

# The Stay Safe Programme



stay  
safe

Personal Safety Skills for

**Junior and Senior Infants**



# Junior and Senior Infants

## THE STAY SAFE PROGRAMME

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The content and development of this edition was co-ordinated  
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## THE STAY SAFE PROGRAMME

# A Teacher's Guide

The Stay Safe programme is a personal safety skills programme for primary schools. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of personal safety education for children and training for teachers, school management boards and parents.

It is developmentally structured to enable primary school teachers to deliver an abuse prevention education that addresses personal safety issues such as physical, emotional and sexual abuse as well as bullying and stranger danger.

In the Stay Safe programme children will learn:

- About Feelings: To recognise the importance of feelings; how to express them appropriately and in particular to recognise unsafe feelings
- About Friendship: Making and keeping friends and the value of friendship
- About Bullying: What bullying is; strategies for dealing with bullying behaviour, and that it is never acceptable to bully others
- The importance of building confidence and self esteem
- How to identify and deal with inappropriate or unsafe touch
- That it is ok to say 'no' to an adult in a situation where they feel unsafe, threatened or frightened
- To identify trusted adults whom they should tell if they are feeling frightened, threatened, worried or unsafe in any way
- To understand how someone might bribe, trick or threaten them to keep a secret
- It is never their fault if they are victimised or abused
- That they should never go anywhere with or take anything from a stranger
- Appropriate language for telling

- The Stay Safe rules:

Say No, Get Away and Tell

Never keep secrets about touch

Never go anywhere with or take anything from a stranger.

The importance of building confidence and self-esteem and developing assertiveness and strong clear communication is emphasised throughout the programme. Children are taught that it is not their fault if they are bullied or abused.

### Social Personal and Health Education

*"Social, personal and health education (SPHE) provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through an SPHE programme that is planned and consistent throughout the school, children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. Since SPHE has a moral and a spiritual dimension, its development and implementation are influenced significantly by the ethos or characteristic spirit of the school".* (SPHE Curriculum, p 2)

All primary schools are required to fully implement the Stay Safe programme (DES circular 65/ 2011) within the context of the Social, Personal and Health Education curriculum.

The implementation of the Stay Safe programme should be a collaborative process involving parents, teachers and the wider school community taking a co-ordinated approach to child protection and child abuse prevention through safety skills education.

### Rationale for the Stay Safe programme

Child abuse has no boundaries. It occurs at every socioeconomic level, crosses ethnic and cultural lines, and is found within all religions and at all levels of education.

Abused and neglected children can be found in almost every school in the country. Research shows that more than half of the children who are abused and neglected are of a school going age.

The 2015 Annual Report from the Child and Family Agency, TUSLA, shows that 43,596 referrals were made to Child Protection and Welfare Services in 2015.

In 2002 the SAVI report revealed that one in five women (20.4 per cent) and one in six men (16.2 per cent) reported experiencing contact sexual abuse in childhood. (SAVI, 2002)

The 2014 Rape Crisis Network Ireland Report shows that:

- 63% of survivors who attended RCCs in 2014 disclosed that the sexual violence perpetrated against them happened when they were children.
- The majority of perpetrators of sexual violence are known to the person against whom they perpetrate the abuse (93%).
- The vast majority of perpetrators of sexual violence against female and male victims were males (96%). A small number were combinations of males and females acting together (3%), or females acting alone (1%).
- Survivors who were under the age of 13 when the violence took place most commonly disclosed that the abusers were family members/relatives (45%).
- Almost one quarter of sexual violence against children under the age of 13 was perpetrated by other children (23%).
- 66% of child survivors attending RCCs first disclosed the abuse to parents.

The role of schools in prevention education is increasingly being recognised as imperative to the reduction of vulnerabilities of children to abuse.

*“Child abuse is a leading cause of emotional, behavioral, and health problems across the lifespan. It is also preventable. School-based abuse prevention programs for early childhood and elementary school children have been found to be effective in increasing student knowledge and protective behaviors.”* (Brassard and Fiorvanti, 2015)

As well as reducing children’s vulnerability to abuse, the Stay Safe programme aims to increase wellbeing and resilience by giving children knowledge, skills and strategies in an age-appropriate manner, using developmentally structured lessons and resources to empower them.

Research on the disclosure patterns of children showed that following their participation in the Stay Safe programme children were more likely to have purposively reported the abuse, were more likely to tell their teachers, and their reports were more likely to be substantiated (MacIntyre & Carr, 1999b).

### Children with Special Vulnerabilities

Decades of research have established that children with specific vulnerabilities are more at risk of various types of abuse and victimisation. Factors associated with increased risk of child abuse include:

- The absence of one or both parents
- Use of alcohol or drugs in the family of victim
- Having a physical disability
- Being cared for by someone other than parents
- Having a learning disability
- Having social or emotional difficulties

(e.g. Davies & Jones, 2013; Putnam, 2003)

Studies of perpetrators show that child abusers target vulnerable children who have certain traits, behaviours and characteristics that perpetrators feel they will be able to manipulate. Others seek out children with a disability, or a child who is isolated or cared for away from their immediate family.

Research evidence suggests that children with special educational needs (SEN) are 3 to 4 times more likely to be neglected or abused.

The reasons for the added vulnerabilities of children with SEN are many and varied and include:

- Communication barriers
- Attitudes and assumptions in society that abuse does not happen to children with special educational needs
- Dependency
- Reluctance to challenge carers
- A lack of participation and choice in decision-making
- Higher levels of bullying and limited personal safety programmes and personal, social and sex education. (UK Dept. of Children, Schools and Families, 2009)

Children with SEN also experience bullying more frequently and are more likely to feel isolated, lonely and socially excluded (National Disability Authority, 2014). The importance of delivering the key messages of the Stay Safe programme to vulnerable children including



those with SEN, cannot be overestimated. In addition it is imperative that all schools (mainstream and special) ensure that children with special educational needs are properly included in relationship and sexuality education and that all staff, including ancillary staff and special needs assistants, follow the school's RSE policy.

For vulnerable children and those with SEN, inclusive education is an important part of the solution to potential isolation and may help reduce the risk of child abuse and also bullying. Learning alongside their peers helps foster friendships, develops trust and enhances social and communication skills. The Stay Safe lessons are designed for a wide diversity of learners and learning styles and facilitate an inclusive approach. For children with specific vulnerabilities or SEN, individual needs should be identified and addressed through differentiation and where necessary more targeted individual adaptations or supports should be put in place and included in the IEP.

### Differentiation

Differentiation requires the teacher to vary their approaches in order to accommodate various learning styles, ability levels and interests. The SPHE Curriculum advocates the use of a broad range of active learning methodologies as outlined earlier.

The greater the variety in the methodologies adopted by the teacher, the more avenues and entry points into learning are provided for the child. Key messages and learning intentions at the start of each Stay Safe lesson will assist teachers seeking to differentiate teaching and learning for their pupils.

As part of a differentiated approach schools should also consider the merit of pre teaching of relevant vocabulary and reinforcement of key messages as part of learning support or resource teaching time. Special needs assistants, under the direction of the class teacher, could also play an important role in reinforcing and consolidating the learning of key messages.

In addition to the multimedia approach, the use of a wide variety of teaching methods and the inclusion of extension activities allow greater scope for differentiation.

The following tried and tested strategies for differentiating teaching and learning may be useful: KUDoS, Bloom's Taxonomy, Tiered assignments, Flexible grouping, Tic-tac-toe boards, Use of ICT, Varied questioning.

## Bullying

*'The role of the school is to provide an appropriate education for all its pupils. A stable, secure learning environment is an essential requirement to achieve this goal. Bullying behaviour, by its very nature, undermines and dilutes the quality of education. Research shows that bullying can have short and long-term effects on the physical and mental well-being of pupils, on engagement with school, on self-confidence and on the ability to pursue ambitions and interests.'*

(Department of Education and Skills Anti Bullying Procedures, 2013; 1.1)

Bullying, as defined in the Department of Education and Skills (DES) procedures, is unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time.

Bullying includes deliberate exclusion; malicious gossip; relational bullying; cyber-bullying; identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.

In 2013 the DES issued circular 45/2013 which sets out clearly the requirements of schools to develop an anti-bullying policy which fully complies with the DES Anti-Bullying procedures.

Circular 45/2013 can be accessed at [http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/clo045\\_2013.pdf](http://www.education.ie/en/Circulars-and-Forms/Active-Circulars/clo045_2013.pdf), and the procedures at <http://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

Other support material and resources are available at <http://www.pdst.ie/primary/antibullying> and <http://www.webwise.ie/category/classroom-resources>

## Child Abuse

Child abuse can be categorised into four different types: neglect, emotional abuse, physical abuse and sexual abuse. A child may be subjected to one or more forms of abuse at any given time. Most abused children will experience more than one type of abuse. For example, a child who is sexually abused may also experience physical abuse and emotional abuse.

Child neglect or abuse can often be difficult to identify and may present in many forms. The definitions and signs and symptoms of abuse and neglect are contained



in *Children First: National Guidance for the Welfare and Protection of Children*, 2011 and the *DES Child Protection Procedures for primary and post primary schools*.

Documents are available for download as follows:

Children First: <http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf>

DES Child Protection Procedures: [http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp\\_procedures\\_primary\\_post\\_primary\\_2011.pdf](http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf)

### Guidelines for recognition

**Children First** emphasises that the ability to recognise child abuse can depend as much on a person's willingness to accept the possibility of its existence as it does on their knowledge and information. In addition it reminds us that:

- The severity of a sign does not necessarily equate with the severity of the abuse.
- Neglect is as potentially fatal as physical abuse.
- Experiencing recurring low-level abuse may cause serious and long-term harm.
- Child abuse is not restricted to any socio-economic group, gender or culture.
- Challenging behaviour by a child or young person should not render them liable to abuse.
- Exposure to domestic violence is detrimental to children's physical, emotional and psychological well-being.
- While the impact of neglect is most profound on young children, it also adversely affects adolescents.
- It is sometimes difficult to distinguish between indicators of child abuse and other adversities suffered by children and families.
- Neglectful families may be difficult to engage.
- Families where neglect and abuse are prevalent may go to considerable lengths to deceive professionals.
- Social workers need good observation and analytical skills in order to be able to understand

the nature of the relationship between a parent and child, to understand signs of non-compliance, to work alongside a family, and to come to safe and evidence-based judgements about the best course of action.

- Working in the area of child abuse and neglect is dealing with uncertainty.

### The Abuser

Although a child is more likely to experience abuse at the hands of a parent or carer, abuse may also be carried out by other adults or by another child or adolescent. Most perpetrators of abuse are well known to the child and his/her family.

