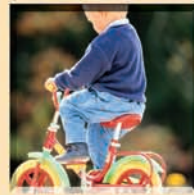




# ***Making the Links***



*A practical guide to the use  
of programmes supported by the Department of Education & Science  
in the implementation of the Social, Personal & Health Education curriculum*

# *Acknowledgements*

We would like to extend our thanks to

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# ***Making the Links***



***A practical guide to the use of programmes supported by the  
Department of Education & Science in the implementation of the SPHE curriculum***

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## Introduction

*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.

*Making the Links* aims to assist teachers in:

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

*Making the Links* will also enable teachers to identify areas of the SPHE curriculum not addressed by the Walk Tall Programme, the Relationships and Sexuality Education Programme (RSE) and the Stay Safe Programme. Other resources should be used to address these areas. It is recommended that a variety of resources be used in the implementation of the SPHE curriculum. Sample criteria for choosing resources are on page 103 of the SPHE Teacher Guidelines.

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 as teachers will be guided by their professional judgement in choosing the most appropriate way in which the content objectives can be achieved.

## Common Themes in the Programmes



## Specific Aims of the Programmes

While there are many common themes linking the three programmes each one was designed to achieve very specific aims. The specific aims of Walk Tall, Stay Safe and the Relationships and Sexuality Education programmes are outlined below.



### The Walk Tall Programme aims to:

- (a) Avert/or at least delay experimentation with substances;
- (b) Reduce the demand for legal/illegal drugs;
- (c) Give primary school children the confidence, skills and knowledge to, make healthy choices.

### The Relationships and Sexuality Education Programme aims to:

- (a) Promote an understanding of and a healthy attitude to 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.

### The Stay Safe Programme aims to:

- (a) Prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any dangerous, upsetting or abusive situation;
- (b) Teach children how to deal with unsafe or inappropriate touch and never to keep touch a secret;
- (c) Teach children about the importance of telling;
- (d) Give children safety strategies to deal with strangers.

## Using Making the Links as a Guide

### Planning your SPHE Curriculum

All the strand units of the SPHE curriculum should be taught over each two-year cycle. It is recommended that the teacher would choose some content from *each* of the three major strands in any one year. 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. It is easiest if schools divide the strand units over a two year cycle in such a way that every class, from Junior Infants to Sixth Class, is covering the same strand units each year, e.g.

**Year 1** Strand Units: *Self Identity, Taking Care of My Body, Growing and Changing, Myself and My Family* and *Developing Citizenship*;

**Year 2** Strand Units: *Safety and Protection, Making Decisions, My Friends and Other People, Relating to Others* and *Media Education*.

**OR**

**Year 1** Strand Units: *Self Identity, Safety and Protection, Making Decisions, Myself and My Family* and *Developing Citizenship*.

**Year 2** Strand Units: *Taking Care of My Body, Growing and Changing, My Friends and Other People Relating to Others* and *Media Education*.  
See pages 10-12 for an overview of content for SPHE over two years.

It is recommended that within the strand units, planning is done through the content objectives. This ensures that all content objectives will be fulfilled and

that there will be no gaps in the implementation of SPHE. It is important to ensure that all the strand units are covered over each two year cycle.

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

Pages 13 to 44, 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 second and third columns, under the appropriate class levels contain lessons that address the content objectives. 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 will select appropriate lessons to address specific content objectives. There are classroom planning record sheets on pages 45 to 53 to assist teachers in identifying and recording their choice of lessons.

**Please note:** In order to meet the requirements of the Department of Education and Science Child Protection Guidelines and Procedures, based on Children First, National Guidelines for the Protection and Welfare of Children, the Stay Safe Programme should be taught in its entirety under the strand unit *Safety and Protection, Personal Safety*. (Children First, page 51, paragraph 6.8.2) All the content objectives for child protection under *Personal Safety* can be met by teaching the Stay Safe Programme.



# ***Making the Links***



***Overview of Content for SPHE over two years***

## Overview of Content for SPHE over two years – example 1

Strands	Strand Units (Year 1)	Strand Units (Year 2)
<b>Myself</b>	<b>Self-Identity</b> (September/October)	
	<b>Taking care of my body</b> (November/December)	
	<b>Growing and changing</b> (March/April)	
		<b>Safety and protection</b> (January/February)
		<b>Making decisions</b> (3rd to 6th Class) (November/December)
<b>Myself and Others</b>	<b>Myself and my family</b> (January/February)	
		<b>My friends and other people</b> (September/October)
		<b>Relating to others</b> (March/April)
<b>Myself and the Wider World</b>	<b>Developing citizenship</b> (May/June)	
		<b>Media Education</b> (May/June)

It is recommended that the teacher would choose some content from *each* of the three major strands in any one year. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.

**Please note:** From Junior Infants to Second Class *Making Decisions* is incorporated in the Strand Unit *Self Identity*. From Third Class upwards *Making Decisions* is a Strand Unit.

## Overview of Content for SPHE over two years – example 2

Strands	Strand Units (Year 1)	Strand Units (Year 2)
<b>Myself</b>	<b>Self-Identity</b> (September/October)	
		<b>Taking care of my body</b> (November/December)
		<b>Growing and changing</b> (March/April)
	<b>Safety and protection</b> (March/April)	
	<b>Making decisions</b> (3rd to 6th Class) (January/February)	
<b>Myself and Others</b>	<b>Myself and my family</b> (November/December)	
		<b>My friends and other people</b> (September/October)
		<b>Relating to others</b> (January/February)
<b>Myself and the Wider World</b>	<b>Developing citizenship</b> (May/June)	
		<b>Media Education</b> (May/June)

It is recommended that the teacher would choose some content from *each* of the three major strands in any one year. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.

**Please note:** From Junior Infants to Second Class *Making Decisions* is incorporated in the Strand Unit *Self Identity*. From Third Class upwards *Making Decisions* is a Strand Unit.

## Overview of Content for SPHE over two years

Strands	Strand Units (Year 1)	Strand Units (Year 2)
<b>Myself</b>		
<b>Myself and Others</b>		
<b>Myself and the Wider World</b>		

It is recommended that the teacher would choose some content from *each* of the three major strands in any one year. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.

**Please note:** From Junior Infants to Second Class *Making Decisions* is incorporated in the Strand Unit *Self Identity*. From Third Class upwards *Making Decisions* is a Strand Unit.

# ***Making the Links***



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



# Junior and Senior Infants

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		Junior Infants	Senior Infants	
<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>❖ Begin to understand, appreciate and respect personal abilities, skills and talents</li><li>❖ Recognise and record personal preferences</li><li>❖ Become aware of his/her immediate world through the senses</li></ul>	<b>Walk Tall</b>		<b>Walk Tall</b>	
	The name game	31	Names I have	31
	This is me	34	The face in the mirror	33
	There's no one quite like me	37	Faces	35
	This special person's name	40	Mushka	37
I taste with my tongue	56	Name train	41	
Blindfold walk	61	The crocodile pool	43	
The feely box	64	The magic box	45	
Noisy places	66	The five senses	56	
Our giant book of senses	74	Taste test	59	
		What's in the box?	64	
		What do you smell?	66	
		Jungle journey	68	
		Are you? Can you? Do you?	47	
		Stars	112	
		<b>RSE</b>		
		Look what I can do	99	

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		Junior Infants	Senior Infants	
<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>	<b>Walk Tall</b>		<b>Walk Tall</b>	
	Storm	87	Are you? Can you? Do you?	47
	Celebration	138	Stars	112
			<b>RSE</b>	
	This is me	15	Look what I can do	99

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		Junior Infants	Senior Infants	
<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><li>❖ Begin to develop some awareness of factors that may influence decisions or choices taken</li></ul>	<b>Walk Tall</b>		<b>RSE</b>	
	I taste with my tongue	56	Making decisions	169
	Which sense?	70		
	Things I put on my body	93		
	What would you do?	101		
		<b>RSE</b>		
Making choices	85			

