



# Ashbourne Educate Together National School

## SPHE Policy & Whole School Plan

### Social Personal & Health Education

#### Introductory Statement

This policy was updated by the staff of Ashbourne ETNS in June 2023. It was drafted by the school principal and staff and brought to the attention of the Board of management and parents for consideration, approval and ratification. Therefore the involvement of all these bodies will contribute to an effective implementation of the SPHE programme in the school.

#### Rationale

The school opened in September 2012. SPHE has been taught in Ashbourne ETNS on a whole-school basis through various programmes and initiatives such as Stay Safe, Walk Tall and Relationships and Sexuality Education. It has also been taught through integration with other subject areas such as Physical Education, Learn Together, Geography, etc.

Our goal is to optimise the effectiveness of SPHE teaching in the school and put a clear structure on the SPHE plan for the whole school to ensure compliance with DE guidelines. The implementation of the policy is the responsibility of all the teaching staff.

#### Vision and Aims

##### Vision

Ashbourne ETNS is a multi-denominational school which upholds the values of the Educate Together ethos encapsulated in the motto "Learn Together to Live Together". SPHE in Ashbourne ETNS should promote self-awareness and understanding by helping children to name and manage their own feelings, to recognise and appreciate individual abilities and to cope with change of various kinds.

SPHE should help children establish supportive relationships, to enjoy the company of others and to resolve conflicts in appropriate ways.

## Aims:

The children in our school should be enabled to achieve the aims outlined in the SPHE Curriculum which include:

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

## Curriculum Planning:

### 1. Strands and Strand Units:

The curriculum is split into four levels - infant classes, first and second classes, third and fourth classes and fifth and sixth classes - and is divided into three strands: *Myself*, *Myself and Others* and *Myself and the Wider World*.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives. We will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Ashbourne ETNS have created this timetable to reflect this approach.

Strands	Strand Units (Year 1)	Strand Units (Year 2)
<i>Myself</i>	Self- Identity	Safety and Protection
	Taking Care of my Body	Taking Care of my Body (all classes to revise the Stay Safe lessons on <i>Touches</i> , and <i>Secrets and Telling</i> )
	Growing and Changing	

	Safety and Protection (the <u>full implementation</u> of the Stay Safe Programme)	Self- Identity Making Decisions (3rd-6th)
<b><i>Myself and Others</i></b>	Myself and my Family	My Friends and Others
		Relating to Others
<b><i>Myself and the Wider World</i></b>	Developing Citizenship	Media Education

## 2. Contexts for SPHE:

We will teach SPHE using a combination of the following contexts:

### 1. A positive school climate and atmosphere

Ashbourne ETNS has created a positive atmosphere by:

- Building effective communication within the school
- Prioritising wellbeing of our students
- Catering for individual needs
- Creating a health-promoting physical environment
- Developing democratic processes
- Enhancing the self-esteem and well-being of members of the school community.
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school
- Developing a school approach to assessment

### 2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable. Teachers may manipulate this time at their own discretion for the needs of individual classes.

### 3. Integration

Integration with other subject areas and linkage within SPHE will be developed throughout this programme. Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as language, Geography (Citizenship), History (Myself and My Family), Learn Together (Human Rights), Visual Arts, Physical Education (Water Safety). Themes/projects will also be explored. Some themes will be explored by the whole school community through

### **3. Approaches and Methodologies:**

Ashbourne ETNS believes that the approaches and methodologies used in SPHE are crucial to the effectiveness of the SPHE programme. Active learning and language development are the principal learning and teaching approaches recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- Drama activities
- Cooperative games
- Use of pictures
- Photographs and visual images
- Games
- Use of Media
- Use of interactive whiteboard & digital devices
- Looking at children's work
- Circle Time
- Guided Reflective time

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning.

- Talk and discussion ( Language Development/ Oral Language)
- Skills through content
- Collaborative learning
- Problem solving
- Use of the environment

### **4. Assessment and record keeping**

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used. The primary emphasis in this area is on informal assessment.