The abuser may be male or female, of any age, and of any social background. In some cases the offender may have been abused themselves. The majority of known sexual abusers are male. (RCNI, 2014)

### The Victim

Any child may become the victim of abuse. Victims of child abuse may be any age from infancy to late adolescence. The majority of known sexual abuse cases involve children between the ages of four and twelve. Boys are as vulnerable as girls.

Confidence and assertiveness are protective factors.

### Department of Education and Skills Child Protection Procedures

All schools are required to formally adopt and implement, without modification, the Department of Education and Skills (DES) Child Protection Procedures for Primary and Post Primary Schools as part of their overall child protection policy.

All school personnel must act in accordance with the 2011 DES child protection procedures which state:

*'If a member of staff receives an allegation or has a suspicion that a child may have been abused or neglected, or is being abused or neglected, or is at risk of abuse or neglect, he/she shall, without delay, report the matter to the DLP in that school'* (DES Procedures 4.1 p.23)

### Adults affected by abuse

Some users of the Stay Safe Programme may themselves have had direct personal or familial experience of child abuse. Many will have coped well with a supportive network of family and friends. However, discussions of child abuse may evoke in them painful memories and emotions. Anyone experiencing such reactions to the programme should be aware that adults who have experienced childhood abuse often find it necessary and helpful to talk to a supportive person in a non-threatening and confidential environment, e.g. a professional counsellor. To facilitate the healing process it is important that time and space is given to this. Various organisations provide support and advice regarding such counselling. (Please see the Links, page 11)

# Implementing the Programme

## Preparatory/Parallel work

The Stay Safe programme should be taught in the context of social, personal and health education. It is based on the following core elements, each of which is an integral part of the SPHE curriculum.

- Nurturing children's self-esteem
- Building children's confidence
- Enabling children to be assertive
- Helping children to identify and express their feelings.

In this broad SPHE context the following preparatory/parallel work is an important component of the programme.

### Feelings

Before the Stay Safe lessons are introduced, it is important that children can name and recognise various feelings and that they have ample opportunity to discuss the topic of feelings in general. These discussions can be integrated across the curriculum in such areas as oral and written language development, drama, poetry and stories. Parents and teachers can help children learn that our feelings help us to understand ourselves better. It is also important that children learn how to express and cope with various feelings in an appropriate manner.

The revised Walk Tall programme has additional lessons that will help pupils at all class levels to name, recognise and understand feelings.

### Self-esteem

To ensure the successful introduction of the programme, it is important that teachers, parents and other significant adults in the child's life use every possible opportunity to develop the child's self-esteem and confidence. Ideally, the activities should be integrated across the curriculum. Using similar strategies in school and at home is important. High self-esteem is essential for a child's personal happiness and contentment. It is important therefore that home and school are conscious of promoting the harmonious development of a real sense of self-worth in children. All children need love,

security and care. They also need to know that they are respected at home, in school and in the classroom.

### Assertiveness

Assertiveness is the ability to stand up for one's own rights without being aggressive. The Stay Safe lessons give children permission to say "No" in certain circumstances. In this way they can help to develop children's assertiveness. Co-operation and liaison between parents and teachers is essential to ensure consistency between home and school.

### Personal Boundaries and Body Space

Children need to develop a sense of their own personal space and that of others. Younger children are taught the meaning of personal and private. They are also asked to list people they would or wouldn't hug, shake hands with etc. Older children discuss their need and that of others for space and privacy.

### Other Safety Skills

Before introducing personal safety skills to children it is a good idea for children to have learned safety skills relevant to other areas such as road safety, water safety or safety with medicines.

### Language and Vocabulary Development

To increase the effectiveness of the Stay Safe lessons it is preferable for children to be familiar with the vocabulary used in the lessons prior to teaching them.

### Establishing Ground Rules

Before teaching the Stay Safe lessons, teachers may find it useful to spend time establishing some ground rules for the implementation of the programme. Such rules could include: giving everyone an opportunity to speak; no interrupting; respect for one another and the adults in charge; confidentiality; support for one another; fair play.

In Junior classes, a couple of minutes at the beginning of each lesson could be spent on encouraging the pupils to use 'Whole Body Listening'. Start by showing the pupils how to sit for 'Whole Body Listening'.

*First we put both feet flat on the floor, bottoms on the seats, hands on laps, ears open, eyes looking here, brain switched on. Now we are whole body listening.*

Get the pupils to sit like that for a few minutes to practice whole body listening. *What sounds can they hear from around the school?*

The 'Listening Song!' (Sung to air of Frere Jacques) can be found in the teacher resources for Infants (TR 1).

# Teaching the Programme

The Stay Safe programme should be taught in its entirety over one school year. Each topic builds on the learning from the previous topic. Teachers should therefore ensure that topics are taught consecutively, beginning with Topic 1 and working through to Topic 5.

Ideally schools should work through the programme in one block as it is more effective. Many schools plan their SPHE programme of work to ensure that all classes are doing the programme at the same time.

The Stay Safe programme utilises a multi-media approach to enhance learning and concept acquisition. In common with other strands in the SPHE curriculum, much of the Stay Safe content is based on process and on establishing patterns of behaviour. Thus, the teaching process emphasises active learning and role-play. It is not enough that children remember the personal safety skills they learn, they must also be able to put these skills into practice in their daily lives.

*'Students learned more and mastered skills better when the training involved the students engaging in active rehearsal, followed by shaping and reinforcement...'*

(SPHE curriculum, p8)

Discrete SPHE time provides a space for teachers to deal with sensitive issues or to explore issues that are not addressed in other areas of the curriculum. It also provides specific time and scope for pupils to develop and practise particular skills. In dealing with sensitive issues the SPHE curriculum states that

*'it may be more appropriate for the teacher to organise it in block periods and use it as required rather than confining the time to a set period in each week.'*

Each topic begins with an outline of how the topic can be mapped across both the SPHE curriculum and other relevant curricular areas.

Through using an integrated approach teachers will gain greater flexibility when timetabling for discrete time.

## SPHE Two Year Cycle

The SPHE curriculum is presented in three strands: *Myself*, *Myself and Others* and *Myself and the Wider World*. Each strand is then divided into strand units. 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.

Strands	Strand Units
Myself	Self-identity Taking Care of my Body Growing and Changing Safety and Protection Making Decisions (3rd – 6th)
Myself and others	My self and my Family My Friends and Other People Relating to Others
Myself and the wider world	Media Education Developing Citizenship

All the strand units of the SPHE curriculum should be taught over a two-year cycle. It is recommended by the NCCA that teachers ensure that strand units from each of the three strands, *Myself*, *Myself and others* and *Myself and the wider world*, should be covered in each school year.

Many schools develop a two year plan for SPHE, dividing the strand units in such a way that every class, from Junior Infants to Sixth Class, is covering the same strand units at the same time each year.

In addition to ensuring that all strands and strand units are covered as recommended in the SPHE curriculum guidelines this approach also ensures that all strand units are adequately covered with pupils in multi grade classes.

The following template for implementation of the SPHE curriculum is designed to ensure that all strands and strand units are covered as recommended in the SPHE curriculum guidelines.

### Overview of Content for SPHE linking to revised Stay Safe

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity Safety and Protection Making decisions (3rd – 6th)	Taking care of my Body Growing and Changing
Myself and others	My friends and other people	Myself and My Family Relating to others
Myself and the wider world	Media Education	Developing Citizenship

#### Stay Safe Lesson Plans

The Stay Safe programme is developmentally tailored and contains four sets of lessons suitable for Infants, 1st & 2nd classes, 3rd & 4th classes, and 5th & 6th classes. This approach is compatible with the structure of the SPHE curriculum. The lessons plans are divided into the five Stay Safe Topics:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

The lessons of the Stay Safe programme are spiral in nature, where similar content is revisited at each level but the processes, approaches and information adopted are designed to reflect the needs of children at a particular time and at their various stages of readiness.

#### The Structure of the Lessons

At the beginning of each topic the rationale for that topic, relevant mapping to other curriculum areas and essential vocabulary can be found. Each lesson plan contains the key messages, resources needed, learning intention, an introduction, development of lesson and conclusion. Some lessons have suggestions for follow on /extension work. Worksheets and Home School Links can be found at the end of each topic.

Teacher resources (TR), worksheets (WS) and Home School Links (WS/HSL) are labelled and numbered for each level.

The content and teaching resources for the Stay Safe programme can all be accessed on the accompanying DVD and are also available at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

#### Approaches and Methodologies

In common with the strands of the SPHE curriculum much of the Stay Safe content is based on process and on establishing patterns of behaviour. Thus, the teaching process emphasises active learning and role-play. It is not enough that children remember the personal safety skills they learn, they must also be able to put these skills into practice in their daily lives.

The lesson plans are developmentally tailored. A multi-media approach is utilised to enhance learning and concept acquisition. Concepts are introduced gradually. Each new lesson builds naturally on the previous one.

Throughout the programme approaches and methodologies such as class/group discussion, active learning, circle work, role play, collaborative learning, problem solving, skills through content, cooperative games, drama and art work, are utilised to encourage pupil engagement and to promote learning.

#### Assessment

*Assessment is the process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes.* (NCCA, 2007, P7).

The NCCA Assessment guidelines for primary schools outline the purpose of assessment as 'building a picture' of a child's progress and/or achievement over time. Assessment therefore involves gathering information to better understand how the child is progressing and then using this information to further the child's learning. The guidelines focus on two principal approaches to Assessment:

- Assessment of Learning
- Assessment for Learning



The assessment guidelines recognise that 'not everything a child learns can be assessed or needs to be assessed' (NCCA, 2007, P12). In addition the SPHE curriculum states:

*In many situations the real impact of the learning in SPHE will take place long after the child has left primary school. Similarly, the achievement of many of the objectives of the curriculum will be dependent on the emotional, intellectual and social maturity of the child, so that rates of progress can vary considerably from child to child. ....*

*It can also be difficult to assess the effects of personal, social and health messages on an individual child, on his/her thought processes and on the manner in which he/she internalised the learning". (SPHE curriculum, p71)*

However, a number of assessment methods, based on the Assessment guidelines, including teacher observation, conferencing, questioning, concept mapping, self-assessment, portfolio assessment, and teacher designed tasks can be used across the programme

Further information on assessment across the SPHE curriculum can be found at [http://www.ncca.ie/uploadedfiles/Curriculum/SPHE\\_Curr.pdf](http://www.ncca.ie/uploadedfiles/Curriculum/SPHE_Curr.pdf)

### **Possibility of disclosure**

Since the underlying message of the Stay Safe programme is that children can and should tell an adult if they have a problem, it is possible that a child in the class may be prompted to confide in the teacher. Teachers should be familiar with DES procedures on responding appropriately to suspicions or disclosures of child abuse.

