**PERSONAL SAFETY. Please use this server link for reference to the Irish Curriculum: smb://10.3.1.1/Teachers/@Teachers Pub/@PRIMARY/Curriculum/Wellbeing Curriculum/Wellbeing Resources/Irish Curriculum**

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| Year level | Strand/standard | Learning Objectives | Key  vocabulary | Resources & Activities | |
| 1-2 | **Staying Safe**  Identify people they trust in their lives | - I can identify people I trust in my family and at school. |  | **Year 1**  - Picture frame of the people I trust in my family | **Year 2**  - e2e Publishing – 5 Finger Safety Activity |
| Identify people/roles in the community who help them | - I can name people in the community that can help me. |  | - Library resources on community helpers  - Twinkl resources on community helpers | - Library resources on community helpers  - Twinkl resources on community helpers |
| Describe ways in which they can ask for help | - My feelings are like messages and all of our feelings are important. |  | - Irish Curriculum Stay Safe Programme  **Infants Topic 1 - Lessons 1, 2 & 3** | - Irish Curriculum Stay Safe Programme  **First & Second-class Topic 1 - Lessons 1 & 2** |
| Identify safe/unsafe/unwanted touch | - I understand that feelings, both positive and negative, are important as they send us messages. |  | - Irish Curriculum Stay Safe Programme  **Infants Topic 3 – Lesson 1**  **- Use of early warning signs posters** | - Irish Curriculum Stay Safe Programme  **First & second-class Topic 1 – Lesson 3** |
| Understand they have the right to say no to unwanted touch | - I can learn to say no to unwanted touch.  - I can always tell an adult I trust about a secret that makes me feel unsafe. | Safe/unsafe/  Unwanted  Comfortable/ uncomfortable | - Irish Curriculum Stay Safe Programme  **Infants Topic 3 – Lesson 2**  **Topic 4 – Lesson 1**  - Book: **Some Secrets Should Never Be Kept** | - Video: **Pantasaurus**  **Programme**  **First & second-class Topic 3 – Lessons 1**  - Book: **Some Secrets Should Never Be Kept** |
| Yr2:  Understand the idea of assertiveness and being able to say no | - I can say no when I feel uncomfortable /unsafe |  | n/a | - Book: **No Means No**  **-** Role play activity: **Speech bubbles with prompts.** |
|  | **UN Convention on Rights of the Child**  **Yr. 1:** Recognize they have rights  Understand they have rights  **Yr2:** Describe what a right is | I recognize I have rights  I can describe what a right is  I understand I have rights |  | Show Child Friendly version of UNCRC and read and discuss the red description at the top of the poster.  **Descriptions:**  Have different descriptions of rights and wants (e.g. I have a right to be safe I have a right to go to school, I have a right to go to sleep, I have a right to eat enough food Vs:  I have a right to eat lots of sweets, I have a right to play all the video games I want, I have a right to shout at my parents). Students need to distinguish between the differences.  **Explain:**  What makes them different: Some to stay safe and to help development (healthy), some will cause harm (unhealthy) etc. | Show Child Friendly version of UNCRC and read and discuss the red description at the top of the poster.  **Descriptions:**  Have different descriptions of rights Vs wants (e.g. I have a right to be safe I have a right to go to school, I have a right to go to sleep, I have a right to eat enough food  Vs:  I have a right to eat lots of sweets, I have a right to play all the video games I want, I have a right to shout at my parents). Students need to distinguish between the differences.  **Discussion:**  What makes them different: Some to stay safe and to help development (healthy), some will cause harm (unhealthy) etc.  Ask the students to make up their own scenarios: sort to Right/ Want |
| 3-4 | **Staying Safe**  Identify people they trust in their lives & the community | - I can name people I trust in my life and the community |  | **Year 3**  **- Activity:** Safety Shield (identify 5 people they trust) | **Year 4**  **- Activity: My** Safety Passport (Resource from first class pg. 30) |
| Describe ways in which they can ask for help | - I can identify and explain ways that I can ask for help |  | Irish Curriculum Stay Safe Programme  **First & Second-class Topic 4 – lesson 1** | - Activity: Teachers to develop scenarios or role play  **Scenario:**  Getting lost: who to approach for help  Stranger chatting online  (Cyber) bullying |
