



St. Michael's School

Whole School Plan for SPHE

Individual Class Plans for SPHE

Pupil Wellbeing Statement

June 2021

St. Michael's School

SPHE Plan

Introduction and Rationale:

St. Michael's School caters for pupils, ages 5-18 years, who, on psychological testing are found to be functioning within the level of mild general learning disability. The SPHE programme will take account of the particular needs of the pupils. The plan is based on an awareness of the need to develop positive self-esteem, social and communication skills, appropriate expression of feelings, safety and protection skills, all of which are particularly important as many pupils with mild general learning disabilities and pupils with an Autistic Spectrum Disorder lack confidence. The opportunity to develop these skills will be provided through a structured programme.

By providing opportunities, pupils will be helped to:

- Become more confident.
- Relate to others by learning effective means of handling situations.
- Respect themselves and others.
- Lead healthy lifestyles.
- Build links to the wider community.

Social skills development is of crucial importance in the lives of many pupils with mild general learning disabilities and especially those with an Autistic Spectrum Disorder who often do not possess the necessary social skills to interact appropriately with others. The school ethos, the respect and dignity experienced by the pupils in their dealing with all school staff and personnel is of crucial importance in promoting a positive climate for this development.

This plan was created as a response to the challenges of the curriculum and to enable us to be more aware, more consistent and more focused in our approach to SPHE. We want to build on existing good practise to have an overall vision to inform long term and short term planning. It was agreed by school staff that SPHE is a fundamental cornerstone of the curriculum for children in our school and a curriculum subject that every child in the school needs in order to reach his/her full potential. For that reason we have reviewed our existing policy in light of a review of all our policies and incorporated our current practice in the promotion of Wellbeing within our school.

Vision Statement:

Through Social, Personal and Health Education we seek to promote the personal development, health and well being of our pupils which will reflect the unique ethos of St. Michael's School. We are committed to creating a positive school climate and atmosphere to support this plan. Our aim is to help each pupil to create and maintain supportive relationships and to have healthy patterns of behaviour.

As stated in our Mission Statement, "it is our wish that our pupils leave us with enhanced self-confidence and with life-skills and attitudes which will enable them to lead lives satisfying to themselves and lives which will contribute to the betterment of society."

We are committed to help pupils to lead independent and happy lives. This involves pupils taking responsibility for their own health and well-being. We want each pupil to leave our school with a strong sense of self-worth and self confidence. Our Mission Statement also calls us to "foster self-esteem, empowering each pupil to reach his/her full potential."

Aims:

Our aims in SPHE are as follows, from Teacher Guidelines of the Curriculum:

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

Objectives:

Our broad objectives should enable each pupil to:

- Be self-confident and have a positive sense of self-esteem.
- Develop a sense of personal responsibility and come to understand his/her sexuality and the process of growth, development and reproduction.
- Develop and enhance the social skills of communication, co-operation and conflict resolution.
- Create and maintain supportive relationships both now and in the future.

- Develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health.
- Develop a sense of safety and an ability to protect himself/herself from danger and abuse.
- Make decisions, solve problems and take appropriate actions in various personal, social and health contexts.
- Become aware of, and discerning about, the various influences on choices and decisions.
- Begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions.
- Respect the environment and develop a sense of responsibility for its long-term care.
- Develop some of the skills and abilities necessary for participating fully in groups and in society.
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy.
- Begin to understand the concepts of personal, local, national, European and global identity.
- Appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.
- Promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.

Characteristics:

The key characteristics of the curriculum are that SPHE

- Is a lifelong process,
- Is a shared responsibility, between family, school, health professionals and the community,
- Is a generic approach,
- Is based on the needs of the pupil;
- Is spiral in nature,
- Is developed in a combination of contexts,
- Engages pupils in activity-based learning.

Importance of SPHE:

In SPHE, pupils are taught *personal skills*, such as how to:

- Be more independent and confident.
- See what their strengths are.
- Think about what is fair and unfair, right and wrong.

- Set themselves goals, and try to achieve them.
- Keep themselves safe and healthy.