#### **Children Affected by abuse**

As schools may not be aware of particular children who have been or are currently suffering abuse it is best to err on the side of caution. Where the school knows about a particular case, liaison with the child's family is essential. Children who have been abused may show distress and they may want to disclose again or talk about their abuse. Adequate arrangements need to be made for this eventuality before proceeding with the lessons. Some children may express a sense of relief after completing the lessons. This may be due to the realisation that other children have also been victimised. It is also helpful and supportive for children who have been abused to hear the message that the abuse was not their fault.

### **Parental Involvement**

Partnership with parents is an essential component in the promotion and building of key life skills. Research has shown that parental involvement in abuse prevention programmes is directly related to increased programme success. This is due to the increased communication between the parent/carer and child about sensitive issues and abuse. Also parental involvement gives children more opportunities to repeat the concepts and messages learned.

Parental participation is an essential part of the programme both in terms of reinforcement and follow-up.

Home school links (HSL) on each topic are included throughout the programme. These HSL will inform parents / carers on the topics and specific lessons being covered in class and how they can reinforce the messages at home.

Parents have the right to opt their child/children out of any of the sensitive aspects of the SPHE programme, including Stay Safe, if they so wish. Therefore, it is important that schools inform parents/carers that Stay Safe is being implemented in the school. This is normally done in schools as part of the enrolment process. Parents should be invited to contact the school if they have any queries or concerns about their child's participation in the programme. Schools should engage with parents in relation to any concerns or queries they may have. It is not necessary to get parental consent in writing before teaching Stay Safe. However in the event that a parent withdraws their child from participation in the programme, schools are advised to keep a written record of their reasons for so doing.

It is also good practice to advise parents/carers in advance of commencement of lessons by way of a text or note. Parents can familiarise themselves with the content of all Stay Safe lessons at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe).



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## Links

### Anti Bullying Centre

Based in DCU the ABC carry out research on school bullying, workplace bullying, homophobic bullying and cyberbullying.

<http://www4.dcu.ie/abc/index.shtml>

### Anti-Bullying Procedures for Primary and Post Primary schools (Department of Education and Skills)

<http://www.education.ie/en/Schools-Colleges/Information/Bullying/Anti-Bullying-Procedures-in-Schools.html>

### Barnardos

An organisation providing therapy to children who have experienced sexual abuse, and support services, including counselling, to families and groups affected.

1850 222 300

[www.barnardos.ie](http://www.barnardos.ie)

### CARI Foundation

The CARI Foundation provides services for victims of abuse and non-abusing members of their families.

1890 924567

<http://www.cari.ie/>

### Childline

This is a service run by the ISPCC for any child in trouble or danger. Childline have a text support service - just text 'Talk' to 50101. There is a special text service for young people experiencing bullying, text 'Bully' to 50101.

1800 66 66 66

[www.childline.ie](http://www.childline.ie)

### Children First: National Guidance for the Protection and Welfare of Children

<http://www.dcy.gov.ie/documents/Publications/ChildrenFirst.pdf>

### Child Protection Procedures for Primary and Post-Primary Schools (Department of Education and Skills)

[http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp\\_procedures\\_primary\\_post\\_primary\\_2011.pdf](http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf)

### Dublin Rape Crisis Centre

The Dublin Rape Crisis Centre offers a wide range of services to women and men who are affected by rape, sexual assault, sexual harassment or childhood sexual abuse. The services include a national 24 hour helpline.

1800 77 88 88

[www.drcc.ie](http://www.drcc.ie)

### Garda Primary Schools Programme

Delivered by community gardai, as part of the Garda Schools Programme, the "Respectful Online Communication" talks are pitched at 5th class students. They cover a range of topics including cyberbullying and general online safety and security.

To access one of these talks, contact your local garda station or the Garda Schools Programme at 01 6663891.

### Hotline.ie

The hotline.ie service provides an anonymous facility for the public to report suspected illegal content encountered on the internet.

[www.hotline.ie](http://www.hotline.ie)

1890 610 710

### LGBT Helpline

The LGBT Helpline provides a listening support and information service for lesbian, gay, bisexual and transgender people as well as their family and friends.

Tel. 1890 929 539

[www.lgbt.ie](http://www.lgbt.ie)

**Professional Development Service for Teachers (PDST)**

The resources developed to support the PDST Child Protection Seminars and Information Sessions. These pages also contain links to different websites and materials that support the full implementation of the 'Children First: National Guidance for the Protection and Welfare of Children' and the Department of Education and Skills 'Child Protection Procedures for Primary and Post-Primary Schools'.

<http://www.pdst.ie/Child-Protection-Guidelines-Home>

**PDST Anti Bullying Support Material**

This PDST anti-bullying support material is intended to be used by schools to assist them in the implementation of the Department of Education and Skills Anti-Bullying Procedures for Primary and Post-Primary Schools (2013).

<http://www.pdst.ie/primary/antibullying>

**Preventing Homophobic and Transphobic Bullying: INTO Publication**

Creating a welcoming and positive school climate to prevent homophobic and transphobic bullying

<https://www.into.ie/ROI/Publications/Title,34727,en.php>

**One in Four**

One in Four professionally supports men and women who have experienced sexual abuse during childhood. The organisation aims to reduce the incidence of sexual abuse by intervening in key areas of the cycle of abuse.

[www.oneinfour.ie](http://www.oneinfour.ie)

**Rape Crisis Network Ireland**

Rape Crisis Network Ireland (RCNI) is a specialist information and resource centre on rape and all forms of sexual violence.

[www.rcni.ie](http://www.rcni.ie)

**Relationships and Sexuality Education (RSE)**

Teaching resources and materials to support primary school teachers and schools in RSE policy development and in the implementation of RSE within the context of the SPHE curriculum.

<http://www.pdst.ie/node/811>

**Special Education Support Service**

The service co-ordinates, develops and delivers a range of professional development initiatives and support structures for school personnel working with students with special educational needs in mainstream primary and post-primary schools, special schools and special classes.

<http://www.sess.ie>

**Stay Safe Programme**

Bridge House, Cherry Orchard Hospital, Dublin 10.

076 695 5547

[www.staysafe.ie](http://www.staysafe.ie)

**TUSLA: Child and Family Agency**

The Child and Family Agency has a primary responsibility to promote the safety and well-being of children. The agency should always be informed when a person has reasonable grounds for concern that a child may have been, is being or is at risk of being abused or neglected. Contact details for Child and Family Agency social workers are available at:

<http://www.tusla.ie/services/child-protection-welfare/contact-a-social-worker/>

**Walk Tall Programme**

Classroom resources to support the implementation of the Social, Personal and Health Education (SPHE) curriculum. The focus of the programme is on educating young people about the dangers of the misuse of the more common drugs, in particular alcohol and nicotine. The revised Walk Tall programme broadens the original focus to include other aspects of children's lives such as personal safety and development towards puberty.

<http://www.pdst.ie/walktall>

**Webwise**

Webwise is the Irish Internet Safety Awareness Centre. It provides teaching resources and advice on internet safety topics, including cyberbullying and social media.

[www.webwise.ie](http://www.webwise.ie)

## Appendix A

Dear Parent,

We are planning to teach a personal safety education programme called Stay Safe over the next few weeks. The aim of the Stay Safe programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g. getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and emphasises the importance of telling a trusted adult about any problems they have.

The Stay Safe programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. Co-operation between parents and teachers is essential to the success of this programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child may bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home.

You can familiarise yourself with the content of the Stay Safe lessons at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm). Please contact the school if you wish to discuss the programme further.

Thank you for your co-operation,

Class Teacher



# INTEGRATION ACROSS THE CURRICULUM

*Please Note: Each topic commences with an outline of how the content is mapped to the specific strands and strand units of the SPHE curriculum*

## Primary Language Curriculum

### STRAND:

Element:

### ORAL LANGUAGE

#### **Communicating**

- Show interest in, demonstrate joint attention and actively listen and attend for enjoyment and for a particular purpose
- Recognise that language style changes with different relationships and audiences and show understanding of the listener's needs while initiating, sustaining and engaging in conversations on personal and curriculum-based topics and responding non-verbally and verbally.
- Use language with confidence to work collaboratively with others and share the outcomes with familiar and unfamiliar audiences

Element:

#### **Understanding**

- Use different strategies such as a speaker's gestures, tone of voice, known words, pictures, sentence structure, definitions and descriptions to acquire and show understanding of new words
- Use sophisticated oral vocabulary and phrases, including the language of text, topic and subject-specific language, and express and use decontextualized language
- Demonstrate understanding through the ability to give and follow instructions, comprehend narratives and explanations, and clearly state a case, including speculating, hypothesising, justifying, negotiating, arguing and complaining

Element:

#### **Exploring and Using**

- Express personal needs and preferences, and make requests with confidence.
- Ask and answer a variety of open and closed questions to seek help, get information, develop understanding, clarify and extend thinking.
- Name, describe and categorise people, objects, and experiences showing increasing depth of knowledge and improved understanding
- Tell and retell stories and personal and procedural narratives of increasing complexity to familiar and unfamiliar audiences using appropriate sequencing, tense and oral vocabulary.
- Supply, explain and justify points of information to familiar and unfamiliar audiences using topic-specific language.
- Describe, predict and reflect upon actions, events and processes relating to real and imaginary contexts

### STRAND:

Element:

### READING

#### **Communicating**

- Take part in and enjoy listening to, reading and talking about the meaning and interpretation of written words and illustrations with others

Element:	<p><b>Exploring and Using</b></p> <ul style="list-style-type: none"> <li>Recall, discuss and sequence significant details and identify key points of information in text</li> <li>Use a range of comprehension strategies to engage with and create meaning when working with a range of texts independently or collaboratively</li> </ul>
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## Music

<b>STRAND:</b>	<b>PERFORMING</b>
Strand Unit:	<p><b><i>Song Singing</i></b></p> <ul style="list-style-type: none"> <li>Recognise and sing familiar songs and melodies from other sources</li> </ul>

## Drama

<b>STRAND:</b>	<b>DRAMA TO EXPLORE FEELINGS, KNOWLEDGE AND IDEAS, LEADING TO UNDERSTANDING</b>
Strand Unit:	<p><b><i>Exploring and Making Drama</i></b></p> <ul style="list-style-type: none"> <li>Develop the ability to play in role as an integral part of the action</li> </ul>
Strand Unit:	<p><b><i>Reflecting on Drama</i></b></p> <ul style="list-style-type: none"> <li>Experience the relationship between story, theme and life experience</li> <li>Share insights gained while experiencing the drama</li> </ul>

## Visual Arts

<b>STRAND:</b>	<b>CLAY</b>
Strand Unit:	<p><b><i>Developing form in clay</i></b></p> <ul style="list-style-type: none"> <li>Make a clay form and manipulate it with fingers to suggest a subject</li> </ul>
Strand Unit:	<p><b><i>Making Drawings</i></b></p> <ul style="list-style-type: none"> <li>Make drawings based on vividly recalled feelings, real and imaginative experiences and stories</li> </ul>
Strand Unit:	<p><b><i>Looking and Responding</i></b></p> <ul style="list-style-type: none"> <li>Look at and talk about his/her work, the work of other children and the work of artists</li> </ul>