# Junior and Senior Infants

<b>STRAND: Myself</b> <b>STRAND UNIT: Taking Care of My Body</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																										
<b>Knowing about my body</b> <ul style="list-style-type: none"><li>❖ Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well</li><li>❖ Respect his/her own body and that of others</li><li>❖ Name parts of the male and female body, using appropriate anatomical terms</li><li>❖ Explore and discuss the different things the body can do</li><li>❖ Recognise and practice basic hygiene skills</li><li>❖ Realise that each individual has some responsibility for taking care of himself/herself</li></ul>	<b>Walk Tall</b> <table><tr><td>I taste with my tongue</td><td>56</td></tr><tr><td>Blindfold walk</td><td>61</td></tr><tr><td>The feely box</td><td>64</td></tr><tr><td>Our giant box of senses</td><td>74</td></tr><tr><td>Things I put on my body</td><td>93</td></tr></table> <b>RSE</b> <table><tr><td>I grow</td><td>77</td></tr></table>	I taste with my tongue	56	Blindfold walk	61	The feely box	64	Our giant box of senses	74	Things I put on my body	93	I grow	77	<b>Walk Tall</b> <table><tr><td>The five senses</td><td>56</td></tr><tr><td>Taste test</td><td>59</td></tr><tr><td>What's in the box</td><td>64</td></tr><tr><td>What do you smell?</td><td>66</td></tr><tr><td>Five little children</td><td>89</td></tr><tr><td>Things that go in my body</td><td>95</td></tr></table> <b>RSE</b> <table><tr><td>My body</td><td>147</td></tr></table>	The five senses	56	Taste test	59	What's in the box	64	What do you smell?	66	Five little children	89	Things that go in my body	95	My body	147
I taste with my tongue	56																											
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<b>STRAND: Myself</b> <b>STRAND UNIT: Taking Care of My Body</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																										
<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>	<b>Walk Tall</b> <table><tr><td>I taste with my tongue</td><td>56</td></tr></table>	I taste with my tongue	56	<b>Walk Tall</b> <table><tr><td>Taste test</td><td>59</td></tr></table> <b>RSE</b> <table><tr><td>I grow and change</td><td>157</td></tr></table>	Taste test	59	I grow and change	157																				
I taste with my tongue	56																											
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<b>STRAND: Myself</b> <b>STRAND UNIT: Growing and Changing</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																										
<b>As I grow I change</b> <ul style="list-style-type: none"><li>❖ Identify some of the factors that promote growth</li><li>❖ Realise that growth and change are part of the process of life and are unique to each individual</li><li>❖ Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older</li></ul>	<b>RSE</b> <table><tr><td>I grow</td><td>77</td></tr></table>	I grow	77	<b>RSE</b> <table><tr><td>I grow and change</td><td>157</td></tr></table>	I grow and change	157																						
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<b>STRAND: Myself</b> <b>STRAND UNIT: Growing and Changing</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																										
<b>New life</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 to grow and develop</li></ul>	<b>RSE</b> <table><tr><td>New life</td><td>67</td></tr></table>	New life	67	<b>RSE</b> <table><tr><td>Caring For new life</td><td>137</td></tr></table>	Caring For new life	137																						
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# Junior and Senior Infants

<b>STRAND: Myself</b> <b>STRAND UNIT: Growing and Changing</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																												
<b>Feelings and emotions</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 the variety of ways in which feelings are expressed and coped with</li><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><li>❖ Explore and discuss occasions that can promote positive feelings in himself/herself</li></ul>	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Feeling faces</td><td>109</td></tr><tr><td>The big happy picture</td><td>115</td></tr><tr><td>Things that go bump in the night</td><td>119</td></tr><tr><td>I'm lonely</td><td>124</td></tr><tr><td>Little Miss Angry</td><td>129</td></tr><tr><td>Caring and sharing</td><td>132</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>We have feelings</td><td>59</td></tr></table>	<b>Walk Tall</b>		Feeling faces	109	The big happy picture	115	Things that go bump in the night	119	I'm lonely	124	Little Miss Angry	129	Caring and sharing	132	<b>RSE</b>		We have feelings	59	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Things to be happy about</td><td>101</td></tr><tr><td>Hot air balloon ride</td><td>105</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>Other people have feelings too</td><td>129</td></tr></table>	<b>Walk Tall</b>		Things to be happy about	101	Hot air balloon ride	105	<b>RSE</b>		Other people have feelings too	129
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<b>STRAND: Myself</b> <b>STRAND UNIT: Safety and Protection</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																												
<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 might be at risk.</li><li>❖ Realise how other people can persuade him/her to engage in unsafe behaviour</li></ul> <p><i>* To meet the requirements of the Department of Education and Science Child Protection Guidelines and Procedures, the Stay Safe Programme should be taught in its entirety under 'Personal Safety'. All the content objectives for child protection under 'Personal Safety' can be met by teaching the Stay Safe Programme.</i></p>	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>What would you do?</td><td>101</td></tr></table>	<b>Walk Tall</b>		What would you do?	101	<table><tr><td colspan="2"><b>Stay Safe</b></td></tr><tr><td>Feeling safe and unsafe</td><td>7</td></tr><tr><td>Bullying</td><td>11</td></tr><tr><td>Touches</td><td>15</td></tr><tr><td>Secrets and telling</td><td>18</td></tr><tr><td>Strangers</td><td>21</td></tr></table>	<b>Stay Safe</b>		Feeling safe and unsafe	7	Bullying	11	Touches	15	Secrets and telling	18	Strangers	21												
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<b>STRAND: Myself</b> <b>STRAND UNIT: Safety and Protection</b>	<b>Junior Infants</b>	<b>Senior Infants</b>																												
<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><li>❖ Realise and understand that rules are necessary in order to protect people and keep them safe</li><li>❖ Explore how accidents might be prevented at home, in school, on the farm, or in the water</li><li>❖ Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents</li><li>❖ Identify some of the substances or things that are put onto the body and their associated functions</li><li>❖ Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine</li></ul>	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Which sense</td><td>70</td></tr><tr><td>Things I put on my body</td><td>93</td></tr><tr><td>Miss Polly's sick dolly</td><td>97</td></tr><tr><td>What would you do?</td><td>101</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>People who teach us about keeping safe</td><td>51</td></tr></table>	<b>Walk Tall</b>		Which sense	70	Things I put on my body	93	Miss Polly's sick dolly	97	What would you do?	101	<b>RSE</b>		People who teach us about keeping safe	51	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Five little children</td><td>89</td></tr><tr><td>Things that go in my body</td><td>95</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>I can be safe</td><td>123</td></tr></table>	<b>Walk Tall</b>		Five little children	89	Things that go in my body	95	<b>RSE</b>		I can be safe	123				
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# Junior and Senior Infants

STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Myself and my Family</b>	Junior Infants	Senior Infants
<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>❖ Realise how families take care of, support and love each other</li> <li>❖ Explore and acknowledge many of the things that can be learned in the home</li> </ul>	<b>Walk Tall</b> Who lives inside my front door? 81 <b>RSE</b> This is my family 43	<b>Walk Tall</b> My special people booklet 77 <b>RSE</b> This is my family 115
STRAND: <b>Myself and Others</b> STRAND UNIT: <b>My Friends and Other People</b>	Junior Infants	Senior Infants
<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 and care for each other</li> <li>❖ Discuss and appreciate all those considered special, both within and outside the family circle</li> <li>❖ Recognise 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> </ul>	<b>Walk Tall</b> There's no one quite like me 37 My important people 42 Bear hugs 48 Who lives inside my front door? 81 Jack's Story 84 <b>RSE</b> We are friends 33	<b>Walk Tall</b> My special people booklet 77 Our class 79 Helping hand tree 83 <b>RSE</b> These are my friends 107
STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Relating to Others</b>	Junior Infants	Senior Infants
<ul style="list-style-type: none"> <li>❖ Listen and respond to the opinions and views of others</li> <li>❖ Use verbal and non-verbal behaviour to perform social functions</li> <li>❖ Practise care and consideration, courtesy and good manners when interacting with others</li> <li>❖ Resolve conflicts with others</li> </ul>	<b>Walk Tall</b> Jack's Story 84 I am lonely 124 Little Miss Angry 129 Caring and sharing 132 <b>RSE</b> We are friends 33	<b>Walk Tall</b> Our class 79 Helping hand tree 83 <b>RSE</b> These are my friends 107

# Junior and Senior Infants

STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>		Junior Infants	Senior Infants
<b>My school community</b>		<b>Walk Tall</b> There's no one quite like me 37 Bear hugs 48 Jacks story 84	<b>Walk Tall</b> The face in the mirror 33 Are you? Can you? Do you? 47 Our class 79 Helping hand tree 83
<ul style="list-style-type: none"> <li>❖ Recognise the name of his/her own school and the people who contribute to the life of the school</li> <li>❖ Realise that each person is important and has a unique and valuable contribution to make to the class</li> <li>❖ Recognise the importance of sharing and cooperating and being fair in all activities in the class and school</li> <li>❖ Realise and understand the necessity for adhering to the class and school rules</li> <li>❖ Explore and respect the diversity of children in the class and school</li> </ul>			
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>		Junior Infants	Senior Infants
<b>Living in the local community</b>		<b>Walk Tall</b> Which sense 70 Celebration 138	<b>Walk Tall</b> Helping hand tree 83
<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 and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe</li> <li>❖ Suggest ways of helping other people at home, in school and in the local community</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> </ul>			
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>		Junior Infants	Senior Infants
<b>Environmental care</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>			