We use the following informal assessment tools:

- Teacher observation
- Teacher designed tasks
- Portfolios and projects
- Regular reviews of class and whole school procedures and goals
- Self assessment

## **5. Children with different needs**

Teachers are familiar with the NCCA guidelines for teachers of students with different needs. We do our best at all times to endeavour to adapt and modify activities and methodologies in SPHE to ensure that every child has equal opportunities in learning. We use the following techniques to cater for individual difference:

- To use a mixture of whole-class teaching and focused group work
- To set tasks of various complexities
- To plan topics so that opportunities are provided for alternative investigation work
- To use a range of questions
- To use a wide range of communication skills
- To give individuals and groups the direction, stimulus and encouragement they need as the children are engaged in activities
- Use focused vocabulary and phrases to assist EAL learners
- Visuals
- Social stories

The Special Education Team will supplement the work of the class teachers where necessary. Ashbourne ETNS will liaise with trained professionals/appropriate agencies, where appropriate, when dealing with sensitive issues such as bereavement or loss to ensure that children involved are fully supported. Parents could be encouraged to mediate the information on certain topics with their own child.

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

Ashbourne ETNS recognises and values diversity, and believes that all children are entitled to access the services, facilities or amenities that are available in the school environment. Our school is co- educational and we endeavour to ensure that equal opportunities are given to boys and girls to participate in all areas of the SPHE programme. We are multi denominational- we celebrate diversity and we ensure that every child is made to feel valued, that their opinion matters. No child should ever be made to feel like an outsider. Our school is democratically run- everyone has a voice, this will be encouraged through our SPHE programme. Our school is child centred. We understand that every child's needs are different and we aim to ensure that all children's needs are being met.

## 7. Policies and programmes that support SPHE

### Policies

- Code of Behaviour Policy
- RSE Policy
- Admissions Policy
- Equality Policy
- Health and Safety Policy
- Substance Use Policy
- Child Protection Policy
- Acceptable Usage Policy
- Digital Device Policy
- Anti- bullying Policy
- Healthy Eating Policy
- SSE & SIP- focusing on Wellbeing 2023 onwards
- Dignity in the Workplace Policy
- Nurture Policy

### Programmes

- Active School Flag
- Green Flag
- Amber Flag
- Friendship Week/ Anti- Bullying Week
- Fun Friends Programme
- Learn Together Programme
- Stay Safe Programme
- Walk Tall Programme
- Restorative Practice

## 8. Homework

Homework in this subject will usually be informal. However if prescribed in SPHE, homework will reflect the active learning approach and will reinforce information already taught during class.

## 9. Resources

Books for Pupils	Books for Teachers	Posters	Media & ICT
-Worksheets from Stay Safe/ Walk	-Walk Tall -Stay Safe	Various posters to be displayed	-Busy Bodies

<p>Tall / RSE Education Packs/ Be Safe</p>	<p>-Be Safe -RSE Manuals -Making the Links -Gender Equality Matters -We All Belong -All Together Now -Healthy Bodies -Zeeko Internet Safety Guide -My Selfie &amp; the Wider World -Breathe-Self Regulation and Relaxation Techniques for Children</p>	<p>throughout the school</p>	<p>-Learn Together-Resource Bank -PDST -Webwise -HTML Heros -Be Internet Awesome</p>
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## 10. Guest Speakers

If a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom and make the speaker aware of this school plan, ethos and the attached policies.

## 11. Individual Teachers' Planning and Reporting

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a cuntas míosúil and this will inform our progress in SPHE.

## 12. Staff Development

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- Training in Stay Safe
- Training in Walk Tall
- Training in the Relationships and Sexuality Education programme /R.S.E.
- PDST Advisor support
- Child Protection
- Nurture Training

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

### **13. Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE as we believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

### **14. Community Links**

Ashbourne ETNS believes that the local community has a very important role to play in supporting the programme in SPHE and we endeavour to liaise with members such as the Dental Hygienist/Health Nurse/ Fireman/Vet/New Parents/Gardaí/ Local Sports Clubs, Tusla.

### **15. Success Criteria**

The success of this plan will be evaluated through teachers planning and preparation, and if the procedures outlined in this plan have been consistently followed.