## Science

<b>STRAND:</b>	<b>LIVING THINGS</b>
Strand Unit:	<p><b><i>Myself</i></b></p> <ul style="list-style-type: none"> <li>Identify parts of the male and female body</li> <li>Use all the senses (touch, smell, sight, taste, hearing) to become aware of and explore environments</li> </ul>





# Topic 1

## Feeling Safe and Unsafe

### **Rationale for Topic**

*We all experience a variety of different feelings. Children need to develop the vocabulary to name and identify a range of feelings. Understanding, expressing and dealing with feelings in an appropriate manner is an important life skill.*

*In this topic, children learn that their feelings inform them about their experiences. They learn how to recognise safe and unsafe feelings so that they can respond in a way which promotes their safety and protection. This includes learning safety rules and practicing strategies to use when feeling unsafe.*





# MAPPING TO THE SPHE CURRICULUM

## STRAND:

Strand Units:

## MYSELF

### ***Self-Identity***

#### ***Self-Awareness***

- Discuss and appreciate all the features that make a person special and unique.
- Recognise and record personal preferences

#### ***Developing Self-confidence***

- Express own views, opinions and preferences

#### ***Making Decisions***

- Identify some everyday choices made by himself/herself and those that are made by others
  - Begin to develop some awareness of factors that may influence decisions or choices taken
- 

Strand Units:

### ***Taking Care of my Body***

#### ***Knowing About my Body***

- Respect his/her own body and that of others
  - Name parts of the male and female body, using appropriate anatomical terms
  - Realise that each individual has some responsibility for taking care of himself/herself.
- 

Strand Units:

### ***Growing and Changing***

#### ***Feelings and Emotions***

- Name a variety of feelings and talk about situations where these may be experienced
  - Explore the variety of ways in which feelings are expressed and coped with
  - Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
  - Explore and discuss occasions that can promote positive feelings in himself/herself
-

Strand Units:

### **Safety and Protection**

#### **Personal Safety**

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk.
- Realise how other people can persuade him/her to engage in unsafe behaviour

Strand Units:

#### **Safety Issues**

- Realise and understand that rules are necessary in order to protect people and keep them safe
- 

## **Vocabulary**

Recommended Feelings vocabulary for Infants					
HAPPY	SAD	UPSET	EXCITED	SCARED	ANGRY

In addition to ensuring that pupils understand and use the recommended feelings vocabulary, they should also learn how the use of 'un' as a prefix reverses the meaning of many words, for example, comfortable – uncomfortable; happy – unhappy; helpful – unhelpful, etc.

## Topic 1 Lesson 1

## Feelings

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*

**Teacher's Note:**

It is important that pupils understand that some feelings words begin with the prefix 'un'. For example, when we don't feel happy we can say we feel unhappy. When we don't feel comfortable, we can say we feel uncomfortable.

**Key Messages**

Pupils should be enabled to learn that:

- All our feelings, even ones we don't like, are important
- Feelings are like messages.

**Resources**

**TR 1:** The Listening Song

**TR 2:** Feeling Faces

**WS 1:** Draw a Feeling

**TR 3:** Video Link

**Introduction**

**Learning Intention:** Today we are going to learn that our feelings are like messages and that all of our feelings are important.

**TR 1 - Listening Song:** Sing the Listening Song with the pupils – see Teacher's Guide, Pg 5.

Recap on any previous work on feelings – focus on the recommended feelings vocabulary for Infants. Using pictures to remind the pupils of feelings, or alternatively, a story that is familiar to them, discuss how the feelings of the characters change as the story progresses, for example, Little Red Riding Hood is happy going off to meet grandma but feels scared when she meets the wolf.

**Development****Feelings**

**TR 2 - Feeling Faces:** Look at each of the Feeling Face pictures with the class. Ask the pupils to name the feeling and discuss what it is about the person's appearance that helps them to decide.

The Feeling Faces can be printed off and used to play charades. Give each group a Feeling Face card or picture and tell them they have a couple of minutes to practice how, using their bodies only, they can show that feeling to the rest of the class. Then each group gets their turn to 'show the feeling' and the rest of the class have to guess the feeling.

Discuss with the pupils what it was about the other pupils' expressions that led them to guess the correct feeling.

**WS 1 - Draw the Feeling:** Pupils work individually or in pairs. Print and laminate the worksheet. Give each pupil or pair a blank face and ask them to use play dough to make a 'Feeling Face' – Happy, Sad, Upset, Excited, Scared, Angry.

Alternatively, pupils could use whiteboards to draw a 'Feeling Face'.

**Pair and Share:** When pupils have finished their feelings face picture, give them an opportunity to share their picture with the child beside them or their group, using the sentence:

“This is \_\_\_\_\_. He is \_\_\_\_\_ because \_\_\_\_\_”.

For example, “This is Tom. He is upset because he cannot find his ball”.

Invite some of children to show and tell the whole class about their Feeling Faces.

*Feelings change all the time.*

*When something good happens, it makes us feel happy or excited. When something bad happens, it makes us feel sad or scared. Our feelings are always changing – sometimes we feel happy, sometimes we feel sad or lonely or angry.*

*We can show our feelings by how we look or how we behave.*

Invite a couple of pupils to pick up a feelings card and show the feeling by the way they look or they stand.

It’s important to highlight that sometimes other people won’t know how we feel unless we tell them.

## Conclusion

*Feelings are like messages, they tell us about how we are on the inside. They are not necessarily good or bad.*

*It is important to listen to our feelings and to try to understand why we have the feelings we have.*

**Activity:** Choose one of the following activities:

- Do a round with the class of ‘I feel happy at home /school when...’ Every pupil gets an opportunity to finish the sentence but remind pupils that it is ok to pass if they don’t want to contribute.
- **TR 3 Video Link:** Look at one of the short video clips on feelings.



## Extension Work

Display the pupils’ Feeling Faces on the display board. Alternatively, take a photo of each child’s picture which can be uploaded for sharing on the school or class website, or can be printed for display.

Extend the work from this lesson topic as part of Aistear themed work.



## Topic 1 Lesson 2

# Feeling Safe and Unsafe

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*



## Key Messages

Pupils should be enabled to:

- Understand what feeling safe means
- Identify and describe times when they feel safe
- Understand what feeling unsafe means
- Identify and describe times when they feel unsafe.

## Resources

**WS 2:** Feeling Safe and Unsafe

**TR 4:** Tom's Story

**WS 3/HSL:** Tom's Story

## Introduction

**Learning Intention:** *Today we are going to learn about times when we feel safe and times when we don't feel safe - when we feel unsafe.*

**Circle Work:** Remind the pupils of the previous lesson on feelings and how feelings can change when things happen to us. Talk about a story you have read and how the characters' feelings changed in the story. Recap on the Feeling Face pictures that the pupils made in class.

## Development

*We have already talked about the different feelings we can have. Today we are going to talk about times when we feel safe and times when we don't feel safe - when we feel unsafe.*

**WS 2 - Feeling Safe and Unsafe:** Pupils identify and colour the Safe and unsafe pictures.

**TR 4 Story - Tom's Day Out:** Read or play the following story. (Remember you can change the child's name or gender if necessary.)

*It was a really nice day when Tom woke up. The sun was shining in through his bedroom window and he could hear the birds singing outside. He jumped out of bed and ran into his Mum's room. She was already up and dressed. "Mum, Mum", said Tom, "it's a really nice day and you promised we could go for a picnic if it was nice today".*

*"That's right", said Mum, "I did say that, didn't I? Why don't you get dressed, then we'll have breakfast and pack up a picnic, but I will have to stop at the shop on the way to get some fruit juice to drink."*

*Tom was really quick about getting dressed and eating up his breakfast. He even helped Mum pack up the bag with all the picnic things and very soon they were on their way.*



They stopped for the juice at the shopping centre. Tom went in with Mum to the supermarket. On the way to pay for the juice, Mum met her friend and stopped to say hello. While Mum was chatting, Tom decided to have a quick look at the toy cars on display nearby. He was really hoping he would get one for his birthday next week.

Tom had a quick look at the cars and decided that he'd better get back to Mum because they had a picnic to get to. He ran back down the aisle but Mum wasn't there. Suddenly Tom felt very afraid and upset. Where was Mum? He started to cry. What if he couldn't find her?

**Problem Solving:** Stop the story here and ask the pupils what they think Tom should do. Discuss the merits of their suggestions, highlighting safe and unsafe options.

**Finish the story:**

Tom just stood there crying and feeling scared and unsafe when a man and a woman he had never seen before came over to him and asked him if he was ok. The woman asked him if he was lost and what his name was. Tom remembered that he had learned never to go anywhere with strangers but that sometimes you might need to talk to strangers in order to get help - like when you got lost. So he told the woman that his name was Tom and that he couldn't find his Mum. The woman told him to wait with her while the man went off to look for Tom's Mum. Next thing he heard someone on the loudspeaker in the shop saying that a little boy called Tom was looking for his Mum. A minute later his Mum appeared around the corner. Tom was so happy to see her. He ran over to her and gave her a great big hug.

Mum thanked the man and woman for helping her find Tom and then she held his hand as they walked back to the car to go on their picnic.



**Discussion Points:**

- How did Tom feel when he woke up?
- What was Tom excited about?
- How did Tom feel when he couldn't find his Mum?
- How do you think Tom felt when his Mum found him?

The storyboard to accompany this story could also be used to prompt discussion (TR 4). Pupils may like to share an example of a time when they got lost and how they felt and what happened.

Alternatively, a story such as 'Owl babies' by Martin Waddell or 'Nothing' by Mick Inkpen could be read and discussed.

## Conclusion

Choose one of the following activities:

**Sentence completion:** Pupils are invited to finish the sentence: "I feel safe at home/school when..."

**Visualisation Exercise:** Make sure children are seated comfortably. You might wish to take steps, such as putting a ‘Do not disturb’ notice on the classroom door, to minimize disruption during the playing/reading of the visualisation. You may also like to have appropriate music to play in background.