# Junior and Senior Infants

STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Media Education</b>		Junior Infants	Senior Infants
❖ Realise that he/she receives information from many different sources	❖ Identify favourite television programmes, videos and video games and indicate reasons for preference	<b>Walk Tall</b>	
		Suggested stories, rhymes and songs	51
		Suggested stories, rhymes and songs	90
		Suggested stories	135
❖ Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits	❖ Begin to use and explore the various kinds of information technology available	<b>Walk Tall</b>	
		Suggested stories and rhymes	52
		Time for a rhyme	71
		Suggested stories and poems	74
		Suggested stories, songs and rhymes	85
❖ Begin to explore and talk about the difference between advertisements and programmes		Suggested stories, songs and rhymes	98
		Suggested stories, songs and rhymes	109
		Movement activities	116

# First and Second Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		First Class	Second Class
<b>Self-awareness</b>  ❖ Develop an appreciation of and talk about personal strengths, abilities and characteristics  ❖ Recognise and appreciate the similarities and differences between people  ❖ Identify and talk about personal preferences, dreams for the future and hopes  ❖ Become aware of his/her immediate world through the senses		<b>Walk Tall</b> My name 31 Our favourite things 35 Alike/different 38 I have talents 42 I would like to belong 128	<b>RSE</b> Other people are special 103
		<b>RSE</b> Things I like to do 15 How my body works 67	
STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		First Class	Second Class
<b>Developing self-confidence</b>  ❖ Become more independent and self-reliant  ❖ Explore different ways of coping with change  ❖ Express personal opinions and preferences and acknowledge those of others and comment on them		<b>Walk Tall</b> Our favourite things 35 I have opinions 47 It's ok to make mistakes 95 I'm celebrating all I've learned 134	<b>Walk Tall</b> I change as I grow 31 The influence of friends 35 I'm learning to ask for what I want 112 I'm learning about my rights 116 I'm celebrating all I've learned 122
		<b>RSE</b> Things I like to do 15 Growing means changing 77	
STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		First Class	Second Class
<b>Making decisions</b>  ❖ Recognise and reflect on choices that are made every day  ❖ Discuss the factors that may influence personal decisions or choices  ❖ Realise that being involved in decision-making demands more personal responsibility		<b>Walk Tall</b> When I feel angry I have lots of energy 88	<b>Walk Tall</b> The influence of friends 35 The influence of advertising 40 Do I want to smoke? 43 I'm learning to use my own brain 103 I'm learning to say no 107
		<b>RSE</b> Decisions and their consequences 87	<b>RSE</b> Personal decisions 181

# First and Second Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of My Body</b>	First Class	Second Class
<b>Knowing about my body</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> <li>❖ Recognise the importance of treating the body with respect and dignity</li> <li>❖ Explore the various things the body can do</li> <li>❖ Name parts of the male and female body, using appropriate anatomical terms, identify some of their functions</li> <li>❖ Develop and practise basic hygiene skills</li> <li>❖ Realise that each individual must take some responsibility for self-care</li> <li>❖ Become aware of how infection spreads easily and the importance of adhering to a code of hygiene</li> <li>❖ Recognise and examine some of the substances that are taken into the body and the purpose and function of each one</li> </ul>	<b>Walk Tall</b> There are rules about medicines    60 <b>RSE</b> How my body works    67	<b>Walk Tall</b> Do I want to smoke?    43 My heart and my lungs    57 My brain is my control centre    60 My body needs food    66 Too much of a good thing    74 Drugs are very powerful    77 Why are those children having injections?    82 <b>RSE</b> When my body needs special care    161
STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of My Body</b>	First Class	Second Class
<b>Food and nutrition</b> <ul style="list-style-type: none"> <li>❖ Explore the importance of food for promoting growth, keeping healthy and providing energy</li> <li>❖ Appreciate that balance, regularity and moderation are necessary in the diet</li> <li>❖ Identify some of the foods that are derived from plant and animal sources</li> <li>❖ Recognise and practise good hygiene when dealing with food</li> </ul>	<b>RSE</b> How my body works    67	<b>Walk Tall</b> My body needs food    66 Too much of a good thing    74
STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>	First Class	Second Class
<b>As I grow I change</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> <li>❖ Realise that growing up brings increased responsibility for himself/herself and others</li> </ul>	<b>Walk Tall</b> I would like to belong    128 <b>RSE</b> Growing means changing    77	<b>Walk Tall</b> I change as I grow    31 I'm learning to trust    95 I'm learning to cooperate    99 I'm learning to use my own brain    103 <b>RSE</b> Growing and changing    171

# First and Second Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>	First Class	Second Class
<p><b>New life</b></p> <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>	<p><b>RSE</b></p> <p>The wonder of new life 59</p>	<p><b>RSE</b></p> <p>The wonder of new life 151</p>
STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>	First Class	Second Class
<p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>❖ Name and identify a wide range of feelings and talk about and explore feelings in different situations</li> <li>❖ Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable</li> <li>❖ Identify people with whom he/she can discuss feelings and emotions</li> <li>❖ Become aware of and be able to choose healthy ways of feeling good about himself/herself</li> <li>❖ Explore the various feelings that change as one grows</li> <li>❖ Recognise that individual actions can affect the feelings of others</li> </ul>	<p><b>Walk Tall</b></p> <p>Feelings are ok 73</p> <p>When I am happy 79</p> <p>It's ok to cry when I'm sad 83</p> <p>When I feel angry I have lots of energy 88</p> <p>It's ok to make mistakes 95</p> <p>When I'm scared I look for help 101</p> <p>I share my feelings with people I trust 106</p> <p><b>RSE</b></p> <p>Showing our feelings 49</p>	<p><b>RSE</b></p> <p>Coping with our feelings 141</p>

# First and Second Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Safety and Protection</b>	First Class	Second Class
<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> <li>❖ Identify risky behaviour and examine its positive and negative consequences</li> </ul> <p><i>* To meet the requirements of the Department of Education and Science Child Protection Guidelines and Procedures, the Stay Safe Programme should be taught in its entirety under 'Personal Safety'. All the content objectives for child protection under 'Personal Safety' can be met by teaching the Stay Safe Programme.</i></p>	<b>Stay Safe</b> <ul style="list-style-type: none"> <li>Feeling safe and unsafe 7</li> <li>Bullying 11</li> <li>Touches 16</li> <li>Secrets and telling 19</li> <li>Strangers 23</li> </ul> <b>Walk Tall</b> <ul style="list-style-type: none"> <li>People who make rules care about something important 56</li> <li>When I'm scared I look for help 101</li> <li>I share my feelings with people I trust 106</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Keeping safe 39</li> </ul>	<b>Stay Safe</b> <ul style="list-style-type: none"> <li>Feeling safe and unsafe 7</li> <li>Bullying 11</li> <li>Touches 16</li> <li>Secrets and telling 19</li> <li>Strangers 23</li> </ul> <b>Walk Tall</b> <ul style="list-style-type: none"> <li>The influence of friends 35</li> <li>Do I want to smoke 43</li> <li>Bullying 48</li> <li>I'm learning to trust 95</li> <li>I'm learning to use my own brain 103</li> <li>I'm learning to say no 107</li> <li>I'm learning about my rights 116</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Keeping safe 131</li> </ul>
STRAND: <b>Myself</b> STRAND UNIT: <b>Safety and Protection</b>	First Class	Second Class
<b>Safety issues</b> <ul style="list-style-type: none"> <li>❖ Develop and practise strategies for keeping safe when travelling</li> <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 his/her own safety and that of others</li> <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> <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>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>If there were no rules 53</li> <li>People who make rules care about something important 56</li> <li>There are rules about medicines 60</li> <li>The rules of this classroom 66</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Keeping safe 39</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Drugs are very powerful 77</li> <li>Why are those children having injections? 82</li> <li>I'm learning to use my own brain 103</li> <li>I'm learning to say no 107</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Keeping safe 131</li> </ul>