We will also judge its success if the children have been enabled to achieve the aims outlined in this plan. We will know if it has achieved its aims if the pupils

- Have increased knowledge, understanding and skills
- Are more aware of their attitudes and values
- Are more respectful of themselves and others
- Relate to others in a positive way
- Are more actively involved in the school and possibly local community
- Feedback from parents and pupils
- Happy atmosphere in school

### **16. Implementation**

#### **A) Roles and Responsibilities**

Ashbourne ETNS believes that the whole school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the local community.

Each teacher is responsible for the implementation of the SPHE policy with his/her own class.



Roles of visitors- Visitors to SPHE classes will deal with discussions in line with the aims of the programme and the ethos of the school. It is the duty of the teacher who organises the visit to ensure the suitability to the programme and the school. Teachers will remain with the class for the duration of the visit and the Principal must be informed in advance of all visiting speakers and the content of their presentation.

B) Timeframe

The plan has been implemented since September 2012 and was most recently updated in May 2023.

## 17. Review

A) Roles and Responsibilities

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE Curriculum in the school. We will review the policy in 2025. The whole staff is responsible for coordinating this review.

Those involved in the review may include- teachers, pupils, parents, postholders, Board of Management and others.

B) Timeframe

This Plan will be reviewed in May 2025.

## 18. Ratification & Communication

The Board of Management ratified this plan on the 29th August 2023

Signed:



Chairperson of Board of Management

Date: 29/08/23

Signed:



Principal/Secretary to the Board of Management

Date: 29/08/23

This Plan is available for parents to view at the school.

# S.P.H.E. and RSE Plan

## Junior Infants- Sixth Class

### Curriculum:

#### *Strands and Strand Units:*

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: Myself, Myself and Others, and Myself and the Wider World.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Ashbourne ETNS will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE and RSE over a two year period. The Stay Safe Programme will be **fully implemented** as part of the 2 year cycle. In order to facilitate the full implementation, teachers will combine Learn Together with SPHE if necessary. In completion of Stay Safe, teachers will be required to record that lessons have been covered using the Safe Stay Completion document.

<b>Programmes &amp; Resources may include:</b>	Healthy Bodies	HTML Heros (1 <sup>st</sup> & 2 <sup>nd</sup> )
Walk Tall	Gender Equality Matters	Be Internet Awesome (3 <sup>rd</sup> & 4 <sup>th</sup> )
Stay Safe (mandatory)	All Together Now	My Selfie & the Wider World (5 <sup>th</sup> & 6 <sup>th</sup> )
Be Safe	Different Families, Same Love	Zeeko Internet Safety Guide
RSE Manuals	RESPECT Guidelines	Webwise
Busy Bodies	We All Belong	Oide

## Overview of Content of S.P.H.E.

Strands	Strand Units (Year 1)	Strand Units (Year 2)
<b><i>Myself</i></b>	Self- Identity	Safety and Protection
	Taking Care of my Body	Taking Care of my Body (all classes to revise the Stay Safe lessons on <i>Touches</i> , and <i>Secrets and Telling</i> )
	Growing and Changing	
	Safety and Protection ( <u>full implementation</u> of the Stay Safe Programme across all classes)	Self-Identity Making Decisions (3 <sup>rd</sup> -6 <sup>th</sup> )
<b><i>Myself and Others</i></b>	Myself and My Family	My Friends and Others
		Relating to Others
<b><i>Myself and the Wider World</i></b>	Developing Citizenship	Media Education

\* The Strand Units Safety & Protection, Taking Care of my Body and Media Education will be explored each year in line with Child Protection Guidelines.

## Overview of Content of RSE

Life Cycles	These 5 topics will be covered each year (January-May)
Emotions and Feelings	
Body Parts	
Body Systems	
Families	