**Visualisation:**

*Make sure you’re sitting comfortably. Close your eyes and take a long, slow, deep breath. Breathe in, nice and slowly. Breathe out, nice and slowly. Keep on breathing like this.*

*Now we’re all going on a journey together.*

*Imagine you’re a little brown squirrel deep in the forest. It’s autumn time and the days are getting cooler. Soon it will be winter and time for a few long sleeps.*

*Some animals hate winter but you love winter because you know that very soon you’ll be tucked up warm and cosy in your comfy new nest... snug as a bug.*

*You’re running along through the woods, in and out among the tall trees. You’re almost there. Your home is in a hollow in the largest oak tree of all.*

*Ah! There it is!*

*You climb up the trunk and into the great big nest that you helped your Mum build out of sticks and moss. Mum is already in the nest, and she has collected some delicious nuts and seeds for you to enjoy. Mum is so kind and you feel really safe here beside her.*

*“Yum, yum, that acorn is tasty“ - better not eat too many though, because you’re beginning to feel sleepy - you’ve had a tiring day!*

*“Night, night”, you whisper to Mum, before snuggling up together and sinking deeper into that silky soft moss. You feel so happy, tucked up safe, warm and cosy with all your family and friends nearby.*

*Breathe in and out, in and out. Soon you’ll be fast asleep - in and out, in and out.*

Here you could add 30 or 40 seconds of some quiet and relaxing music.

After a short break, finish the visualisation:

*Now, your sleep is over, you’re waking up slowly. It’s time to come back to our classroom. Keep your eyes shut while you begin to wriggle your fingers and toes. Wriggle, wriggle, wriggle. Now slowly open your eyes, look around and see all your friends. Give them a big smile.*



**WS 3/HSL - Tom’s Story:** Pupils bring home the worksheet to recount the story to parents/guardians. This worksheet has suggestions for parents on the importance of teaching their child safety rules.

## Topic 1 Lesson 3

# Feeling Safe and Unsafe

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*



## Key Messages

The pupils should be enabled to:

- Identify and describe times when they feel unsafe
- Learn that they should never keep secrets about times they feel unsafe
- Identify some adults in their lives whom they can tell
- Learn some other safety rules and strategies they can use if they feel unsafe or are in a dangerous/threatening situation

## Resources

**TR 5:** What If...

**WS 4/HSL:** Tell 5

**TR 6:** Stay Safe Song

## Introduction

**Learning Intention:** *Today we are going to learn what we should do if we feel unsafe*

Remind the pupils of the previous lesson and how everyone gave an example of a time when they felt safe.

Recap on Tom's story and how Tom's feelings changed as the story progressed.

## Development

Explain that we all have times when we feel like Tom, when we feel unsafe and frightened. Here you could give an example of a time when you did not feel safe - perhaps using an example from your own childhood.

Ask the pupils for examples of times when they don't feel safe and discuss what they would do in these situations. Highlight the importance of telling an adult who can help. Pupils could role-play how they would tell an adult about any of the situations discussed.

Alternatively, use the following *What if scenarios* from TR 5. This may be done as a class activity or in groups, with each group getting one scenario to explore and feedback to the class.

**TR 5 - What if:**

- You got lost in the shopping centre?
- Nobody is at the school gate at home time to collect you?
- You have a really bad dream that frightens you?



- Someone is always pushing you or hurting you?
- A big dog barks at you when you are going to your friend's house?

The importance of telling an adult if they don't feel safe should again be emphasised here. Pupils can role-play the scenarios above and practice telling an adult.

## Conclusion



**WS 4/Home School Link - TELL 5:** Give pupils an opportunity to look at the Tell 5 worksheet and to discuss who they would tell if they felt unsafe. Pupils bring the Tell 5 worksheet home to be completed with parents/guardians.



**TR 6 - Stay Safe Song:** Allow the pupils to listen to the Stay Safe song. Pupils learn the song.

### The Stay Safe Song

*I feel happy when I'm with all my friends - YES  
I feel safe when my whole family is there  
I know all the ways that I can stay safe  
Stay safe, stay safe, stay safe, stay safe.*

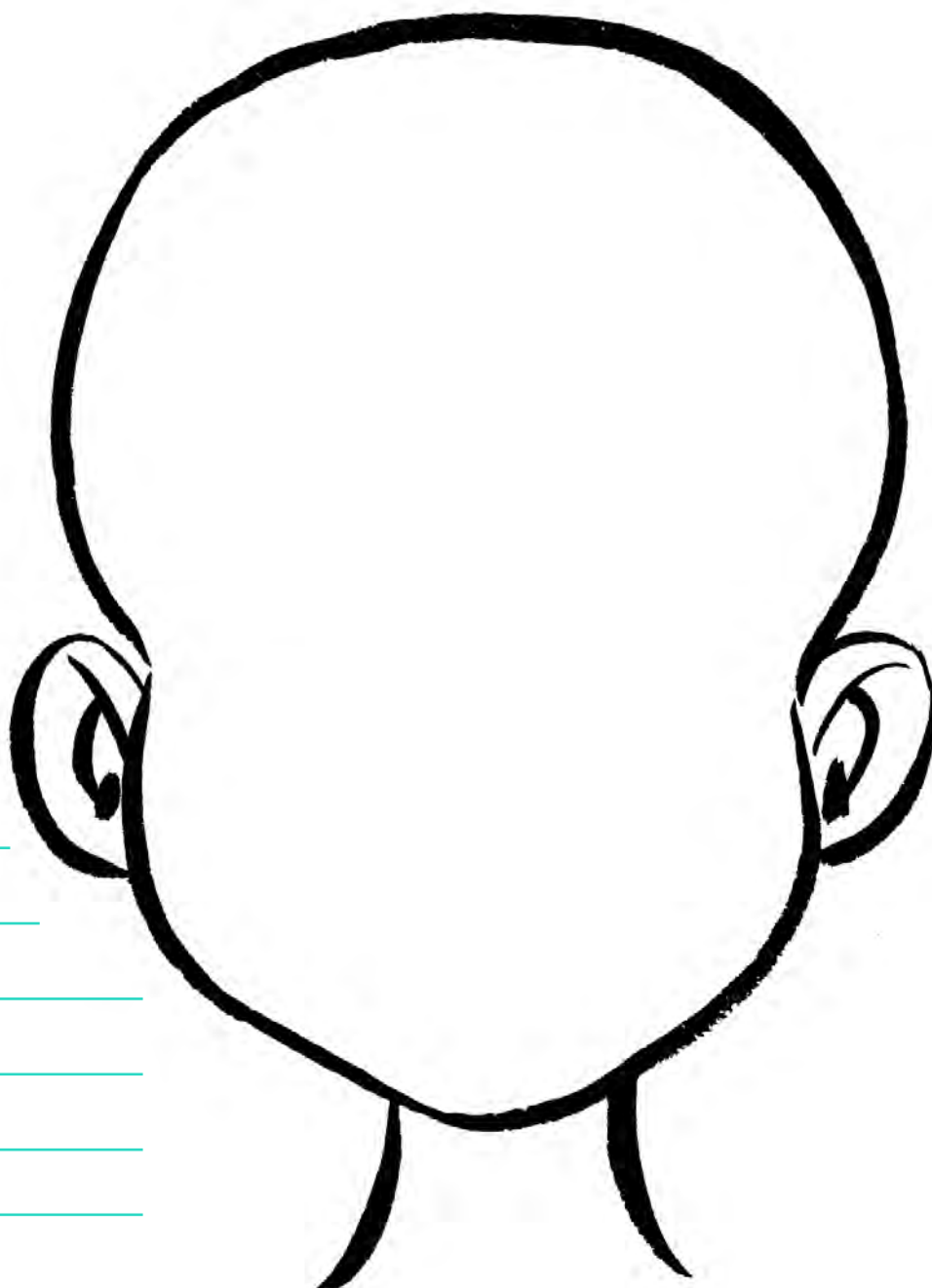
*I don't want No - NO FEELINGS  
You know what I mean - NO NO NO  
Don't try to bully me - No FEELING  
Or try to frighten me - NO NO NO*

*When you feel unsafe what should you do  
Get away, and tell somebody who'll help you  
Make it someone you know, you can trust and  
Stay safe, stay safe, stay safe, stay safe.*



**WORKSHEET 1**  
Junior & Senior Infants

# Draw a feeling



**Finish the sentence:**

This is \_\_\_\_\_

He/She is \_\_\_\_\_

because \_\_\_\_\_

---

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---

Print off and laminate the Feelings Face.

Pupils pick a feeling –  
Happy, Sad, Upset, Scared, Excited,  
Angry, and use play dough or  
washable markers to draw that  
feeling on the face.







**WORKSHEET 2**  
Junior & Senior Infants

# Feeling safe and feeling unsafe



**Colour** the SAFE pictures green  
and the UNSAFE pictures red





Home School Link

## WORKSHEET 3

Junior & Senior Infants

# Tom's Story



Tom is going on a picnic with his Mum



They stop at the big shop for orange juice. Tom wanders off to the toys



He can't find his Mum



He is very scared



He gets help from a man and a woman



Along comes Mum.  
Tom feels safe again

Ask your child to tell you the story about Tom. How did Tom feel, especially when he got lost? What made him feel safe again?

Teach your child some 'rules' to follow to keep safe. The next time you go to the shops, shopping centre, match etc. show your child where he/she could go to ask for help, for example, to the customer service desk or security personnel.

It is also important that your child learns your full name and if possible your phone number.



Parent/Guardian Signature

Date:

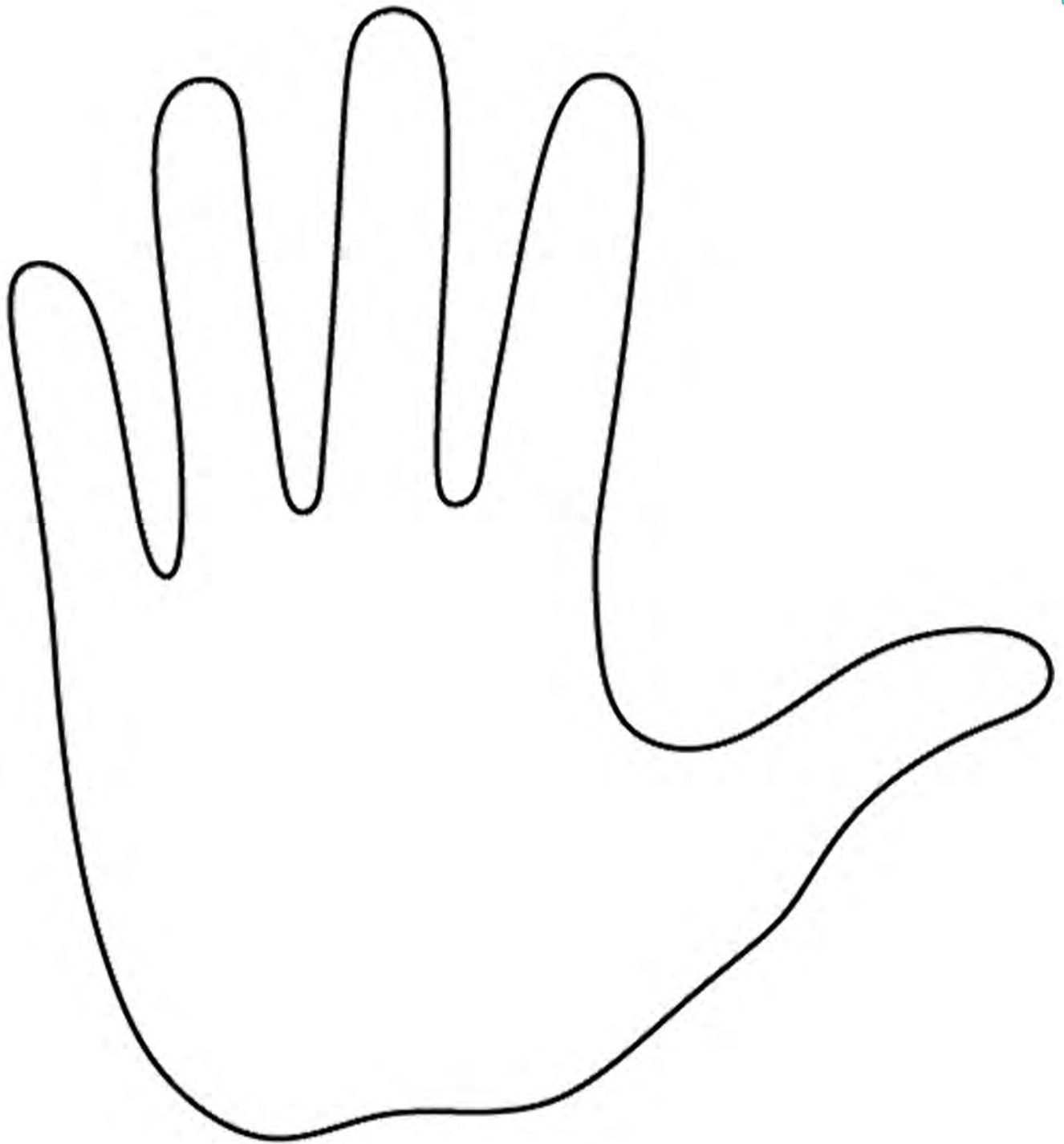


Home School Link

## WORKSHEET 4

Junior & Senior Infants

# Tell 5



Talk to your child about times he or she might feel unsafe and the importance of telling an adult who can help.

Help your child to identify 5 adults they could tell if they feel worried or unsafe.

Your child can draw a picture or write the names of these Tell 5 adults on the fingers and thumb of the hand.



Parent/Guardian Signature

Date:

# Topic 2

## Friendship and Bullying

### **Rationale for Topic**

*In this topic children explore the value of friendship, making and keeping friends and the importance of treating one another with respect and dignity.*

*Focusing on good behaviour and friendship before introducing the topic of bullying gives pupils the opportunity to explore behaviours that make us feel safe and to think about how we can create an environment where everyone has a right to be respected and included.*

*Sometimes friendships go wrong and people are bullied or engage in bullying behaviour. In these lessons, children are helped to understand what bullying is and its impact on others.*

*People can be bullied in a variety of ways, physically, verbally and emotionally. Children learn that bullying is always wrong and that if they are being bullied or see it happening to someone else, they should always tell a trusted adult. Telling about bullying is not telling tales but telling to keep someone safe.*





# MAPPING TO THE SPHE CURRICULUM

## Social Personal and Health Education

### STRAND:

Strand Units:

### MYSELF

#### ***Safety and Protection***

##### ***Personal safety***

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk.
- Realise how other people can persuade him/her to engage in unsafe behaviour

Strand Unit:

#### ***Self Identity***

##### ***Developing Confidence***

- Express own views, opinions and preferences
- Become more self-reliant and independent
- Begin to learn how to cope with various changes as they occur

##### ***Making Decisions***

- Identify some everyday choices made by himself/herself and those that are made by others
- Begin to develop some awareness of factors that may influence decisions or choices taken

Strand Unit:

#### ***Growing and Changing***

##### ***As I grow I change***

- Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older

##### ***Feeling and Emotions***

- Name a variety of feelings and talk about situations where these may be experienced
- Explore the variety of ways in which feelings are expressed and coped with
- Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
- Explore and discuss occasions that can promote positive feelings in himself/herself



**STRAND:**

Strand Unit:

**MYSELF AND OTHERS*****My Friends and Other People***

- Identify, discuss and appreciate his/her own friends
- Discuss and examine the different aspects of friendship
- Identify and appreciate friends at school and how they can help and care for each other
- Discuss and appreciate all those considered special, both within and outside the family circle
- Recognise and appreciate differences in people and know how to treat others with dignity and respect
- Recognise and explore bullying behaviour, who is involved and the effects on different people
- Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else

Strand Unit:

***Relating to Others***

- Listen and respond to the opinions and views of others
- Use verbal and non-verbal behaviour to perform social functions
- Practise care and consideration, courtesy and good manners when interacting with others
- Resolve conflicts with others

**STRAND:**

Strand Units:

**MYSELF AND THE WIDER WORLD*****Developing Citizenship******My School Community***

- Realise that each person is important and has a unique and valuable contribution to make to the class
- Recognise the importance of sharing and cooperating and being fair in all activities in the class and school
- Realise and understand the necessity for adhering to the class and school rules
- Explore and respect the diversity of children in the class and school

**Vocabulary****Junior and Senior Infants**

Friend(ship); Sharing; Thoughtful; Listening; Helping; Taking turns;  
Being fair; Bullying; On purpose; Hurts; Frightens; More than once;  
Co-operating; Put downs; Rules; Say No, Get Away, Tell

## Topic 2 Lesson 1

# Friendship

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*



VIDEO

## Key Messages

Pupils should be enabled to:

- Discuss and examine the different aspects of friendship and how friends can help and care for each other
- Explore how they can make and keep friends
- Understand the importance of treating one another with respect and dignity.

## Resources

**TR 7:** Friendship (Preview video clips for this lesson to select the most suitable one for your class)

**TR 8:** What would you do if...

**WS 5/HSL:** I show friendship when...

## Introduction

**Learning Intention:** *Today we will be learning about friendship and the importance of being nice to everyone even if they are not our best friends.*

**TR 7 Video Link - Friendship:** Show the class one of these short videos on friendship.

## Development

**Circle Work - Friends and Friendships:** Based on what they have seen in the video clips, and on their own experiences, invite the pupils to talk about:

- *How does someone show friendship to you?* They can begin their sentence with, "A good friend is someone who..." For example, a good friend is someone who plays with me, shares with me, likes doing the same things as me.
- *How do you show friendship to others?* Encourage the pupils to think about how they can be a good friend, for example, being thoughtful and kind, listening to others, not putting others down, not laughing and making fun of others, being friendly, helping others out, co-operating, taking turns, being a good winner, not being a sore loser, trying not to make others feel bad, saying good things about other people, being fair.

**TR 8 - What would you do if:** Use these or other examples to elicit from the pupils behaviours that would show friendship.

- One of your class mates forgot to bring in his crayons?
- Someone from your class fell in the yard and hurt her arm?



- One of the children in your class had no one to play with in the yard?
- A new child in your class didn't know what he had to do?

## Conclusion

Read a short story on friendship or look at another of the TR 7 Friendship videos.



**Worksheet 5/HSL - I show friendship when:** This worksheet can be completed in school or at home. Pupils draw or write one thing that shows friendship. If completed in school, the worksheet should be brought home for discussion with parents/guardians.

## Extension work

The completed worksheets could be used to make a class display of Friendship.

## Topic 2 Lesson 2

# What is Bullying?

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*

### Teacher's Note:

Using puppets to demonstrate the objectives of the lessons requires a teacher to be proficient enough to get across the message without being an expert. Changing voice for each character in the scenarios and using the teacher's own voice for the narrator will help. It may be necessary to repeat the scenario for the class.

## Key Messages

Pupils should be enabled to:

- Recognise that bullying is repeated behaviour which intentionally hurts others
- Learn that bullying behaviour is wrong and that it makes people feel afraid and sad
- Identify some of the feelings associated with being bullied.

The importance of **telling to be safe** should be constantly reinforced.

## Resources

**TR 9:** Bella and Georgie Story Board

**TR 2:** Feeling Faces

**TR 10:** What is Bullying?

**WS 6/HSL:** Bella and Georgie

Puppets: This lesson may be taught using three puppets, Bella, Georgie, and a 'bystander' puppet.

A small ball, like a ping pong ball, is needed also.

## Introduction

**Learning Intention:** *Today we are going to learn what bullying is and how it can make someone feel.*

Pupils should, if possible, be seated in a semi-circle to enable all of them to watch the puppet drama.

Remind pupils of the previous lesson on friends and friendship. Look at the friendship worksheets or slide, 'I show friendship when...', from previous lesson.

Introduce two puppets to the class, Bella and Georgie, or whatever names are appropriate.

The third puppet is just left sitting on a chair or table, visible to children but not mentioned – this will be used later to introduce idea of the bystander.

## Development

Use the puppets and ping pong ball to act out the following drama.

If puppets are not available, perhaps the Bella and Georgie drama could be read as a story using the storyboard, TR 9.



## Drama with Puppets: Bella and Georgie

### MORNING TIME

- Narrator:** It's morning time. Bella and Georgie are playing catch ball. Bella keeps dropping the ball. Georgie gets mad.
- Georgie:** You are useless! You can't catch a ball. Go away! I don't want to play with you.
- Narrator:** Bella is upset. She walks away with her head hanging low.

### SMALL BREAK

- Narrator:** At small break, Bella sees Georgie playing ball.
- Bella:** Can I Play, Georgie?
- Georgie:** Buzz off, Bella! You stupid girl! You are useless. You can't catch a ball. Go away!
- Narrator:** Bella goes away crying.

### BIG BREAK

- Narrator:** At big break, Bella goes over to Georgie again
- Bella:** Can I play ball now, Georgie? I promise I'll catch.
- Georgie:** Go away, Bella. You're useless. Just go! Go away and find a baby to play with. You can't play!

### Discussion Points:

- What were Bella and Georgie doing this morning? What did Georgie do? How did Bella feel? (Display Feeling cards/pictures from previous Safe and Unsafe lessons to illustrate feelings like sad, scared, angry.)
- How would you feel if that happened to you? Which picture shows how you would feel?
- What happened at small break? How do you think Bella felt?
- What happened at big break? How do you think Bella felt?

When someone hurts you like this on purpose and it happens more than once, it is called bullying

**TR 10 - What is Bullying?** Display the slide and discuss the definition of bullying with pupils.

**Bullying is when a person:** 1) hurts or upsets another person  
2) on purpose and  
3) more than once.

Ask the class what they think about Georgie's behaviour? What was wrong with it? How did Bella feel?

Using the Feeling Faces cards (TR2) from earlier Safe and Unsafe lessons, ask the pupils to select the cards that might show how Bella feels.