Pupils also learn *social skills*:

- They think about what kinds of groups they belong to, and how they contribute to them.
- They learn that it is important to respect others and to initiate, maintain and support positive relationships.

Pupils with an Autistic Spectrum Disorder are supported both individually and in class to access and participate fully in the SPHE curriculum.

Organisation of SPHE:

All pupils will have the opportunity to participate in and benefit from the full range of experiences offered in SPHE. Our teaching will allow for differentiation according to pupil's abilities. We will seek to be sensitive to the different cultural, family and religious backgrounds which are represented in our school.

We believe that while SPHE will be taught as a curricular subject area much of the work of SPHE will be done throughout the school day in other curricular areas, in incidental happenings and all interchanges that make up the life of our school. In SPHE pupils will learn not only about their own rights, duties and responsibilities but also about the rights and responsibilities of others. Teaching aims to help them respect and value the richness and diversity of our society.

The Primary School Curriculum recommends that SPHE be best facilitated in a combination of three ways:

- School climate and atmosphere.
Through the positive, secure environment we create and through which we seek to nurture self confidence and self worth in each member of the school family.
- Time-tabled time.
Through discrete teaching time (30 minutes per week minimum).
- Cross-curricular integration.
Through our integrated approach to teaching, pupils will be given a variety of learning approaches in which they will work together, solve problems, make decisions, engage in dialogue and reflect critically. Some subject areas such as, Religious Education, Home Economics, Social, Environmental & Scientific Education, Physical Education and Health and Fitness will also allow us to deal with aspects of SPHE.
- The above two points are dealt with in detail under the strands for each class grouping (see Class Grids). Needs and interests of the class group will determine the specific emphasis of discrete lessons. Class Grids may vary annually depending upon the needs and abilities of the pupils.

- Pupils following the Junior Certificate Level 2 Learning Programmes will access the SPHE curriculum through the various Priority Learning Units.
- Teachers of post-primary aged pupils can use the SPHE Post Primary curriculum as a resource where appropriate. To date only some staff members have availed of SPHE Post Primary training. Moving forward all teachers of post-primary aged pupils are encouraged to avail of this training.

School Planning: (See also Pupil Wellbeing statement)

The Teacher Guidelines on SPHE in the Primary School Curriculum provide adequate advice on all aspects of school planning to facilitate the needs of pupils with mild general learning disabilities. However some additional points need to be emphasised:

- Creating a school climate that enhances self-esteem: the need to foster feelings of self-worth is of paramount importance for pupils with mild general learning disabilities. Creating a positive school environment in which the individuality of the pupil is respected and celebrated will serve to enhance the pupils feeling of self-esteem and belonging.
- The importance of SPHE: for many pupils with mild general learning disabilities the development of these skills is a necessary precursor to the development of academic skills.
- The school atmosphere: an atmosphere that helps all staff and parents to communicate positively and to celebrate the talents of the pupils should be fostered. To this end, assemblies will take place at regular intervals. Themes for Assemblies will reflect some of the content objectives of the SPHE curriculum and pupil participation is actively encouraged. Displays on the corridor will represent themes which reflect many of the content objectives of the SPHE curriculum.
- Partnership with parents: pupils' parents should be involved in planning for and assessing the social, personal and health education of the pupil. Skills learned in school will need to be continuously reinforced in the home environment. Parents will also need to be supported in their efforts and feel that they have a positive and valuable contribution to make to the work of the school.
- The school plan: will need to outline how it will provide for a comprehensive programme to meet the needs of the pupils in the areas of relationships, sexuality and safety.