Junior Infants

<p><b>September</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Self-identity</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 1, 2 (<i>not exclusively</i>)</p> <p>Unit 1 lessons: 1, 2, 3</p> <p>Unit 2 lessons: 1, 2, 3, 4, 5</p>	<p><b>October</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• My school community</li> <li>• Media Education</li> </ul>	<p><b>November and December</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and Protection</p> <ul style="list-style-type: none"> <li>• All classes: <b>Full implementation</b> of Stay Safe Programme</li> </ul>
<p><b>January</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms: head, neck, shoulders, arms, hands, body, feet, eyes, mouth, nose, ears, vulva, penis, womb, breastfeeding.</li> </ul> <p>(link to Stay Safe: body parts)</p>	<p>Walk Tall Unit 4 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4</p>	<p><b>February</b> *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and others <b>Strand Unit:</b> Myself and my family</p> <ul style="list-style-type: none"> <li>• Myself and my family</li> </ul> <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p><b>March</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing citizenship</p> <ul style="list-style-type: none"> <li>• Living in the local community</li> <li>• Environmental care</li> </ul> <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Skeleton</li> </ul>
<p><b>April</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change (bodily changes birth- 9 years)</li> <li>• New life</li> </ul> <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Butterfly</li> </ul>	<p>Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p>Lesson: 4</p>	<p><b>May</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Vocabulary list of feelings and emotions</li> </ul>	<p><b>June</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>

**Senior Infants**

<p><b>September:</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Self-identity</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p align="center">Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<p><b>October</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Media education</p> <ul style="list-style-type: none"> <li>• Media education</li> </ul>	<p align="center">Walk Tall Unit 2 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5, 6</p>	<p><b>November and December</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking Care of my Body</p> <ul style="list-style-type: none"> <li>• All classes: revise Stay Safe lessons on <b>Touches and Secrets and Telling</b></li> </ul>	
<p><b>January</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms: cheek, chin, breast, elbow, knuckle, finger, nail, knee, ankle, toes.</li> <li>• Revise previously learned body parts.</li> </ul> <p>(link to Stay Safe: body parts)</p>	<p align="center">Walk Tall Unit 4 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3</p>	<p><b>February</b>     <b>*Safer Internet Day*</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and others <b>Strand Unit:</b> My friends and others/ relating to others</p> <ul style="list-style-type: none"> <li>• My friends and other people</li> <li>• Relating to others</li> </ul> <p><b><u>RSE</u></b></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p align="center">Walk Tall Unit 6 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2, 3, 4, 5</p>	<p><b>March</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• My school community</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Tongue (taste)</li> </ul>	<p align="center">Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p align="center">Lesson: 1, 2, 3</p>
<p><b>April</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change (bodily changes birth- 9 years)</li> <li>• New life</li> </ul> <p><b><u>RSE</u></b></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Frog</li> </ul>	<p align="center">Walk Tall Unit 5 (<i>not exclusively</i>)</p> <p align="center">Lessons: 1, 2</p>	<p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><b><u>RSE</u></b></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Vocabulary list of feelings and emotions</li> </ul>	<p><b>June</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>	<p align="center">Walk Tall Unit 7 (<i>not exclusively</i>)</p>	

**First Class**

<p><b>September:</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Self-identity</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4</p>	<p><b>October</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• Media Education</li> </ul>	<p>Webwise HTML Heros</p> <p>Lessons: 1-4</p>	<p><b>November and December</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and Protection</p> <ul style="list-style-type: none"> <li>• All classes: <b>Full implementation</b> of Stay Safe Programme</li> </ul>	
<p><b>January</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><u><b>RSE</b></u></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: teeth names and functions, jaw, upper arm, fore arm, shin, spine, ribs, tibia, skull, femur, radius, fibula, sternum, lungs, heart, vagina, urethra.</li> <li>• Revise previously learned body parts.</li> </ul> <p>(link to Stay Safe: body parts)</p>	<p>Walk Tall Unit 2, 4 (<i>not exclusively</i>)</p> <p>Unit 2 lessons: 1, 2, 3, 4</p> <p>Unit 4 lesson: 3</p>	<p><b>February</b>    <b>*Safer Internet Day*</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself and others <b>Strand Unit:</b> Myself and my family</p> <ul style="list-style-type: none"> <li>• Myself and my family</li> </ul> <p><u><b>RSE</b></u></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p>Walk Tall Unit 5 (<i>not exclusively</i>)</p> <p>Lessons: 1</p>	<p><b>March</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing citizenship</p> <ul style="list-style-type: none"> <li>• My school community</li> <li>• Living in the local community</li> <li>• Environmental care</li> </ul> <p><u><b>RSE</b></u></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Bones</li> </ul>	<p>Walk Tall Unit 4, 5, 6 (<i>not exclusively</i>)</p> <p>Unit 4 lessons: 1, 2</p> <p>Unit 5 lessons: 2, 3, 4, 5</p> <p>Unit 6 lessons: 1, 2, 3</p>
<p><b>April</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change (bodily changes birth- 9 years)</li> <li>• New life</li> </ul> <p><u><b>RSE</b></u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Fish</li> </ul>	<p><b>May</b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><u><b>RSE</b></u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul>	<p>Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p><b>June</b></p> <p><u><b>S.P.H.E.</b></u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>	<p>Walk Tall Unit 7 (<i>not exclusively</i>)</p>	

