poster/resource [www.into.ie/lgbt/EducationalResources](http://www.into.ie/lgbt/EducationalResources)  Picture Books resource http://www.pdst.ie/primary/RSE |
| * Appreciate his/her own family and identify ways in which members of families can help, support and care for each other * Explore many of the things that are learned in families both practical and otherwise |  | About My Family p.33  Drawing a Map of My Family p. 34 |  |  |
| **Strand – Myself and others**  **Strand Unit – My Friends and other people** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| * Discuss personal friends and why he/she enjoys being with them * Identify, explore and discuss qualities and skills associated with friendship | Friendship and Bullying p. 31-48 | My Friends p.23  Guess Who? p.25  About Our Friends p.25  Our Friends p.27 | I Belong in My Class p.112 (1st) |  |
| * Explore how friends can influence personal actions and decisions |  | What Would a Friend Do? p. 117 | Friends Influence Each Other p. 19 (2nd) |  |
| * Know how to treat people with dignity and respect |  |  | We Can Help Make Rules p. 131 (2nd)  I’m Learning to Trust p.31 (2nd) |  |
| * Recognise and explore bullying behaviour, who is involved and the effects on different people * Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else | Friendship and Bullying p. 31-48 |  | Bullying p.124 (1st) |  |
| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself and others**  **Strand Unit – Relating to Others** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| * Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions * Listen, hear and respond to what is being said | Friendship and Bullying p. 31-48 |  |  |  |
| * Express and record experiences, opinions, feelings and emotions in a variety of ways | Friendship and Bullying p. 17-30 |  | I Have Opinions p. 99 (1st) |  |
| * Explore and practise how to handle conflict without being aggressive | Friendship and Bullying p. 31-48 |  | I am Learning to Ask for What I Want p.102 (2nd)  I am Learning to Say No p.110 (2nd) |  |
| **Strand – Myself and the Wider World**  **Strand Unit – Developing Citizenship** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| ***My School community***   * Explore what it means to belong and recognise some of the different groups to which he/she can belong * Recognise and write the name and location of his/her own school and identify those who constitute the school community |  |  | I Belong with My Class p.112 (1st)  Taking Care of The Yard  p. 138 (2nd) |  |
| * Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone |  |  | Taking Care of Our Classroom Environment p.20(1st) | Ombudsman for Children Educational resources  [www.oco.ie/education-and-human-rights/education](http://www.oco.ie/education-and-human-rights/education) |
| * Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all |  |  | Our Classroom Rules are Important p.86 |  |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself and the Wider World**  **Strand Unit – Developing Citizenship** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| ***Living in the Local Community***   * Begin to appreciate how people depend on each other in many aspects of life * Developing a sense of belonging to their local community |  |  | I Belong in My Community p. 125 (2nd) |  |
| * Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich their experiences * Develop an awareness of people in other places |  |  | Nationalities Day  p.143 (2nd) | EU Kids Corner <http://europa.eu/kids-corner/index_en.htm> |
| * Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life |  |  | I’m Learning About My Rights p.106 (2nd) |  |
| ***Environmental Care***   * Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment |  |  | Taking Care of Our Yard p. 134 (2nd) | Sustainable Energy Authority of Ireland  <http://www.seai.ie/>  Green Schools Work <http://greenschoolsireland.org/resources/>  School Garden and the Living Classroom  <http://www.schoolearthed.ie/> |

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| **SPHE Making the Links and Beyond: First and Second Class** | | | | |
| **Strand – Myself and the Wider World**  **Strand Unit – Media education** | Stay Stay Safe | RSRSERSE | Walk Tall | Enrichment resources |
| * Become aware of and learn about different ways on which information can be communicated |  |  | We Are Modern Explorers  p. 136 (1st) |  |
| * Begin to distinguish between fact and fiction in stories or situations in different media forms |  |  | Facts or Fiction p.133(1st) | Celebrate Safer Internet Day, see  [www.saferinternetday.ie](http://www.saferinternetday.ie)  [www.webwise.ie](http://www.webwise.ie) |
| * Discuss and explore advertising that is specifically aimed at children |  |  | Adverts and Influences p. 148 (2nd) |  |