While much of our planning for SPHE will be described in this document some of it will also be contained in other related policy documents. The following policies/documents/programmes are relevant and will support our teaching:

- Code of Behaviour document
- RSE Policy
- Stay Safe Statement

- Safety Statement
- Child Safeguarding Statement
- Antibullying Policy
- Enrolment Policy
- Healthy Eating Policy
- Homework Policy
- Policy on substance use
- Policy on the Administering of Medication to pupils
- Policy on acceptable use of the Internet
- Making the Links and Beyond: A Planning aid for the updated and revised programmes
- Active School Flag
- Food Dudes
- Green Flag
- Friends for Life
- PAWS.b

In St. Michael's School all child protection and welfare issues are dealt with in accordance with the requirements of the Children First Act 2015, Children First: National Guidance for the Protection and Welfare of Children 2017, the Child Protection Procedures for Primary and Post primary Schools 2017 and Tusla Guidance on the preparation of Child Safeguarding Statements. The Health service Executive and the partners in education are in agreement that these guidelines should be followed at all times. If you have an issue contact Mrs Gorevan (Principal) the Designated Liaison Person.

Should Mrs Gorevan be unavailable, Ms O'Riordan, Deputy Principal is the Deputy Designated Liaison Person.

All pupils have an equal right to education. In order to fulfil this right, differences will be respected and valued in our school. Our school will be pro-active in challenging racism or discrimination on the grounds of gender, marital status, family status, sexual orientation, religion, age, disability or membership of the travelling community. Incidences of inequality will be dealt with under the Anti Bullying and code of Behaviour policies.

Approaches and Methodologies:

Refer to Teacher Guidelines pages 54-97.

Guidelines for Teachers of Students with Mild General Learning Disabilities

We believe that SPHE is best taught in an active learning context as this will foster self confidence and self discipline in the pupil. Through active learning pupils engage in a process in which they begin from what they already know, explore possibilities, question, draw conclusions and reflect on outcomes. This in turn allows them to make sense of learning for themselves and making new connections. Various strategies are used as a

starting point for SPHE. These can include co-operative games, drama, discussion, information and communication technologies, looking at pupil’s work and music. Flexibility and variety are crucial to the success of any of these strategies. We constantly seek to integrate SPHE into other areas of the curriculum (as outlined on p.4).

While the delivery of the SPHE curriculum is always the responsibility of the school, from time to time we will look to the support of the wider community to support and reinforce the work being done in the school. The Post Holder may arrange for visits to the school by people with skills appropriate to pupils, e.g. health personnel, local Gardai. The teacher will discuss the content of any presentation from visiting speakers prior to the visit and will be present during any presentations.

Teaching and Learning Content:

The three strands of SPHE:

- Myself
- Myself and Others
- Myself and the Wider World

are subdivided into ten strand units as listed on page 9 of the Curriculum Handbook.

From the year 2021 – 2022 onwards the Strands will be addressed over a two year cycle as follows in keeping with the revised Making the Links and Beyond document.

Month	Year 1 (2021 -2022)	Year 2 (2022 – 2023)
September/October	Self Identity (Myself)	Myself and my family (Myself and others)
November/December	My friends and other people (Myself and others)	Relating to others (Myself and others)
January/February	Safety and protection (Myself) (Stay Safe Programme)	*Growing and changing (Myself)
March/April	*Making decisions (Myself)	*Taking care of my body (Myself)
May/June	Media Education (Myself and the wider world)	Developing Citizenship (Myself and the wider world)

***STAY SAFE**

***Sensitive lessons in RSE**

***As part of the two-year SPHE plan, the sensitive objectives in RSE are taught in the opposite year to Safety and Protection and the Stay Safe Programme**

***Making Decisions is only a strand unit from 3rd-6th. Classes using Juniors-2nd may complete the Safety issues section of Safety and Protection at this time. Due to the increased amount of lessons in the Stay Safe programme from 3rd to 6th class, placing the strand unit Making Decisions after the Safety and Protection in a two year plan will enable the teacher to achieve some of the content objectives of Making Decisions through the Stay Safe programme.**

Assessment:

Assessment is an intrinsic part of the everyday teaching and learning process in SPHE as it will tell us how a pupil is progressing and provide information on the effectiveness and suitability of the programme and the teaching methods being used. Teachers should refer to Assessment in the Primary School Curriculum Guidelines for School document. There are particular difficulties associated with assessment in this area. Very often the real impact of the learning of SPHE will take place long after a pupil has left school. Similarly the achievement of the objectives of the curriculum will be dependent on the emotional, intellectual and social maturity of the pupil, so rates of progress can vary considerably from pupil to pupil.