<u>Second Class</u>		
<p><b>September:</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Self-identity</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 1, 4 (<i>not exclusively</i>)</p> <p>Unit 1 lessons: 1, 2, 3</p> <p>Unit 4 lessons: 1, 2, 3</p>	<p><b>October</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Media education</p> <ul style="list-style-type: none"> <li>• Media education</li> </ul>
<p><b>January</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: veins, arteries, alveoli, bronchus, bronchioles, trachea, pelvis, muscle.</li> <li>• Revise previously learned body parts. (link to Stay Safe: body parts)</li> </ul>	<p>Walk Tall Unit 2 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p><b>February</b>    <i>*Safer Internet Day*</i></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and others <b>Strand Unit:</b> My friends and other people/ relating to others</p> <ul style="list-style-type: none"> <li>• My friends and other people</li> <li>• Relating to others</li> </ul> <p><b><u>RSE</u></b></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>
<p><b>April</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change (bodily changes birth- 9 years)</li> <li>• New life</li> </ul> <p><b><u>RSE</u></b></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Plant</li> </ul>	<p>Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p>Lessons: 1</p>	<p><b>May</b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><b><u>RSE</u></b></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul>
<p><b>November and December</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking Care of my Body</p> <ul style="list-style-type: none"> <li>• All classes: revise Stay Safe lessons on <b>Touches and Secrets and Telling</b></li> </ul>	<p><b>March</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• Citizenship</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Respiratory System</li> </ul>	<p>Walk Tall Unit 4, 5, 6 (<i>not exclusively</i>)</p> <p>Unit 4 lessons: 4, 5, 6</p> <p>Unit 5 lessons: 1, 2, 3, 5</p> <p>Unit 6 lesson: 1</p>
<p><b>June</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>	<p>Walk Tall Unit 7 (<i>not exclusively</i>)</p>	

Third Class

<p><b>September:</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Self-identity/ Making decisions</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 2  <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3,</p>	<p><b>October</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and the wider world  <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• Media Education</li> </ul>	<p>Be Internet Awesome Programme</p> <p>Pillars 1-5 (years 3&amp;4)</p>	<p><b>November and December</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Safety and Protection</p> <ul style="list-style-type: none"> <li>• All classes: <b>Full implementation</b> of Stay Safe Programme</li> </ul>	
<p><b>January</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Health and well being</li> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: structure of heart, bladder, ureters, kidneys, urethra, umbilical cord, puberty, menstruation.</li> <li>• Revise previously learned body parts. (link to Stay Safe: body parts)</li> </ul>	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Unit 2 lessons: 5, 6, 7</p>	<p><b>February</b> *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and others  <b>Strand Unit:</b> Myself and my family</p> <ul style="list-style-type: none"> <li>• Myself and my family</li> </ul> <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p>Walk Tall Unit 4 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6</p>	<p><b>March</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and the wider world  <b>Strand Unit:</b> Developing citizenship</p> <ul style="list-style-type: none"> <li>• My school community</li> <li>• Local and wider communities</li> <li>• Environmental care</li> </ul> <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Heart</li> <li>• Urinary System</li> </ul>	<p>Walk Tall Unit 1, 2, 6  <i>(not exclusively)</i></p> <p>Unit 1 lessons: 1, 2, 3</p> <p>Unit 2 lessons: 4</p> <p>Unit 6 lessons: 1, 2, 3, 4</p>
<p><b>April</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change: bodily changes</li> <li>• Birth and new life: stages and sequence of development of the human baby in the womb.</li> </ul> <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Reptile</li> </ul>	<p>Walk Tall Unit 7  <i>(not exclusively)</i></p> <p>Unit 7 lessons: 1</p>	<p><b>May</b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul>	<p>Walk Tall Unit 3 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6</p>	<p><b>June</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>	<p>Walk Tall Unit 5, 7 <i>(not exclusively)</i></p> <p>Unit 5 lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 7 lessons: 2</p>