# First and Second Class

STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Myself and My Family</b>	First Class	Second Class
<ul style="list-style-type: none"> <li>❖ Identify and talk about those who live at home and recognise that homes and families can vary</li> <li>❖ Recognise his/her role and place in the family unit and the contribution made by each member to the family</li> <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>	<b>Walk Tall</b>	<b>RSE</b>
	I belong in my home      121	My family      123
	<b>RSE</b>	
	My family      31	
STRAND: <b>Myself and Others</b> STRAND UNIT: <b>My Friends and Other People</b>	First Class	Second Class
<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> <li>❖ Explore how friends can influence personal actions and decisions</li> <li>❖ Know how to treat people 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 what should be done if one is being bullied or sees it happening to someone else</li> </ul>	<b>Walk Tall</b>	<b>Walk Tall</b>
	I belong with my class      117	The influence of friends      35
	I belong      125	Do I want to smoke?      43
	<b>RSE</b>	Bullying      48
	My friends      23	I'm learning to trust      95
		I'm learning to cooperate      99
		I'm learning to use my own brain      103
		I'm learning to say no      107
		<b>RSE</b>
		Being friends      113

# First and Second Class

STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Relating to Others</b>		First Class		Second Class	
<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 by others</li><li>❖ Express and record experiences, opinions, feelings and emotions in a variety of ways</li><li>❖ Explore and practise how to handle conflict without being aggressive</li></ul>		<b>Walk Tall</b>		<b>Walk Tall</b>	
		Our favourite things	35	The influence of friends	35
		Alike and different	38	Bullying	48
		I have opinions	47	I'm learning to use my own brain	103
		When I'm happy	79	I'm learning to say no	107
		It's ok to cry when I'm sad	83	I'm learning to ask for what I want	112
		When I feel angry I have lots of energy	88	I'm learning about my rights	116
		I would like to belong	128		
		<b>RSE</b>		<b>RSE</b>	
		My friends	23	Personal decisions	181
		Showing our feelings	49		

STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>		First Class		Second Class	
<b>My school community</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><li>❖ Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone</li><li>❖ Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all</li><li>❖ Engage in group activities in the class and learn how to share, cooperate, listen to, work and play together</li></ul>		<b>Walk Tall</b>		<b>Walk Tall</b>	
		The rules of the classroom	66	I'm learning to trust	95
		I belong with my class	117	I'm learning to cooperate	99
		I belong in my home	121		
		I belong	125		
		I would like to belong	128		

# First and Second Class

STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>	First Class	Second Class
<p><b>Living in the local community</b></p> <ul style="list-style-type: none"> <li>❖ Begin to appreciate how people depend on each other in many aspects of life</li> <li>❖ Develop a sense of belonging to his/her own local community</li> <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 his/her experiences</li> <li>❖ Develop an awareness of people in other places</li> <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>	<p><b>Walk Tall</b></p> <p>People who make rules care about something important 56</p> <p>I belong 125</p> <p>I would like to belong 128</p>	<p><b>Walk Tall</b></p> <p>I'm learning about my rights 116</p>
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>	First Class	Second Class
<p><b>Environmental care</b></p> <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>		
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Media Education</b>	First Class	Second Class
<ul style="list-style-type: none"> <li>❖ Become aware of and learn about the different ways in which information can be communicated</li> <li>❖ Begin to distinguish between fact and fiction in stories or situations in different media forms</li> <li>❖ Discuss and explore advertising that is specifically aimed at children</li> </ul>		<p><b>Walk Tall</b></p> <p>The influence of advertising 40</p>

# Third and Fourth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>	Third Class	Fourth Class
<b>Self-awareness</b> <ul style="list-style-type: none"> <li>❖ Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities</li> <li>❖ Explore the factors that influence his/her self-image</li> <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, situations and friendships</li> <li>❖ Identify personal preferences, dreams for the future and hopes</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>My name is special 41</li> <li>My strengths 45</li> <li>I am unique 48</li> <li>You are unique too 53</li> <li>I'm celebrating all I've learned 140</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Special gifts 17</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Self-acceptance 47</li> <li>Self portrait 50</li> <li>What's it worth? 54</li> <li>Viewpoints 63</li> <li>What do I say to myself? 128</li> <li>I'm celebrating all I've learned 146</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Myself and others 117</li> <li>Reasons for rules 147</li> <li>Feelings and emotions 155</li> <li>Growing and changing 195</li> </ul>
STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>	Third Class	Fourth Class
<b>Developing self-confidence</b> <ul style="list-style-type: none"> <li>❖ Enhance his/her own learning</li> <li>❖ Express personal opinions, feelings, thoughts and ideas with growing confidence</li> <li>❖ Become more confident in coping with change and with situations that are unfamiliar</li> <li>❖ Become increasingly responsible and autonomous</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Rules of the classroom 31</li> <li>I want, I need 57</li> <li>What's that feeling? 69</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Special gifts 17</li> <li>Keeping safe 49</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>What's it worth? 54</li> <li>I know ... I think 59</li> <li>Expressing feelings 73</li> <li>Decision making 118</li> <li>Practising decision making 124</li> <li>Conflicts 134</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Myself and others 117</li> <li>Reasons for rules 147</li> <li>Growing and changing 195</li> <li>Problem solving 207</li> </ul>

# Third and Fourth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of my Body</b>	Third Class	Fourth Class
<b>Health and well-being</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 his/her health and that this responsibility increases as he/she gets older</li> <li>❖ Begin to develop strategies to cope with various worries or difficulties that he or she may encounter</li> <li>❖ Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink</li> <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> <li>❖ Recognise and discuss some people who are concerned with health and welfare</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>If I'm tense I can relax 83</li> <li>On and off balance 91</li> <li>Body balance 95</li> <li>What's good for me? 101</li> <li>Smoking 104</li> <li>Drinking 113</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Keeping safe 49</li> <li>Making decisions 103</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Dealing with difficult situations 84</li> <li>Feeling the air in our bodies 87</li> <li>Smoking – what do you think? 90</li> <li>Being offered a cigarette 94</li> <li>Forming and breaking habits 97</li> <li>Alcohol 101</li> <li>What is a drug? 105</li> <li>What do I say to myself? 128</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Bullying behaviour 127</li> <li>Being clean – keeping healthy 183</li> <li>Problem solving 207</li> </ul>
STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of my Body</b>	Third Class	Fourth Class
<b>Knowing about my body</b> <ul style="list-style-type: none"> <li>❖ Realise the importance of caring for and treating his/her own body, and that of others, with dignity and respect</li> <li>❖ Understand the physical changes taking place in both the 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> <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> <li>❖ Recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent</li> </ul>	<b>RSE</b> <ul style="list-style-type: none"> <li>Our senses 81</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Feeling the air in our bodies 87</li> </ul> <b>RSE</b> <ul style="list-style-type: none"> <li>Being clean – keeping healthy 183</li> <li>Growing and changing 195</li> </ul>



# Third and Fourth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of my Body</b>		Third Class	Fourth Class
<b>Food and nutrition</b>	❖ Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation	<b>Walk Tall</b>	<b>RSE</b>
	❖ Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid	Body balance 95	Being clean
	❖ Examine the dietary needs of his/her own age group and other groups in society	What's good for me? 101	– keeping healthy 183
	❖ Explore some factors that influence the consumption of different food products		
	❖ Discuss and examine the importance of proper food hygiene.		
STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>		Third Class	Fourth Class
<b>As I grow I change</b>	❖ Realise that growing and changing are continuous throughout life	<b>RSE</b>	<b>RSE</b>
	❖ Identify the skills and abilities acquired and the interests and pursuits taken up in recent year	My family 37	Growing and changing 195
	❖ Recognise the emotional changes that have taken place since infancy	As I grow I change 93	
	❖ Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty		
	❖ Recognise how spiritual development has taken place in recent years		
	❖ Begin to appreciate the need for space and privacy in life		
	❖ Recognise how independence and responsibilities are continually increasing		
STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>		Third Class	Fourth Class
<b>Birth and new life</b>	❖ Discuss the stages and sequence of development of the human baby, from conception to birth	<b>RSE</b>	<b>RSE</b>
	❖ Identify the care that needs to be taken while waiting for a baby to be born	My family 37	The wonder of new life 169
	❖ Develop an appreciation of the wonder of a new-born baby	Preparing for new life 69	