The four main tools we use in informal assessment are:

- Teacher observation
- Teacher designed tasks and tests
- Portfolio of pupils' work.
- Social Skills Checklist.

The aim of assessment is always to improve the learning experiences for the pupil.

Evidence of the success of this plan may be seen if pupils are developing the following skills during their time in our school and beyond:

- Confident children, who respect others and are tolerant of each other's differences
- Independent children as regards decision making
- Responsible decisions taken by pupils
- Pupils using their initiative in making decisions
- Feedback from parents and pupils
- Positive atmosphere in school
- Positive attitude towards independence and work
- Evidence of use of social skills acquired

- Pupils taking responsibility for various aspects of daily life in school
- Teachers self assessment: have they covered agreed strand units?

Reference may be made to the Curriculum Access Tool for Students with General Learning Disability (CAT-GLD) which is a framework to assist teachers in implementing the curriculum and may be beneficial for the purpose of assessment.

Resources: (Please see Appendix for a list of resources available)

Copies of Walk Tall (revised 2016), Stay Safe (revised 2016), RSE and Making the Links and Beyond – Revised Edition are available at the relevant class levels in each classroom.

Copies of “Taking Care of Myself” by Mary Wrobel are in circulation in various classes around the school.

The Post Holder structures the reference resources in two resource presses ensuring a supply of relevant materials. Additional resources are available from the ASD Press. From time to time additional resources may be introduced which meet the criteria on page 103 of the Teacher Guidelines.

Ongoing Support, Development & Review:

Refer to Teacher Guidelines, pages 70-77.

At regular intervals staff training needs will be reviewed and where appropriate support sought from our local education centre. The Board of Management will facilitate teachers to obtain training, bearing in mind the overall budgetary framework and the need for the ongoing teaching and learning programme of the school to continue with as little disturbance as possible.

Roles and Responsibilities:

Refer to Teacher Guidelines, page 30.

All partners in the wider school community have a role in the Social, Personal & Health Education of pupils.

The Post Holder will assume responsibility to receive any recommendations or give advice on SPHE. She/he will also take responsibility to heighten awareness of any new or relevant materials or publications in this area.

The Board of Management will support and facilitate the school approach to SPHE as it is being developed and to approve and review this approach within the context of the overall school plan.

Parents will be encouraged to contribute to the development and implementation of SPHE in the school. Class teachers will liaise with parents as appropriate.

The Principal is the liaison person between the Board of Management and the staff. She/he will ensure that the SPHE curriculum is effectively implemented in the school in accordance with the school plan.

Consistency in approach enhances learning. Some teachers may have developed skills in the use of various approaches in SPHE or may have had previous experience of using materials in this area, while others may have a keen interest in health issues. Sharing this expertise and encouraging each other will be significant elements in the implementation of a comprehensive SPHE programme.

Special Needs Assistants, ancillary staff and the wider school community will have an important role to play in supporting the social, personal and health development of the pupils. In their interactions with both teachers and pupils they can reflect the principles promoted by the SPHE programme.

In draft form this plan was given to staff members and Board of Management. When due account was taken of any amendments, this plan was presented to the Board of Management and ratified on 5th March 2005. It was subsequently reviewed by staff on 22nd June 2007 and on 19th October 2011, in June 2019 and in June 2021.

Sr. Bernadette Carron

**Signed: Sr Bernadette Carron, D.C.
Chairperson, Board of Management**

Dated: 22.09.2021

Appendices

Appendix 1

St Michael's School Pupil Wellbeing Statement

Introduction and Rationale:

This statement was created to reflect the current practice of Wellbeing promotion in St Michael's School and as a response to The Department of Education and Skills requirement for a Wellbeing Promotion Process to be developed and implemented in all schools. "Wellbeing Policy Statement and Framework for Practice 2018-2023" was referred to in the writing of this statement.