Ask the pupils if they can think of other examples of bullying behaviour.





Remind them that it is behaviour that hurts someone, on purpose and happens more than once.

When someone is bullied, how might he/she feel? Remind pupils of previous lessons where you explored how people can show their feelings with their facial expressions and body. Pupils could be asked to role-play Bella, using their body/face to show how Bella feels.

#### What could Bella have done?

*Bella needs our help! Can you think of anything that Bella could do to stop Georgie from upsetting her?*

Ask pupils if they can think of other examples/situations where someone might behave in a bullying way to another person. Invite pupils to suggest what a child could do to stop it happening. Try to elicit the importance of getting away and telling an adult who can help.

## Conclusion

Remind pupils of their Tell 5 adults. We must always tell an adult if we don't feel safe. Even if they are not on our Tell 5 list, we should tell an adult if we think they can help. For example, if someone was bullying you on the way to Beavers/dance class/football club, who could you tell?

**Role-play:** Invite a couple of pupils to role-play how they would tell an adult.

Remember, it's never alright to hurt someone on purpose. While we cannot be friends with everyone, we still have to treat everyone kindly.

**WS 6/HSL:** Pupils bring home the Bella and Georgie worksheet to recount the story to parents/guardians.



## Topic 2 Lesson 3

# What can we do to Stop Bullying?

Teacher Resources available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*

## Key Messages

Pupils should be enabled to learn:

- What they can do if they are being bullied
- That they can help someone else who is being bullied

The importance of telling to be safe should be reinforced.

## Resources

**TR 9:** Bella and Georgie Story Board

**TR 11:** Our Friends (Poem)

**WS 7/HSL:** Stay Safe rules

Three puppets, Bella, Georgie and 'bystander' puppet

A ping pong ball

## Introduction

**Learning Intention:** *Today we are going to learn about what we can do if we are bullied and the importance of always telling about bullying.*

Recap on the 'Bella and Georgie' story using the puppets or the storyboard. Remind them of what bullying means - when someone hurts another person, more than once, on purpose.

## Development

**Think, Pair, Share Activity:** Can you think of anything that Bella could do to help herself?

For example,

- She could say, "No! It's not fair to keep me from playing!"
- She could go and find someone else to play with
- She could say, "Stop calling me names"
- She could tell her teacher/Mom/Dad.

Pupils share their ideas with the class. Discuss whether or not the ideas suggested would work.

### Role-play or Puppet Drama:

Invite various pupils to pretend they are Bella and to show how she might say 'No' or 'Stop'.

Discuss why it might be difficult for Bella to say No to Georgie. Remind the pupils of the importance of always telling if they feel unsafe or are being bullied. The Stay Safe rules are: Say No, Get Away and Tell, and you keep telling until you get help.

Now draw the pupil's attention to the bystander puppet.

*"Oh, look who's here, it's Rob (or whatever name suits) and I think he has seen what's happened here with Bella and Georgie".*

Ask the pupils if there is anything that Rob could do to help the situation? What could he say?

What if Bella had been able to stand up for herself or Rob had done something to help her out. Let's see what might happen. With the pupils' suggestions, replay the puppet drama, inviting pupils to suggest how it could have played out differently.

## Conclusion

Remind the pupils of the Stay Safe rules: Say No, Get Away and Tell.

**TR11 - Our Friends:** Listen to the Poem: 'Our Friends'.

*Let's be happy,*

*Let's be glad,*

*Let's keep our friends from feeling sad.*

*Let's not push or shove or fight,*

*'Cause bullying others is not right.*

Display the poem and get the pupils to say it with you.



### **WS 7/HSL: Stay Safe rules**

Pupils colour in the worksheet at home and talk to their parents/ guardians about the Stay Safe rules: Say No, Get Away and Tell.



Home School Link

## WORKSHEET 5

Junior & Senior Infants

# I show friendship when...



Talk to your child about the importance of friendship and how we show friendship to others.

Ask your child to draw a picture showing friendship.



Parent/Guardian Signature

Date:





Home School Link

## WORKSHEET 6

Junior & Senior Infants

# Bella and Georgie



Bella and Georgie are playing catch ball



Bella keeps dropping the ball



Georgie gets mad,  
Bella is sad

Later



Georgie is playing again



Bella wants to play,  
Georgie says NO! Go away

Today we talked about bullying and how it can hurt. We learned that bullying is when a person hurts or upsets another person on purpose more than once. Ask your child to tell the story of Bella and Georgie.



Parent/Guardian Signature

Date:



Home School Link

**WORKSHEET 7**

Junior & Senior Infants

# Stay Safe Rules

Say No

Get Away

Tell

Today we talked about the importance of telling an adult if you or someone you know is being bullied. We learned the Stay Safe rules.

Ask your child to colour/decorate the Stay Safe rules.



Parent/Guardian Signature

Date:



# Topic 3

## Touches

### **Rationale for Topic**

*Regular media reports have made us all more aware of the sad reality of child sexual abuse. It is also recognised that many cases of child sexual abuse go unreported and children suffer in silence. Child sexual abuse occurs in all socio-economic groups and the perpetrator is almost always someone well known to the child and his/her family. Society has a responsibility to protect children from abuse, but children also need to be given the knowledge and the strategies to help protect themselves.*

*In these lessons, children are given the opportunity to discuss and value appropriate touches. They are taught explicitly about inappropriate touching and helped to understand that no one has a right to touch their body in a way that worries them or makes them feel unsafe.*

*Opportunities are given to learn and practice personal safety strategies, including identifying trusted adults in whom children can confide.*

***During the course of this lesson, you will be addressing inappropriate touches. It is important to consider the possibility that someone in your class may have been or is a victim of abuse. It is worth reminding pupils, if they are upset by any issues raised, that they should speak in private with you or another trusted adult.***



# MAPPING TO THE SPHE CURRICULUM

## Social Personal and Health Education

### STRAND:

Strand Unit

### MYSELF

#### ***Safety and Protection***

##### ***Personal Safety***

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk.
- Realise how other people can persuade him/her to engage in unsafe behaviour

Strand Unit

#### ***Taking Care of my Body***

##### ***Knowing About my Body***

- Name parts of the male and female body, using appropriate anatomical terms

Strand Unit

#### ***Growing and Changing***

##### ***Feelings and Emotions***

- Name a variety of feelings and talk about situations where these may be experienced

Strand Unit

#### ***Self-Identity***

##### ***Self-awareness***

- Discuss and appreciate all the features that make a person special and unique
- Begin to understand, appreciate and respect personal abilities, skills and talents
- Recognise and record personal preferences
- Become aware of his/her immediate world through the senses

##### ***Making decisions***

- Begin to develop some awareness of factors that may influence decisions or choices taken

### Vocabulary

In addition to the vocabulary used in these lessons, all pupils in Infant classes should learn the correct anatomical terms for both the male and female body parts.

#### Junior and Senior Infants

Friend(ship); Sharing; Thoughtful; Listening; Helping; Taking turns;  
Being fair; Bullying; On purpose; Hurts; Frightens; More than once;  
Co-operating; Put downs; Rules; Say No, Get Away, Tell

## Topic 3 Lesson 1

## Touches

## Key Messages

Pupils should be enabled to:

- Identify touches
  - They like
  - Touches they do not like
  - Touches that confuse them
- Learn how to deal with touches they dislike or find confusing
- Learn the importance of telling and how to tell

## Resources

**TR 12:** Video Link – 5 Senses Song

**WS 8:** Touches

**WS 9/HSL:** Touches

A bag of objects for 'Feely Bag' activity

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*



## Introduction

**Learning Intention:** *Today we are going to talk about different kinds of touch and about what we should do if someone touches us in a way we do not like.*

Touch is one of our five senses. Our five senses help us to learn about the world around us.

This topic could be introduced by watching the following video link,  
**TR 12 - The Five Senses Song**

Alternatively, just talk to the pupils about the 5 senses – what they are and why they are important.

**Seeing:** What do we see with our eyes? What would it be like if you could not see? What difficulties might you have?

**Hearing:** Ask pupils to sit quietly and listen. What can they hear? Ask pupils to talk about other sounds they hear on a daily basis, like car horns, music, TV programmes, baby crying, children playing, Mum/Dad calling.

**Smelling:** What smells can they name? They could be nice smells like the smell of cakes/bread baking, sweets, perfume or nasty smells like dirty socks, wet dog.

**Tasting:** Ask pupils to tell the class about tastes they like/don't like – chocolate, salty crisps, bitter fruit. Some people like tastes that others don't – sauces, curry, spicy food.

**Touching:** Discuss how different things feel differently to touch – hard, soft, cold, hot, smooth, rough.

**Teacher's Note:**

Please be mindful that a child who is experiencing or has experienced abuse may be conflicted if class mates are ok with a touch that he/she does not like.

**Development**

**Activity - Feely Bag:** Put objects with a variety of textures into a 'Feely Bag'. (Hard, soft, smooth, rough, bumpy, sharp, prickly, glossy, rubbery, stiff, fluffy, furry)

The pupils take turns to put their hand into the bag and feel one of the objects. They then describe what they feel (texture, etc.) and try to guess what it might be. It may be a good idea to model this first, for example, "I have something that feels soft in my hand. If I squeeze it, I can make it smaller. I think it is a sponge".

Pupils can say whether or not they like touching the object.

It is important to get the pupils to understand that everyone has different touches they like, touches they don't like and touches that they are just not sure about. And sometimes we can like a touch while at other times we may not like the same touch.

Ask pupils to name some of the touches they like to give/get such as hugs or holding hands, and some touches they don't like such as when someone hits you or pulls your hair or tickles you too hard.

**WS 8 - Touches:** Pupils can work in pairs or as a whole class using thumbs up/traffic lights, i.e. green for like, red for don't like and orange for touches that they are not sure about.

What can you do if someone touches you in a way you don't like?

Using examples from the lesson of touches that pupils did not like, ask them to role-play what could be done in each situation.

Emphasise that when someone touches us in a way we don't like or want, we should always remember our Stay Safe rules: Say No, Get Away and Tell.

**Conclusion**

Remind the pupils about the importance of telling an adult (Tell 5 worksheet).

**WS 9/HSL - Touches:** Pupils complete the worksheet at home or in school. The worksheet should be sent home for follow up discussion with parents/guardians.





## Topic 3 Lesson 2

# Never Keep a Touch Secret

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*

## Key Messages

Pupils should be enabled to:

- Learn how to deal with touches they dislike or that they find confusing
- Identify and name the private parts of their bodies
- Understand that sometimes it's difficult to tell, especially if there are bribes or threats involved
- Understand that no one should ever ask them to keep a secret about touch

Pupils need to be reminded of the adults in their lives that they can approach with a problem.