# Third and Fourth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>		Third Class	Fourth Class																																							
<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><li>❖ Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner</li><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><li>❖ Explore how feelings can influence one's life</li></ul>	<b>Walk Tall</b> <table><tr><td>I want ... I need</td><td>57</td></tr><tr><td>What's that feeling?</td><td>69</td></tr><tr><td>I felt happy when ...</td><td>74</td></tr><tr><td>Not-so-good feelings</td><td>76</td></tr><tr><td>I feel, I do</td><td>79</td></tr></table> <b>RSE</b> <table><tr><td>Sometimes friends fight</td><td>27</td></tr><tr><td>Expressing feelings</td><td>57</td></tr><tr><td>Making decisions</td><td>103</td></tr></table>	I want ... I need	57	What's that feeling?	69	I felt happy when ...	74	Not-so-good feelings	76	I feel, I do	79	Sometimes friends fight	27	Expressing feelings	57	Making decisions	103	<b>Walk Tall</b> <table><tr><td>Listening for feelings</td><td>38</td></tr><tr><td>How do they feel?</td><td>69</td></tr><tr><td>Expressing feelings</td><td>73</td></tr><tr><td>People shrink from put-downs</td><td>77</td></tr><tr><td>What do I say to myself?</td><td>128</td></tr></table> <b>RSE</b> <table><tr><td>Bullying behaviour</td><td>127</td></tr><tr><td>Feelings and emotions</td><td>155</td></tr></table>	Listening for feelings	38	How do they feel?	69	Expressing feelings	73	People shrink from put-downs	77	What do I say to myself?	128	Bullying behaviour	127	Feelings and emotions	155										
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STRAND: <b>Myself</b> STRAND UNIT: <b>Safety and Protection</b>		Third Class	Fourth Class																																							
<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 himself/herself and others safe</li><li>❖ Identify people, places and situations that may threaten personal 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> <p><small>* To meet the requirements of the Department of Education and Science Child Protection Guidelines and Procedures, the Stay Safe Programme should be taught in its entirety under 'Personal Safety'. All the content objectives for child protection under 'Personal Safety' can be met by teaching the Stay Safe Programme.</small></p>	<b>Stay Safe</b> <table><tr><td>Feeling safe and unsafe</td><td>7</td></tr><tr><td>Bullying</td><td>11</td></tr><tr><td>Touches</td><td>16</td></tr><tr><td>Secrets and telling</td><td>20</td></tr><tr><td>Strangers</td><td>24</td></tr></table> <b>Walk Tall</b> <table><tr><td>Rules of the classroom</td><td>31</td></tr><tr><td>Acting on impulse</td><td>127</td></tr></table> <b>RSE</b> <table><tr><td>Keeping safe</td><td>49</td></tr></table>	Feeling safe and unsafe	7	Bullying	11	Touches	16	Secrets and telling	20	Strangers	24	Rules of the classroom	31	Acting on impulse	127	Keeping safe	49	<b>Stay Safe</b> <table><tr><td>Feeling safe and unsafe</td><td>7</td></tr><tr><td>Bullying</td><td>11</td></tr><tr><td>Touches</td><td>16</td></tr><tr><td>Secrets and telling</td><td>20</td></tr><tr><td>Strangers</td><td>24</td></tr></table> <b>Walk Tall</b> <table><tr><td>Rules of the classroom</td><td>31</td></tr><tr><td>Smoking – what do you think?</td><td>90</td></tr><tr><td>Being offered a cigarette</td><td>94</td></tr><tr><td>Alcohol</td><td>101</td></tr><tr><td>What's a drug?</td><td>105</td></tr></table> <b>RSE</b> <table><tr><td>Bullying behaviour</td><td>127</td></tr><tr><td>Reasons for rules</td><td>147</td></tr></table>	Feeling safe and unsafe	7	Bullying	11	Touches	16	Secrets and telling	20	Strangers	24	Rules of the classroom	31	Smoking – what do you think?	90	Being offered a cigarette	94	Alcohol	101	What's a drug?	105	Bullying behaviour	127	Reasons for rules	147
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## Third and Fourth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Safety and Protection</b>		Third Class		Fourth Class	
<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 to take while playing</li><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 items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them</li><li>❖ Explore and examine the use of medicines</li><li>❖ Identify some potential risks to health and safety in the environment</li></ul>		<b>Walk Tall</b>		<b>Walk Tall</b>	
		Acting on impulse	127	What is a drug? 105	
		<b>RSE</b>		<b>RSE</b>	
		Keeping safe	49	Reasons for rules 147	
STRAND: <b>Myself</b> STRAND UNIT: <b>Making Decisions</b>		Third Class		Fourth Class	
<ul style="list-style-type: none"><li>❖ Become aware of and think about choices and decisions that he/she makes every day</li><li>❖ Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision</li><li>❖ Discuss why and how adults can make decisions and set boundaries for young people</li><li>❖ Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</li><li>❖ Recognise and explore the risks and the consequences of making a particular decision</li><li>❖ Learn and begin to devise a simple decision-making strategy</li><li>❖ Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions</li><li>❖ Make individual and group decisions</li></ul>		<b>Walk Tall</b>		<b>Walk Tall</b>	
		I want, I need	57	I know, I think 59	
		I feel I do	79	Viewpoints 63	
		Now or later	121	Groups I belong to 111	
		Who influences me?	123	Decision making 118	
		Acting on impulse	127	Practising decision making 124	
		Making a choice	133	Conflicts 134	
	<b>RSE</b>		<b>RSE</b>		
	Keeping safe	49	Myself and others 117		
	Making decisions	103	Bullying behaviour 127		
			Reasons for rules 147		
			Problem solving 207		

# Third and Fourth Class

STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Myself and My Family</b>	Third Class	Fourth Class
<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>❖ Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit</li> <li>❖ Explore how belonging to a family means that family members love, protect, provide and care for each other</li> <li>❖ Understand that families often undergo planned or unplanned changes that may be pleasant or difficult</li> <li>❖ Identify the 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>	<b>RSE</b> My family 37	<b>RSE</b> My family 137 <b>Walk Tall</b> Groups I belong to 111 Conflicts 134
STRAND: <b>Myself and Others</b> STRAND UNIT: <b>My Friends and Other People</b>	Third Class	Fourth Class
<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> <li>❖ Begin to cope with disharmony in, or loss of, friendships</li> <li>❖ Acknowledge that friends often circulate in groups, which can be healthy or unhealthy</li> <li>❖ Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others</li> <li>❖ Respect and show consideration for the views, beliefs and values of others</li> <li>❖ Recognise, discuss and understand bullying</li> <li>❖ Explore and examine ways of dealing with bullying</li> </ul>	<b>Walk Tall</b> Listening 34 Who influences me? 123 <b>RSE</b> Sometimes friends fight 27	<b>Walk Tall</b> Taking time to listen 34 Listening for feelings 38 Viewpoints 63 People shrink from put downs 77 Groups I belong to 111 Conflicts 134 Direct communication 141 <b>RSE</b> Myself and others 117 Bullying behaviour 127 Reasons for rules 147 Growing and changing 195 Problem solving 207

## Third and Fourth Class

STRAND: Myself and Others    STRAND UNIT: Relating to Others		Third Class	Fourth Class
<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><li>❖ Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively</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>	<b>Walk Tall</b>	<b>Walk Tall</b>	
	Listening34	Taking time to listen34	
	Who influences me123	Listening for feelings38	
	<b>RSE</b>	I know, I think59	
	Special gifts17	Direct communication141	
	Sometimes friends fight27	<b>RSE</b>	
	Myself and others117		
	Problem solving207		

STRAND: Myself and Others    STRAND UNIT: Relating to Others		Third Class	Fourth Class
<b>Resolving conflict</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 those that are the most appropriate or acceptable</li></ul>	<b>Walk Tall</b>	<b>Walk Tall</b>	
	Acting on impulse127	People shrink from put downs77	
	<b>RSE</b>	Dealing with difficult situations82	
	Sometimes friends fight27	Conflicts134	
		Direct communication141	
		<b>RSE</b>	
	Bullying behaviour127		
	Problem solving207		

# Third and Fourth Class

STRAND: Myself and the Wider World		STRAND UNIT: Developing Citizenship		Third Class		Fourth Class	
<b>My school community</b> <ul style="list-style-type: none"><li>❖ Identify the people who constitute the school community and the role of individuals in contributing to the life of the school</li><li>❖ Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others</li><li>❖ Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline</li><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 cooperating and the ways in which they can be put into practice in an effective manner</li><li>❖ Explore the various ways in which the school promotes a sense of belonging</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><li>❖ Explore and recognise the rights and responsibilities of both adults and children in the school community</li></ul>				<b>Walk Tall</b>		<b>Walk Tall</b>	
				Rules of the classroom 31		Rules of the classroom 31	
				You are unique too 53		Practising decision making 124	
				<b>RSE</b>		<b>RSE</b>	
				Sometimes friends fight 27		Myself and others 117	
				Keeping safe 49		Bullying behaviour 127	
						Reasons for rules 147	
STRAND: Myself and the Wider World		STRAND UNIT: Developing Citizenship		Third Class		Fourth Class	
<b>Local and wider communities</b> <ul style="list-style-type: none"><li>❖ Realise what it means to belong to a group</li><li>❖ Recognise how each person has both an individual and a communal responsibility to the community</li><li>❖ Appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony</li><li>❖ Examine how justice, fairness and equality may or may not be exemplified in a community</li><li>❖ Explore some of the issues and concerns in the local or national community</li><li>❖ Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have</li><li>❖ Become aware of his/her 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>						<b>Walk Tall</b>	
						Groups I belong to 111	
						<b>RSE</b>	
						Myself and others 117	
						Bullying behaviour 127	