Wellbeing is present when

“A person realizes their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life” (World Health Organisation, 2001)

It is our belief that for pupils in our school wellbeing means:

- **Feeling good and strong in mind and body**
- **Having energy**
- **Getting along with and helping others**
- **Knowing strengths and experiencing achievements**
- **Feeling proud because they are doing their best**
- **Coping with disappointments and problems**
- **Enjoying life and being grateful**
- **Accepting themselves as they are**
- **Feeling safe and supported**
- **Appreciating their surroundings**
- **An awareness of a healthy balanced diet**

Vision Statement:

In promoting wellbeing in our school we are guided by our Mission Statement which states,

“we provide a secure, healthy, and caring environment which values the uniqueness of each person. As a team we recognize the needs and talents of each pupil and provide an appropriate broad curriculum. We foster self-esteem empowering each pupil to reach his/her full potential. We believe in an active partnership between home and school. It is our wish that pupils leave us with enhanced self-confidence and with life-skills and attitudes which will enable them to lead lives satisfying to themselves and lives that will contribute to the betterment of society.”

Wellbeing promotion:

The promotion of pupil wellbeing in St Michael’s School is evident in the following:

1. The presence of a safe, caring culture and climate

- All class and subject teachers understand their shared role in supporting learning for and learning about wellbeing in their classroom/subject.
- The relationship between effort, achievement and a pupil’s wellbeing is understood by all pupils and staff.
- There is a positive approach to discipline where issues are resolved with care, respect and consistency. A differentiated conflict resolution approach is used in response to negative behaviours.
- Pupils and staff have a strong sense of belonging to the school.
- Systems are in place so that the voice of the pupils is heard and the pupil’s participation within the school community is valued by staff and pupils. Pupils are

- actively supported and encouraged to provide feedback for school improvement through:
- Student Council
 - Active Schools Group
 - Green Schools Committee
 - Pupil responsibility for daily tasks e.g collection of fruit and milk, layout and collection of sports equipment, distribution of letters, collection and distribution of hand towels (when it is safe to do so within St Michael's School Covid 19 Response Plan)
- The school building, grounds, classrooms and work spaces, are well maintained and appropriately furnished creating a welcoming, safe and warm environment. Indoor and outdoor space is provided to facilitate social interaction, physical activity and quiet time. Examples are
 - well maintained indoor and outdoor facilities
 - play areas suitable for all age groups (Astroturf facility, basketball courts, playground games and equipment, playground markings, ball pool, sandpit, climbing frames)
 - benches and seating areas encouraging social interaction
 - presence of plants and trees
 - school garden area
 - prayer room
 - sacred space in each classroom
 - religious focus area in foyer
 - dinner room
 - cookery kitchen
 - assemblies
 - daily morning prayer and birthday announcements through PA system
 - safe and secure transport to and from school
 - Indoor space displays the work, talents and accomplishments of pupils
 - The school environment is conducive to promoting healthy eating choices and there is a whole school approach to health promotion through
 - Daily provision of milk and fruit
 - Daily provision of a hot meal
 - Daily walking on astroturf facility
 - Staff participation and encouragement with break time activities
 - Pupil promotion of Mental Health Awareness week throughout school
 - Food Dudes Programme
 - Healthy Eating Policy
 - Whole school meditation practice twice weekly

- Mindfulness strategies
- Classroom Worry Boxes
- Internet Safety Day
- Theme based assemblies
- Active Schools Week
- Skipathon
- Annual Sports Day
- Swimming Lessons for Junior and Senior pupils (when it is safe to do so within St Michael's Covid 19 Response Plan)
- Whole School Sponsored Walk twice a year (when it is safe to do so within St Michael's Covid 19 Response Plan)
- Home Economics classes for Post Primary pupils