Fourth Class



<p><b>September:</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Self-identity/ Making decision</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 1 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4, 5</p>	<p><b>October</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Media Education</p> <ul style="list-style-type: none"> <li>• Media education</li> </ul>	<p>Be Internet Awesome Programme</p> <p>Pillars 1-5 (years 3&amp;4)</p>	<p><b>November and December</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking Care of my Body</p> <ul style="list-style-type: none"> <li>• All classes: revise Stay Safe lessons on <b>Touches and Secrets and Telling</b></li> </ul>
<p><b>January</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Health and well being</li> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><u>RSE</u></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: rectum, pancreas, liver, large/ small intestine, esophagus, stomach, sclera, pupil, lens, iris, optic nerve, cornea, retina.</li> <li>• Revise previously learned body parts. (link to Stay Safe: body parts)</li> </ul>	<p>Walk Tall Unit 6 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p><b>February</b> *Safer Internet Day*</p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and others <b>Strand Unit:</b> My friends and other people relating to others</p> <ul style="list-style-type: none"> <li>• My friends and other people</li> <li>• Relating to others</li> <li>• Communicating</li> <li>• Resolving conflict</li> </ul> <p><u>RSE</u></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p>Walk Tall Unit 2, 5 (<i>not exclusively</i>)</p> <p>Unit 2 lessons: 1, 2</p> <p>Unit 5 lessons: 1, 2, 3</p>	<p><b>March</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself and the wider world <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• Citizenship</li> </ul> <p><u>RSE</u></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Digestive System</li> <li>• Eye</li> <li>• Puberty (see RSE manual chapter 8 pg. 195)</li> </ul>
<p><b>April</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change: puberty and changes</li> <li>• Birth and new life: stages and sequence of development of the human baby in the womb.</li> </ul> <p><u>RSE</u></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Daffodil</li> </ul>	<p>Walk Tall Unit 7 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3</p>	<p><b>May</b></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><u>RSE</u></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul>	<p>Walk Tall Unit 3 (<i>not exclusively</i>)</p> <p>Lessons: 1, 2, 3</p>	<p><b>June</b></p> <p><u>S.P.H.E.</u></p> <p><b>Strand:</b> Myself <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>

**Fifth Class**

<p><b>September:</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Self-identity/ Making decisions</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 1, 5  <i>(not exclusively)</i></p> <p>Unit 1 lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 5 lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p><b>October</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world  <b>Strand Unit:</b> Developing citizenship</p> <ul style="list-style-type: none"> <li>• Media Education</li> </ul>	<p>Webwise: My Selfie and the Wider World</p> <p>Lessons: 1-5</p>	<p><b>November and December</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Safety and Protection</p> <ul style="list-style-type: none"> <li>• All classes: <b>Full implementation</b> of Stay Safe Programme</li> </ul>	
<p><b>January</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Health and well being</li> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/female body parts using appropriate anatomical terms and identify some of their functions: eardrum, cochlea, anvil, eustachian tube, stirrup, auricle, outer ear canal, hammer, human reproductive organs, wt dreams, semen, sexual intercourse.</li> <li>• Revise previously learned body parts.  (link to Stay Safe: body parts)</li> </ul>	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Section A lessons: 1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b>February</b> *Safer Internet Day*</p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and others  <b>Strand Unit:</b> Myself and my family  Relating to others</p> <ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Communication</li> </ul> <p><b><u>RSE</u></b></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p>Walk Tall Unit 6, 7 <i>(not exclusively)</i></p> <p>Unit 6 lessons: 1, 2, 3</p> <p>Unit 7 lessons: 1, 2, 3, 4</p> <p>Unit 8 lessons: 1-9</p>	<p><b>March</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world  <b>Strand Unit:</b> Developing citizenship</p> <ul style="list-style-type: none"> <li>• Living in the local community</li> <li>• National, European and wider communities</li> <li>• Environmental care</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Human Reproductive System</li> <li>• Ear</li> </ul>	<p>Walk Tall Unit 9, 10 <i>(not exclusively)</i></p> <p>Unit 9 lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 10 lessons: 1, 2, 3, 4, 5</p>
<p><b>April</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change: puberty and changes</li> <li>• Birth and new life: human reproduction</li> </ul> <p><b><u>RSE</u></b></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Human</li> </ul>	<p>Walk Tall Unit 2 <i>(not exclusively)</i></p> <p>Section B lessons: 1, 2, 3, 4, 5, 6</p>	<p><b>May</b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><b><u>RSE</u></b></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul>	<p>Walk Tall Unit 3 <i>(not exclusively)</i></p> <p>Lessons: 1, 2, 3, 4, 5, 6, 7</p>	<p><b>June</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>	<p>Walk Tall Unit 4, 11 <i>(not exclusively)</i></p> <p>Unit 4 lessons: 1, 2, 3, 4, 5</p> <p>Unit 11 lessons: 1, 2</p>