## Third and Fourth Class

STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>	Third Class	Fourth Class
<b>Environmental care</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>		
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Media Education</b>	Third Class	Fourth Class
<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> <li>❖ Discuss and explore television, radio, videos, computer games, the internet (world-wide web and e-mail) and other media</li> <li>❖ Become aware of advertising and its purpose and nature</li> <li>❖ Begin to explore some of the techniques that are used in marketing and advertising</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>	<b>Walk Tall</b>	
	I want I need	57
	Who influences me	123

## Fifth and Sixth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		Fifth Class	Sixth Class
<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><li>❖ Reflect on his/her experiences and the reasons for taking different courses of action</li><li>❖ Identify realistic personal goals and targets and the strategies required to reach these</li><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>	<b>Walk Tall</b>	<b>Walk Tall</b>	
	This is my life 31	Getting to know each other 34	
	Me 39	My identity shield 38	
	Say who 69	My roots 41	
	Someone I admire 80	I can do it 43	
	<b>RSE</b>	Looking to the future 143	
	The person I am 25	Celebration shields, worry stars 147	
	My family 49	<b>RSE</b>	
	Keeping safe 61	Me and my aspirations 131	
	Feelings and emotions 69	Families 151	
	My body grows and changes 81	Feelings and emotions 175	
	Caring for new life 103		

STRAND: <b>Myself</b> STRAND UNIT: <b>Self Identity</b>		Fifth Class	Sixth Class
<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><li>❖ Enhance skills to improve learning</li><li>❖ Take increasing personal responsibility for himself/herself</li><li>❖ Become more independent and autonomous</li></ul>	<b>Walk Tall</b>	<b>Walk Tall</b>	
	Interview 41	My identity shield 38	
	You can't win all the time 44	I can do it 43	
	I can choose 101	Handling criticism 47	
	<b>RSE</b>	<b>RSE</b>	
	The person I am 25	Me and my aspirations 131	
	My family 49	Different kinds of love 141	
	Keeping safe 61	Families 151	
	Feelings and emotions 69	Keeping safe and healthy 163	
		Growing and changing 183	

## Fifth and Sixth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of My Body</b>		<b>Fifth Class</b>		<b>Sixth Class</b>	
<b>Health and well-being</b>		<b>Walk Tall</b>		<b>Walk Tall</b>	
❖	Recognise and examine behaviour that is conducive to health and that which is harmful to health	What happens when I feel	61	Dealing with difficult feelings	66
❖	Recognise causes of personal worry and identify appropriate coping strategies	Says who	69	How others see it	86
❖	Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have	Someone I admire	80	The smoking bottle	93
❖	Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use	Types of decisions	93	Smoking	97
❖	Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances	Risky situations	104	Lets do something	103
❖	Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind	Alcohol: how we see it	111	The bag	111
❖	Identify and discuss the roles of various people who are concerned with the health of others	Alcohol information	116	What is a drug	115
❖	Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others	Alcoholism and the family	121	What do I think about drugs and drug-taking	120
		<b>RSE</b>		What can they do now?	123
		My family	49	Making decisions about situations involving drugs	131
		Keeping safe	61	Addiction	134
		Feelings and emotions	69	Action on drugs	137
		Caring for new life	103	Celebration shields	147
		Making healthy decisions	113	<b>RSE</b>	
				Different kinds of love	141
				Keeping safe and healthy	163
				Feelings and emotions	175
				Growing and changing	183
				Choices and decision making	221

## Fifth and Sixth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of My Body</b>		Fifth Class	Sixth Class												
<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 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><li>❖ Realise how increased activity or involvement in physical activities can require increased attention to body care</li><li>❖ Recognise some physical disabilities and how they can affect people’s lives</li><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>		<b>RSE</b> <table><tr><td>My body grows and changes</td><td>81</td></tr><tr><td>The wonder of new life</td><td>93</td></tr><tr><td>Caring for new life</td><td>103</td></tr><tr><td>Making healthy decisions</td><td>113</td></tr></table>	My body grows and changes	81	The wonder of new life	93	Caring for new life	103	Making healthy decisions	113	<b>RSE</b> <table><tr><td>Keeping safe and healthy</td><td>163</td></tr><tr><td>Relationships and new life</td><td>199</td></tr></table>	Keeping safe and healthy	163	Relationships and new life	199
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STRAND: <b>Myself</b> STRAND UNIT: <b>Taking Care of My Body</b>		Fifth Class	Sixth Class												
<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><li>❖ Explore and examine some of the illnesses particularly associated with food intake or special health conditions</li><li>❖ Become aware of the importance of hygiene and care in the preparation and use of food</li></ul>		<b>RSE</b> <table><tr><td>Caring for new life</td><td>103</td></tr><tr><td>Making healthy decisions</td><td>113</td></tr></table>	Caring for new life	103	Making healthy decisions	113	<b>RSE</b> <table><tr><td>Keeping safe and healthy</td><td>163</td></tr></table>	Keeping safe and healthy	163						
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## Fifth and Sixth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>		Fifth Class		Sixth Class	
<b>As I grow I change</b>		<b>Walk Tall</b>		<b>Walk Tall</b>	
❖ Identify and discuss the changes that are experienced in growing from child to adult		This is my life 31		I can do it 43	
❖ Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual		I'm celebrating all I've learned 129		Looking to the future 143	
❖ Appreciate the need for individual space and privacy as he/she is growing and developing		<b>RSE</b>		Celebration shields, worry stars 147	
		My family 49		A new school 152	
		Keeping safe 61		<b>RSE</b>	
		My body grows and changes 81		Families 151	
		Making healthy decisions 113		Growing and changing 183	
				Relationships and new life 199	
STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>		Fifth Class		Sixth Class	
<b>Birth and new life</b>		<b>RSE</b>		<b>RSE</b>	
❖ Understand sexual intercourse, conception and birth within the context of a committed, loving relationship		The wonder of new life 93		Different kinds of love 141	
❖ Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent		Caring for new life 103		Families 151	
				Relationships and new life 199	
				A baby is a miracle 209	
STRAND: <b>Myself</b> STRAND UNIT: <b>Growing and Changing</b>		Fifth Class		Sixth Class	
<b>Feelings and emotions</b>		<b>Walk Tall</b>		<b>Walk Tall</b>	
❖ Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express		You can't win all the time 44		Handling criticism 47	
❖ Discuss and practise how to express and cope with various feelings in an appropriate manner		How are you feeling? 55		What do I do when I feel? 55	
❖ Understand how feelings help in understanding himself/herself		Painting feelings 59		Strong feelings 61	
❖ Differentiate between needs and wants and recognise and explore the concept of delayed gratification		What happens when I feel? 61		Dealing with difficult feelings (grief) 66	
❖ Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media		<b>RSE</b>		<b>RSE</b>	
❖ Identify and learn about healthy ways to help him/her feel positive about himself/herself.		My family 49		Me and my aspirations 131	
		Feelings and emotions 69		Different kinds of love 141	
		My body grows and changes 81		Feelings and emotions 175	
		The wonder of new life 93		Growing and changing 183	
		Making healthy decisions 113		Relationships and new life 199	
				Choices and decision making 221	