2. Curriculum (Teaching and Learning)

- All curricular plans outline how teaching/learning approaches and assessment of learning outcomes will be differentiated for pupils providing adequate challenge and opportunities for success.
- Teachers use varied teaching and assessment methods and differentiate their expectations to promote full participation and achievement for all.
- There are opportunities for individual pupils to display their talents and abilities in the areas of:
- Music – Annual Choir Competition, Annual St Michael's Got Talent, Choral singing at Assemblies, singing at the celebration of Sacraments and various school events, learning tin whistle (when it is safe to do so within St Michael's Covid 19 Response Plan)
- Art – participation in Annual Texaco Art Competition
- Science – participation in Annual Primary Science Award
- Mathematics – Participation in Annual Primary Maths Week
- Sports – Annual Sports Day, Swimming Galas, Inter-schools Sport competitions
- The school provides opportunities as appropriate for certification in Art, Home Economics, Horticulture, Health and Fitness, Information Technology, Communications, Mathematics, Ceramics, Music Appreciation, all Level 2 Learning Programmes, Level 1 Learning Programmes
- The SPHE curriculum is implemented on a mandatory basis. Pupil's physical, social and emotional health education is effectively implemented and is a visible part of the Curriculum for SPHE, PE, RSE. This is evident in:
 - Whole School Plan for SPHE differentiated to include all abilities and learning styles
 - Major emphasis on discrete teaching of SPHE

- Up to date resources available in all classrooms and central resource press
- Importance placed on SPHE as a core subject where time is given to listen, support and advise
- Whole school climate and atmosphere providing opportunities for SPHE to be put into practice
- Appropriate use is made of programmes/resources to support SPHE, RSE. Specific national or local initiatives are included in the school's wellbeing promotion initiatives. Examples are
 - Walk Tall
 - Stay Safe
 - RSE Department of Education Resources
 - Taking Care of Myself
 - Making the Links and Beyond: A Planning aid for the updated and revised programmes
 - Active School Flag
 - Food Dudes
 - Green Flag
 - Friends for Life
 - PAWS.b

3. Policy and Planning

- The wellbeing of the whole school community is at the heart of school policies and plans.
- Consultation with staff is undertaken when developing and reviewing and updating school policies.
- Policies are made available to staff, parents and relevant partners
- The following policies, plans and guidelines are in place: e.g. Anti-bullying policy and procedures; Child protection policy & procedures; Critical Incident Management Plan; Acceptable Use Policy for ICT etc.
- All teaching and non-teaching staff are familiar with these policies and procedures.
- Policies and plans set out how inclusive practice will be implemented.
- The school has an established system for gathering information which is conducted in partnership with parents, pupils and teachers in order to support the pupil's needs. This is carried out through the Individual Education Plan process.
- The school has an established system for gathering information on pupils at points of transition for pupils transitioning to further training/education.
- Family and pupil's confidentiality is respected at all times and staff follow school guidelines for the appropriate sharing of confidential information.

- Records about pupils are stored securely.
- The school has a system in place for gathering information on levels of school risk factors such as bullying; absenteeism; truancy; disruptive behaviour.
- The school adheres to DES circular on the use of programmes and/or external speakers.
- School-based information is used in conjunction with reports from external professionals which, set guidelines and recommendations for individualised supports.
- The school engages with collaborative problem-solving to support a pupil's needs, identified through the NEPS Continuum of Support. A student positive support plan is used to plan, record and review progress.

4. Relationships and Partnerships

- Relationships between staff, pupils and parents/carers are characterised by openness, respect and listening.
- Relationships and partnerships are supported through a range of agreed formal and informal structures, for example, student councils, assemblies and newsletters.
- The views of parents/carers are accessed through questionnaires, focus groups, parent councils and feedback from parent-teacher meetings.
- Parent-teacher meetings are convened on a mandatory basis, to discuss pupil's progress.
- The board of management promotes the establishment of a parents' council in the school, and co-operates with the council as needed.

Development and Review:

This statement outlines the current practice of the promotion of pupil wellbeing in St Michael's School.

Through the School Self Evaluation process it is envisaged that Wellbeing across the wider school community will be reviewed in line with the Department of Education and Skills requirement for a Wellbeing Promotion Process to be developed and implemented in all schools by 2025.