**Sixth Class**

<p><b>September:</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Self-identity/ Making decision</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Developing self-confidence</li> <li>• Making decisions</li> </ul>	<p>Walk Tall Unit 1, 6  <i>(not exclusively)</i></p> <p>Unit 1 lessons: 1, 2, 3, 4, 5, 6, 7</p> <p>Unit 6 lessons: 1, 2, 3, 4, 5</p>	<p><b>October</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world  <b>Strand Unit:</b> Media Education</p> <ul style="list-style-type: none"> <li>• Media education</li> </ul>	<p><b>November and December</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Taking care of My Body</p> <ul style="list-style-type: none"> <li>• All classes: revise Stay Safe lessons on <b>Touches and Secrets and Telling</b></li> </ul>
<p><b>January</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Taking care of my body</p> <ul style="list-style-type: none"> <li>• Health and well being</li> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Parts</p> <ul style="list-style-type: none"> <li>• Basic vocabulary of male/ female body parts using appropriate anatomical terms and identify some of their functions: brain stem, cerebellum, thalamus, cerebrum, human reproductive organs.</li> <li>• Revise previously learned body parts. (link to Stay Safe: body parts)</li> </ul>	<p>Walk Tall Unit 2, <i>(not exclusively)</i></p> <p>Unit 2 section A lessons: 1, 2, 3, 4, 5, 6</p> <p>Unit 2 section B lessons: 1, 2, 3, 4, 5, 6</p>	<p><b>February *Safer Internet Day*</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and others  <b>Strand Unit:</b> My friends and other people relating to others</p> <ul style="list-style-type: none"> <li>• My friends and other people</li> <li>• Relating to others</li> <li>• Communicating</li> <li>• Resolving conflict</li> </ul> <p><b><u>RSE</u></b></p> <p>Families</p> <ul style="list-style-type: none"> <li>• Family structures</li> <li>• Friendship week (anti-bullying). Link to Stay Safe.</li> </ul>	<p><b>March</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself and the wider world  <b>Strand Unit:</b> Developing Citizenship</p> <ul style="list-style-type: none"> <li>• Citizenship</li> </ul> <p><b><u>RSE</u></b></p> <p>Body Systems</p> <ul style="list-style-type: none"> <li>• Brain</li> </ul>
<p><b>April</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• As I grow I change: puberty and changes</li> <li>• Birth and new life: human reproduction</li> </ul> <p><b><u>RSE</u></b></p> <p>Life Cycles</p> <ul style="list-style-type: none"> <li>• Human</li> </ul>	<p>Walk Tall Unit 3 <i>(not exclusively)</i></p> <p>Lessons: 1, 2</p>	<p><b>May</b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Growing and changing</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul> <p><b><u>RSE</u></b></p> <p>Feelings and Emotions</p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> </ul>	<p><b>June</b></p> <p><b><u>S.P.H.E.</u></b></p> <p><b>Strand:</b> Myself  <b>Strand Unit:</b> Safety and protection</p> <ul style="list-style-type: none"> <li>• Be Safe Programme: water, road and fire safety</li> </ul>