## Fifth and Sixth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Safety and Protection</b>		Fifth Class		Sixth Class																																													
<b>Personal safety*</b>		<b>Stay Safe</b>		<b>Stay Safe</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> <p><i>* To meet the requirements of the Department of Education and Science Child Protection Guidelines and Procedures, the Stay Safe Programme should be taught in its entirety under 'Personal Safety'. All the content objectives for child protection under 'Personal Safety' can be met by teaching the Stay Safe Programme.</i></p>		<table><tr><td>Feeling safe and unsafe</td><td>6</td></tr><tr><td>Bullying</td><td>9</td></tr><tr><td>Touches</td><td>15</td></tr><tr><td>Secrets and telling</td><td>19</td></tr><tr><td>Strangers</td><td>22</td></tr></table> <b>Walk Tall</b> <table><tr><td>Types of decisions</td><td>93</td></tr><tr><td>Ways of deciding</td><td>98</td></tr><tr><td>I can choose</td><td>101</td></tr><tr><td>Risky situations</td><td>104</td></tr></table> <b>RSE</b> <table><tr><td>My family</td><td>49</td></tr><tr><td>Keeping safe</td><td>61</td></tr></table>		Feeling safe and unsafe	6	Bullying	9	Touches	15	Secrets and telling	19	Strangers	22	Types of decisions	93	Ways of deciding	98	I can choose	101	Risky situations	104	My family	49	Keeping safe	61	<table><tr><td>Feeling safe and unsafe</td><td>6</td></tr><tr><td>Bullying</td><td>9</td></tr><tr><td>Touches</td><td>15</td></tr><tr><td>Secrets and telling</td><td>19</td></tr><tr><td>Strangers</td><td>22</td></tr></table> <b>Walk Tall</b> <table><tr><td>Group building</td><td>31</td></tr><tr><td>How others see it</td><td>86</td></tr><tr><td>What can they do now?</td><td>123</td></tr><tr><td>Making decisions about situations involving drugs</td><td>131</td></tr></table> <b>RSE</b> <table><tr><td>Keeping safe and healthy</td><td>163</td></tr><tr><td>Growing and changing</td><td>183</td></tr></table>		Feeling safe and unsafe	6	Bullying	9	Touches	15	Secrets and telling	19	Strangers	22	Group building	31	How others see it	86	What can they do now?	123	Making decisions about situations involving drugs	131	Keeping safe and healthy	163	Growing and changing	183
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<b>Safety issues</b>		<b>Walk Tall</b>		<b>Walk Tall</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><li>❖ Develop an awareness of health and safety in the school, home and work-place</li><li>❖ Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident</li><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 a safety strategy for dealing with unknown and dangerous substances</li><li>❖ Explore and examine the use of medicines</li><li>❖ Identify and explore some potential risks to health and safety in the environment</li></ul>		<table><tr><td>Alcohol how we see it</td><td>111</td></tr><tr><td>Alcohol information</td><td>116</td></tr><tr><td>Risky situations</td><td>104</td></tr></table> <b>RSE</b> <table><tr><td>Keeping safe</td><td>61</td></tr><tr><td>Making healthy decisions</td><td>113</td></tr></table>		Alcohol how we see it	111	Alcohol information	116	Risky situations	104	Keeping safe	61	Making healthy decisions	113	<table><tr><td>A way of deciding</td><td>80</td></tr><tr><td>Smoking</td><td>97</td></tr><tr><td>What is a drug</td><td>115</td></tr><tr><td>Making decisions about situations involving drugs</td><td>131</td></tr></table> <b>RSE</b> <table><tr><td>Keeping safe and healthy</td><td>163</td></tr></table>		A way of deciding	80	Smoking	97	What is a drug	115	Making decisions about situations involving drugs	131	Keeping safe and healthy	163																								
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## Fifth and Sixth Class

STRAND: <b>Myself</b> STRAND UNIT: <b>Making decisions</b>	Fifth Class	Sixth Class
<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>❖ Explore and learn to examine critically the factors and levels of thought that influence decisions and choice</li> <li>❖ Recognise that decisions have consequences and that not all people will make the same decisions all the time</li> <li>❖ Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people</li> <li>❖ Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</li> <li>❖ Discuss and practise a simple decision-making strategy</li> <li>❖ Distinguish between assumption, inference, fact, rumour and opinion in making a decision</li> <li>❖ Identify sources of help in solving problems</li> </ul>	<b>Walk Tall</b> Says who? 69 Someone I admire 80 Advertising 84 Types of decisions 93 Ways of deciding 98 I can choose 101 <b>RSE</b> My family 49 Keeping safe 61 Feelings and emotions 69 Making healthy decisions 113	<b>Walk Tall</b> Making decisions 73 What I decide 76 A way of deciding 80 What can they do now? 123 <b>RSE</b> Families 151 Feelings and emotions 175 Growing and changing 183 Choices and decision making 221
STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Myself and My Family</b>	Fifth Class	Sixth Class
<ul style="list-style-type: none"> <li>❖ Explore and discuss families and homes and how they can vary in many ways</li> <li>❖ Explore what belonging to a family means</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>❖ Discuss and identify behaviour that is important for harmony in family life</li> <li>❖ Critically examine the media portrayals of families and family life</li> <li>❖ Examine some factors that can affect family life</li> <li>❖ Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.</li> </ul>	<b>Walk Tall</b> Alcoholism and the family 121 <b>RSE</b> My family 49 Keeping safe 61 The wonder of new life 93 Caring for new life 113	<b>RSE</b> Different kinds of love 141 Families 151 Growing and changing 183 Relationships and new life 199 A baby is a miracle 209

# Fifth and Sixth Class

STRAND: <b>Myself and Others</b> STRAND UNIT: <b>My Friends and Other People</b>		Fifth Class	Sixth Class
<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> <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>❖ 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> <li>❖ Practise and recognise the importance of care and consideration, courtesy and good manners with others</li> <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>		<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Says who? 69</li> <li>Part of the gang 75</li> <li>Someone I admire 80</li> <li>I can choose 101</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Group building 31</li> <li>Getting to know each other 34</li> <li>Handling criticism 47</li> </ul>
		<b>RSE</b> <ul style="list-style-type: none"> <li>Different kinds of friends 37</li> <li>My family 49</li> <li>My body grows and changes 81</li> <li>Making healthy decisions 113</li> </ul>	<b>RSE</b> <ul style="list-style-type: none"> <li>Different kinds of love 141</li> <li>Families 151</li> <li>Feelings and emotions 175</li> <li>Growing and changing 183</li> <li>Choices and decision making 221</li> </ul>
STRAND: <b>Myself and Others</b> STRAND UNIT: <b>Relating to Others</b>		Fifth Class	Sixth Class
<b>Communicating</b> <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> <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> <li>❖ Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others</li> <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>		<b>RSE</b> <ul style="list-style-type: none"> <li>The person I am 25</li> <li>My family 49</li> <li>Feelings and emotions 69</li> </ul>	<b>RSE</b> <ul style="list-style-type: none"> <li>Me and my aspirations 131</li> <li>Different kinds of love 141</li> <li>Families 151</li> <li>Feelings and emotions 175</li> <li>Growing and changing 183</li> <li>Choices and decision making 221</li> </ul>
		<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Interview 41</li> <li>Painting feelings 59</li> <li>Says who? 69</li> <li>Some one I admire 80</li> <li>Advertising 84</li> <li>I can choose 101</li> </ul>	<b>Walk Tall</b> <ul style="list-style-type: none"> <li>Handling criticism 47</li> </ul>

## Fifth and Sixth Class

<b>STRAND: Myself and Others    STRAND UNIT: Relating to Others</b>		<b>Fifth Class</b>		<b>Sixth Class</b>																											
<b>Resolving conflict</b> <ul style="list-style-type: none"><li>❖ Discuss how conflict can arise with different people and in different situations</li><li>❖ Identify and discuss various responses to conflict situations</li><li>❖ Explore and practise how to handle conflict without being aggressive.</li></ul>		<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>I can choose</td><td>101</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>My family</td><td>49</td></tr><tr><td>Feelings and emotions</td><td>69</td></tr></table>		<b>Walk Tall</b>		I can choose	101	<b>RSE</b>		My family	49	Feelings and emotions	69	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Handling criticism</td><td>47</td></tr><tr><td>What do I do when I feel?</td><td>55</td></tr><tr><td>Strong feelings</td><td>61</td></tr><tr><td>How others see it</td><td>86</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>Families</td><td>151</td></tr><tr><td>Feelings and emotions</td><td>175</td></tr></table>		<b>Walk Tall</b>		Handling criticism	47	What do I do when I feel?	55	Strong feelings	61	How others see it	86	<b>RSE</b>		Families	151	Feelings and emotions	175
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<b>STRAND: Myself and the Wider World    STRAND UNIT: Developing Citizenship</b>		<b>Fifth Class</b>		<b>Sixth Class</b>																											
<b>Living in the local community</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><li>❖ Explore local traditions and folklore and develop a sense of pride in his/her local community</li><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><li>❖ Explore how inequality might exist in the local community and suggest ways in which this might be addressed</li><li>❖ Identify some local issues of concern and explore possible action that could be taken to address these issues</li></ul>		<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Interview</td><td>41</td></tr><tr><td>Part of the gang</td><td>75</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>Making healthy decisions</td><td>113</td></tr></table>		<b>Walk Tall</b>		Interview	41	Part of the gang	75	<b>RSE</b>		Making healthy decisions	113	<table><tr><td colspan="2"><b>Walk Tall</b></td></tr><tr><td>Group building</td><td>31</td></tr><tr><td colspan="2"><b>RSE</b></td></tr><tr><td>Me and my aspirations</td><td>131</td></tr><tr><td>Families</td><td>151</td></tr><tr><td>Growing and changing</td><td>183</td></tr></table>		<b>Walk Tall</b>		Group building	31	<b>RSE</b>		Me and my aspirations	131	Families	151	Growing and changing	183				
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# Fifth and Sixth Class

STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>		Fifth Class	Sixth Class
<b>National, European and wider communities</b> <ul style="list-style-type: none"><li>❖ Become aware of elements of his/her own cultural heritage and traditions</li><li>❖ Begin to explore the concept of democracy</li><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><li>❖ Become aware of some of the cultures, life-styles 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><li>❖ Realise and begin to understand the unequal distribution of the world’s resources</li></ul>			
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Developing Citizenship</b>		Fifth Class	Sixth Class
<b>Environmental care</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>			
STRAND: <b>Myself and the Wider World</b> STRAND UNIT: <b>Media Education</b>		Fifth Class	Sixth Class
<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><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><li>❖ Explore various recreation and leisure activities as an alternative to watching television</li><li>❖ Explore and use some simple broadcasting, production and communication techniques</li></ul>	<b>Walk Tall</b>		
	Says who?	69	
	Advertising	84	
	<b>RSE</b>		
	Different kinds of friends	37	
	My family	49	
	Feelings and emotions	69	
	Making healthy decisions	113	
		<b>Walk Tall</b>	
		Action on drugs	137
		<b>RSE</b>	
		Different kinds of love	141

# ***Making the Links***



***Classroom Planning Record Sheets – Junior Infants to Sixth Class***

# Junior Infants

Strand	Strand Unit		Lessons
<b>Myself</b>	Self-identity	Self awareness	
		Developing self-confidence	
		Making decisions	
	Taking care of my body	Knowing about my body	
		Food and nutrition	
	Growing and changing	As I grow I change	
		New life	
		Feelings and emotions	
	Safety and protection	Personal safety	
		Safety issues	
<b>Myself and Others</b>	Myself and my family		
	My friends and other people		
	Relating to others		
<b>Myself and the Wider World</b>	Developing citizenship	My school community	
		Living in the local community	
		Environmental care	
	Media education		

# Senior Infants

Strand	Strand Unit		Lessons
<b>Myself</b>	Self-identity	Self awareness	
		Developing self-confidence	
		Making decisions	
	Taking care of my body	Knowing about my body	
		Food and nutrition	
	Growing and changing	As I grow I change	
		New life	
		Feelings and emotions	
	Safety and protection	Personal safety	
		Safety issues	
<b>Myself and Others</b>	Myself and my family		
	My friends and other people		
	Relating to others		
<b>Myself and the Wider World</b>	Developing citizenship	My school community	
		Living in the local community	
		Environmental care	
	Media education		



# First Class

Strand	Strand Unit		Lessons
<b>Myself</b>	Self-identity	Self awareness	
		Developing self-confidence	
		Making decisions	
	Taking care of my body	Knowing about my body	
		Food and nutrition	
	Growing and changing	As I grow I change	
		New life	
		Feelings and emotions	
	Safety and protection	Personal safety	
		Safety issues	
<b>Myself and Others</b>	Myself and my family		
	My friends and other people		
	Relating to others		
<b>Myself and the Wider World</b>	Developing citizenship	My school community	
		Living in the local community	
		Environmental care	
	Media education		

## Second Class

Strand	Strand Unit		Lessons
<b>Myself</b>	Self-identity	Self awareness	
		Developing self-confidence	
		Making decisions	
	Taking care of my body	Knowing about my body	
		Food and nutrition	
	Growing and changing	As I grow I change	
		New life	
		Feelings and emotions	
	Safety and protection	Personal safety	
		Safety issues	
<b>Myself and Others</b>	Myself and my family		
	My friends and other people		
	Relating to others		
<b>Myself and the Wider World</b>	Developing citizenship	My school community	
		Living in the local community	
		Environmental care	
	Media education		

# Third Class

Strand	Strand Unit		Lessons
<b>Myself</b>	Self-identity	Self awareness	
		Developing self-confidence	
	Taking care of my body	Health and wellbeing	
		Knowing about my body	
		Food and nutrition	
	Growing and changing	As I grow I change	
		Birth and new life	
		Feelings and emotions	
	Safety and protection	Personal safety	
		Safety issues	
	Making decisions		
<b>Myself and Others</b>	Myself and my family		
	My friends and other people		
	Relating to others	Communicating	
		Resolving conflict	
<b>Myself and the Wider World</b>	Developing citizenship	My school community	
		Local and wider communities	
		Environmental care	
	Media education		

## Fourth Class

Strand	Strand Unit	Lessons
<b>Myself</b>	Self-identity	Self awareness
		Developing self-confidence
	Taking care of my body	Health and wellbeing
		Knowing about my body
		Food and nutrition
	Growing and changing	As I grow I change
		Birth and new life
		Feelings and emotions
	Safety and protection	Personal safety
		Safety issues
	Making decisions	
<b>Myself and Others</b>	Myself and my family	
	My friends and other people	
	Relating to others	Communicating
		Resolving conflict
<b>Myself and the Wider World</b>	Developing citizenship	My school community
		Local and wider communities
		Environmental care
	Media education	

# Fifth Class

Strand	Strand Unit	Lessons
<b>Myself</b>	Self-identity	Self awareness
		Developing self-confidence
	Taking care of my body	Health and wellbeing
		Knowing about my body
		Food and nutrition
	Growing and changing	As I grow I change
		Birth and new life
		Feelings and emotions
	Safety and protection	Personal safety
		Safety issues
	Making decisions	
<b>Myself and Others</b>	Myself and my family	
	My friends and other people	
	Relating to others	Communicating
		Resolving conflict
<b>Myself and the Wider World</b>	Developing citizenship	Living in the local community
		National, European and wider communities
		Environmental care
	Media education	

# Sixth Class

Strand	Strand Unit	Lessons
<b>Myself</b>	Self-identity	Self awareness
		Developing self-confidence
	Taking care of my body	Health and wellbeing
		Knowing about my body
		Food and nutrition
	Growing and changing	As I grow I change
		Birth and new life
		Feelings and emotions
	Safety and protection	Personal safety
		Safety issues
	Making decisions	
<b>Myself and Others</b>	Myself and my family	
	My friends and other people	
	Relating to others	Communicating
		Resolving conflict
<b>Myself and the Wider World</b>	Developing citizenship	Living in the local community
		National, European and wider communities
		Environmental care
	Media education	

## ***Walk Tall, Stay Safe and RSE Support Services Contact Details***

### **Relationships and Sexuality Education Support Service**

Drumcondra Education Centre,  
Drumcondra, Dublin 9.

*Website:* [www.ecdrumcondra.ie](http://www.ecdrumcondra.ie).

*Fax:* 01 857 6499.

*Email:* [info@ecdrumcondra.ie](mailto:info@ecdrumcondra.ie).

*Coordinator:* Frances Shearer. *Tel:* 01 857 6432.

*Administrator:* Grainne Haughney. *Tel:* 01 857 6422.

### **Child Abuse Prevention Programme (Stay Safe)**

Bridge House,  
Cherry Orchard Hospital,  
Dublin 10.

*Tel:* 01 620 6347

*Fax:* 01 620 6347

*Email:* [staysafe@indigo.ie](mailto:staysafe@indigo.ie)

*National Coordinator:* Patricia Shanahan. *Tel:* 087 299 8575

*Administrator:* Michael Flattery

### **Walk Tall Programme Support Service**

Dublin West Education Centre,  
Old Blessington Road,  
Tallaght, Dublin 24.

*Website:* [www.dwec.ie/walktall](http://www.dwec.ie/walktall).

*Fax:* 01 452 8010

*Email:* [walktall@eircom.net](mailto:walktall@eircom.net)

*National Support Officer:* Mary Johnston. *Tel:* 087 283 9218

*Assistant National Support Officer:* Susan Dixon. *Tel:* 087 227 3826

*Assistant National Support Officer:* Ursula Smyth. *Tel:* 087 227 3827

*Administrator:* Angie Grogan. *Tel:* 01 452 8017





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EDUCATION  
AND SCIENCE



Dublin West Education Centre