| Describe the characteristics of a trustworthy and untrustworthy person | I can describe characteristics of trustworthy and untrustworthy people |  | - Irish Curriculum Stay Safe Programme  **Infants Topic 5 – Lesson 1** | - Irish Curriculum Stay Safe Programme  **First & Second-class Topic 5 – Lesson 1** |
| Identify safe/unsafe/unwanted touch | - I can recognize the difference between safe and unsafe touch  - I understand that I should never keep a secret about touches |  | - Irish Curriculum Stay Safe Programme  **First & Second-class Topic 3 – Lesson 2 Recap lesson 1 also** | - Irish Curriculum Stay Safe Programme  **Third & Fourth-class Topic 4 – Lesson 1**  **- Activity: Good Secrets bad secrets pg. 72** |
| Understand they have the right to say no to unwanted touch | I understand I have the right to say no to unwanted touch |  | Irish Curriculum Stay Safe Programme  **First & Second-class Topic 1 – lesson 3** | - Book: **My Body, What I Say Goes**  - NSPCC PANTS Activities  - Lesson 2 (Pants Acrostic Poem) |
|  | **UN Convention on Rights of the Child**  Describe what a right is  Understand they have rights | I can describe what a right is  I understand I have rights |  | Show Child Friendly version of UNCRC and read and discuss the red description at the top of the poster.  **Follow-on activity:**  Twinkl:  Rights Booklet Activity (can complete this per class, or parts of it per student)  <https://www.twinkl.co.uk/resource/t2-p-136-new-rights-of-a-child-booklet> | Show Child Friendly version of UNCRC and read and discuss the red description at the top of the poster.  **Follow-on activity:**  Twinkl:  Rights Dictionary Activity  <https://www.twinkl.co.uk/resource/cfe2-l-043-the-rights-of-the-child-key-vocabulary-create-your-own-dictionary> |
| 5-6 | **Staying Safe**  Identify people they trust in their lives | I can Identify people I trust in my life |  | **Year 5**  - **Activity:** Cube activity (identify 5 people they trust and make a cube with these people on each side) | **Year 6**  **- Activity:** Circles of Trust  [see link](file:///Users/zoeandrews/Downloads/see%20link) (Resources needs adapting) |
|  | Identify safe/unsafe/unwanted touch | I can identify different types of touch |  | **Irish Curriculum Stay Safe Programme**  **Fifth and Sixth Class, Topic 3- lesson 1 &2**  (Need a different story: Social story about unsafe touch) | **Irish Curriculum Stay Safe Programme**  **Fifth and Sixth Class, Topic 3- lesson 1 &2**  (use story) |
|  | Identify safe/unsafe/unwanted situations | I can identify safe and unsafe situations |  | **Irish Curriculum Stay Safe Programme**  **Fifth and Sixth Class, Topic 1- lessons 1 &2** | **Scenarios discussion:**  Have situations on each table, ask the class to go around and discuss whether they think the situations are safe/ unsafe or unwanted.  Include examples of peer pressure |
|  | Demonstrate refusal skills to protect safety and personal boundaries | I can say no in order to stay safe |  | Follow on discussion from scenarios above, what could people do in those situations?  (can explore the worries linked to this- e.g. upsetting a friend/ boyfriend or they might get into trouble for telling)  Reinforce reasons why important to refuse | Follow on discussion from scenarios above, what could people do in those situations?  (can explore the worries linked to this- e.g. upsetting a friend/ boyfriend or they might get into trouble for telling)  Reinforce reasons why important to refuse |
|  | **UN Convention on Rights of the Child**  Describe what a right is | I can describe what a human right is |  | **Irish Curriculum Stay Safe Programme**  **Fifth and Sixth Class, Topic 1- lesson 3**  Look at UNCRC Child Friendly poster, read aloud the red language and some of the Articles and discuss | <https://www.una.org.uk/get-involved/learn-and-teach/un-matters-teaching-pack>  **Lesson 4**  Student Worksheets: 4.2, 4.3, 4.4  Handout: Student version of rights |
|  | Identify rights that they have | I can identify my rights |  |
|  | Apply their knowledge of rights to given situations | I can use my knowledge of rights to understand situations |  |