Appendix 2

SPHE Press 1
(Updated June 2021)

Shelf 1

Reference Books

Man & Woman He Made Them – Jean Vanier

The Body Book – Clare Rayner

Look Younger, Feel Better (Health & Vitality Programme) – James Scala

Creating a Christian Lifestyle – Carl Koch

The Body – Naymann & Goebel

Freedom – Relationships & Sexuality Ed – Brothers of Charity

Department of Education & Science – Resource Materials for Relationships & Sexuality Education

Post-Primary: Junior Cycle

Post- Primary: Senior Cycle

Growing Up –Usborne Facts of Life

Busy Bodies – Adolescent Development Video

Busy Bodies – DVD (×4) & Booklets

Talking Together About Growing Up

Talking Together About Sex and Relationships

Let’s Talk about Sex

What’s happening to me? (Girls) Usborne

What’s happening to me? (Boys) Usborne

Shelf 2

NWHB Series

First Steps -Infant Class Programme for Health Education –Teachers Book

First Steps Workbook 1

First Steps Workbook 2

Up & Away – 1st & 2nd Class Programme – Teachers Book

Up & Away Workbook 1

Up & Away Workbook 2

Out & About – 3rd & 4th Class Programme – Teachers Book

Out & About Workbook 1

Out & About Workbook 2

Look After Yourself 5th & 6th Class Prog.- Teachers Book

Look After Yourself Workbook 1

Look After Yourself Workbook 2

Bullying Resources

Bullying in Secondary Schools – Cool School Programme

Tips 4 Teens (Bullying) – Cool School

Prim Ed – Bullying (Lower Primary)

Prim Ed – Bullying (Middle)

Prim Ed – Bullying (Upper Primary)

Help Stop Bullying Programme – A Daughter’s of Charity Initiative

Prevention of Substance Misuse Resources

Youth Work support Pack for Dealing With the Drugs Issue

Understanding Substances & Substance Use Handbook – Walk Tall

Drugs Awareness Journal

Shelf 3

Webwise - NCTE

CAWT –Teaching Resources for Use with Adolescents – Adolescents (x2)

- Relationships (x2)

- Staying Safe (x2)

Making The Links and Beyond – A Planning aid for the updated and revised programmes

On My Own Two Feet – Educational Resources Materials for Substance Abuse

Prevention

On My Own Two Feet – Workcards

NWHB Resources for Post Primary – Healthy Living, Healthy Times, Healthy Choices,

The Care and Keeping of You(1) – The Body Book for Younger Girls
The Care and Keeping of You (2) – The Body Book for Older Girls
The Feelings Book

Shelf 3

Barretstown Serious Illness Pack
Cancer Awareness Programme
Be Safe Pack
Be safe Activity Resource – National safety Council (x3)
The Safe Cross Code Workbook – Fingal County Council
Safe To School With The Maceys -DVD & 4 Posters
The Safe Cross Code (CD's x 2)
Safe Cross Code – Dance Moves
Concern Packs

Bi Follain

Bi Follain – Level 1 – Junior & Senior Infants (x1)
Bi Follain – Level 2 – 1st & 2nd Class (X1)
Bi Follain - Level 3 – 3rd & 4th Class (x1)
Bi Follain – Level 4 – 5th & 6th Class (x1)

A PHSE Programme for Learners with Autistic Spectrum Disorders – Fiona Speirs

The S.A.L.T. Programme- Creative Solutions to Conflict
An Anger Management Programme for Adolescents with Mild Learning Disabilities –
Karen Quinn
Cool Kids – Teaching and learning about managing anger in the junior school
Keep Cool – Strategies for Managing Anger at School
Better Behaviour – Ages 6-8
Better Behaviour – Ages 8-10
Better Behaviour – Ages 10-12
The Resolving Anger Book (×2)
The Resolving Sibling Rivalry Book (×2)
The Resolving Bullying Book (×2)
Media Wise.ie Junior and Senior Infants, 1st and 2nd Class, 3rd and 4th Class, 5th and 6th
Class