## Resources

**TR 13:** Some Parts of my Body are Private

**TR 14:** What if...

**TR 15:** 'The Tickling Game' story

## Introduction

**Learning Intention:** *Today we are going to learn that we should never keep secrets about touch.*

It is important that children learn the meaning of 'personal' and 'private'.

You could introduce this lesson by showing pupils an envelope/package with your name on it and the words private written in large letters across the top.

Encourage pupils to give their own explanations of what they think 'private' or 'personal' means. Ask the pupils to give you everyday examples of things people do in private, for example, using the toilet, having a bath/shower, a private conversation or meeting.

## Development

### My Body

Remind the pupils of the previous lesson on touches and how they talked about the touches they like, touches they don't like and touches that they are not sure about – confusing touches.

Our bodies get touched a lot. Ask the pupils to suggest occasions when parts of our bodies get touched, for example, hugging someone, holding hands, playing games. Some parts of our bodies get touched a lot (hands, heads, etc.), but there are other parts of our bodies that don't get touched so often - they are private.

The parts of our body that are private are the parts that are usually covered by our underwear or swimming togs.

**Teacher's Note:**

Please note that naming of the private parts of the body should be in line with school's RSE policy.



**TR 13 - Some Parts of my Body are Private:** *The parts of our body that are private are the parts that are usually covered by our underwear or swimming togs.*

Children should learn the correct anatomical words for the private parts of their bodies. The dolls designed for use with RSE lessons would also be useful here to identify and name private parts of the body.

*Even though these parts of your body are private and may not get touched often, sometimes you may need help from Mum or Dad or another grown-up to have a bath or shower, to get dressed or undressed. If you're sick or have an injury, your parents or the doctor or nurse might need to touch your private parts but no one should ever ask you to keep any touch a secret. We should never keep secrets about any touch but especially if someone touches you on your bottom, penis, vagina or vulva.*

*Unless there's a good reason to, like the ones we've talked about, no one should touch the private parts of your body. Nobody should ask you to touch the private parts of their body either.*

### Never Keep a Touch a Secret

**Choose of the following activities, 'What if' or 'The Tickling Game'**

**TR 14: What if:**

- Someone at swimming class tries to pull down your pants?
- You don't like it when your auntie/uncle hugs you?
- Another child in school is always trying to touch you in a way you don't like?
- Someone tickled you and told you to keep it a secret?

Or

**TR 15 - The Tickling Game:** Read or listen to the following story and discuss with the class.

(Please note that the aim of the story is to reinforce for young children the importance of always telling if someone touches them on the private parts of their body. It is preferable to use correct anatomical terms.)

*Mum had to go to a meeting and Ben was coming over to babysit Daniel. While Daniel really liked Ben because he was good fun and he always brought treats, he didn't like it when he played the tickling game. Sometimes Ben tickled him so much it made his tummy feel sick.*

*Mum told Daniel to get into his pyjamas before Ben arrived and reminded him to brush his teeth before he went to bed.*

*When Ben arrived he had a bag of sweets and a new DVD that they could watch. Ben let him stay up late to watch the end of the DVD. When the movie was over Ben started to giggle and said, "Right Daniel, tickling time". Daniel jumped off the couch as Ben caught him and started to tickle him. At first it was fun and Daniel giggled and laughed but then Ben did something that he never did before. He started to tickle him on the private parts of his body – all around his bottom and his penis.*

*Daniel didn't like it at all and he wriggled away from him. Ben said, "Oops,*



*Daniel! Sorry if I hurt you. I was just playing a game”.*

*Ben told Daniel it was time for bed then. Daniel got into bed and as Ben tucked him in he said, “Let’s keep our tickling game a secret and next time I will bring over your favourite sweets”.*

*As Daniel lay in bed he wondered what he should do. Then he remembered what teacher had told him, that he should never keep any touch a secret.*

#### **Discussion Points:**

- What do you think Daniel should do? Encourage pupils to suggest what they think Daniel could/should do.
- Who could Daniel tell?
- What might make it difficult for Daniel to tell?

**Finish the story:** Let’s see what Daniel decided to do.

*Just then Daniel heard his Mum arrive home. He heard her get out of the car and open the front door. She chatted to Ben for a minute and then he heard her say, “Goodnight Ben”, as she closed the front door.*

*Daniel heard Mum come up the stairs. She came into his room and said, “I cannot believe you’re still awake”, when she saw Daniel sitting up in his bed. “I couldn’t sleep”, he said.*

*“Why could you not sleep, Daniel?” Mum asked.*

*“Because I really want to tell you something”, said Daniel.*

*Daniel told Mum about the ‘tickling’ game and what Ben had done and how Ben wanted him to keep it all a secret.*

*Mum sat down on the bed beside Daniel and gave him a big hug. She told him that she was very glad that he had not kept Ben’s secret, that what Ben had done was wrong and that she would never again ask Ben to mind him.*

*Mum sat with him until he fell asleep.*



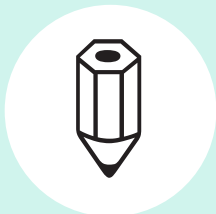
**Remember:** You should always tell if someone touches you in a way you don’t like. Never keep secrets about a touch.

## **Conclusion**

Do a round with the pupils on touches they like: “I like it when...”

Each pupil is encouraged to talk about one touch they like, for example, “I like it when Dad kisses me goodnight before I fall asleep” or “I like it when Granny holds my hand crossing the road”.

Alternatively, read the story, ‘I like it when’, by Mary Murphy, about a young penguin telling about all the things he likes to do.



**WORKSHEET 8**  
Junior & Senior Infants

# Touches

I like/don't like/not sure

Holding hands with mum



Someone tickling my feet



Petting a dog



When Gran gives me a hug



My hair being pulled



Being pushed really high on a swing



**Colour in** the LIKE, DON'T LIKE or NOT SURE face for each picture





Home School Link  
**WORKSHEET 9**  
Junior & Senior Infants

# Touches

I like/don't like/not sure

*I like...*

*I don't like...*

*Not sure...*

Today we talked about touches we like, touches we don't like and those that confuse us.

Children write or draw a picture in each bubble.



Parent/Guardian Signature

Date:



# Topic 4

## Secrets and Telling

### **Rationale for Topic**

*Child abusers rely on secrecy, threats and bribes. Therefore, the core message of this topic is that touch should NEVER be kept a secret. Children learn how to tell, whom to tell, when to tell and to keep on telling until someone listens. Opportunities are given to practice and reinforce this message.*







## MAPPING TO THE SPHE CURRICULUM

### Social Personal and Health Education

**STRAND:**

**MYSELF**

Strand Unit:

***Safety and Protection***

***Personal safety***

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk
- Realise how other people can persuade him/her to engage in unsafe behaviour

Strand Unit:

***Growing and Changing***

***Feelings and Emotions***

- Name a variety of feelings and talk about situations where these may be experienced

Strand Unit:

***Self-Identity***

- Begin to develop some awareness of factors that may influence decisions or choices taken

### Vocabulary

Junior and Senior Infants
Surprise; Uncomfortable; Unsure; Bribe; Threat

## Topic 4

# Secrets and Telling

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*



## Key Messages

Pupils should be enabled to:

- Distinguish between good and bad secrets
- Learn that they should never keep 'bad' secrets including secrets about touches
- Learn that sometimes it's difficult to tell if there are bribes or threats involved

## Resources

**TR 16:** Secrets and Telling – What if...

**WS 10/HSL:** Secrets and Telling

Gift wrapped box

## Introduction

**Learning Intention:** *Today we are going to learn about secrets and the importance of always telling an adult about bad secrets – especially secrets about touch.*

On the morning of the lesson, bring in a box wrapped up in gift paper or arrange for someone else to drop off a gift wrapped box. Pupils will, in all likelihood, ask about the box and wonder what it contains.

Ask the pupils to guess what's in the box.

The teacher (or the person who delivered it) should let the pupils know that it's a surprise for the class and that you are keeping the surprise a secret until after lunch time.

## Development

### Secrets and Surprises

After lunch, gather the pupils in a circle to open the surprise package. Once again, get them to guess what the surprise is. Open the box and show the pupils the surprise (e.g., game for class, treat of some kind).

Now that the box is open, it's no longer a secret because we all know what it is.

*Sometimes when we have a surprise for someone, we have to keep it secret for a while like this morning when I kept a secret about the surprise. That was a good secret.*

Ask the pupils if they can tell you about a time when they got a surprise or had a good secret, for example - your Dad's birthday is next week and you have bought him a present, but you have to keep it a secret until then.

**TR 16 Secrets and Telling – What if:** Pupils read the 'What if' scenarios and decide whether they are good or bad secrets.



Explore with the pupils what they could do if someone asked them to keep a bad secret or a secret about something that makes them feel afraid or worried.

Emphasise that they should never keep secrets about touch or about anything that makes them feel uncomfortable, afraid, worried or sad.

*Remember you should always tell an adult who can help.*

Remind the pupils of the Tell 5 adults they identified when they were doing the Safe and Unsafe feelings.

## Conclusion

**Role-play:** Practice telling using the ‘What if’ scenarios above.

Invite pupils to role-play one of the scenarios. Explore some words or phrases they could use, for example, “I’m upset/frightened” or, “I really need to tell you something”.



**WS 10/HSL - Secrets and Telling:** Pupils can complete the worksheet at home or in school. The worksheet should be sent home for follow up discussion with parents/guardians.



Home School Link

**WORKSHEET 10**

Junior & Senior Infants

# Secrets and Telling

Never

Keep a

Touch

Secret

## **Colour the poster**

Today we talked about secrets and telling. Talk to your child about NEVER keeping a touch secret. Teach your child the correct names of the private parts of his/her body.



Parent/Guardian Signature

Date:



# Topic 5

## Strangers

### **Rationale for Topic**

*Children interact with a number of people in the course of everyday life. Some will be people they know and some will be strangers.*

*In this topic, children discuss the definition of a stranger.*

*The rules for dealing appropriately with strangers are clearly presented and practiced in the safe environment of the classroom.*





## MAPPING TO THE SPHE CURRICULUM

### STRAND:

Strand Unit:

### MYSELF

#### ***Safety and Protection***

##### ***Personal safety***

- Explore appropriate safety strategies
- Identify situations and places that are safe and those where personal safety might be at risk.
- Realise how other people can persuade him/her to engage in unsafe behaviour

#### ***Safety Issues***

- 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
- Realise and understand that rules are necessary in order to protect people and keep them safe

Strand Unit:

### ***Self-Identity***

##### ***Making decisions***

- Identify some everyday choices made by himself/herself and those that are made by others
- Begin to develop some awareness of factors that may influence decisions or choices taken

Junior and Senior Infants
Stranger



## Topic 5

# Strangers

**Teacher Resources** available on accompanying DVD or online at [www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm) and [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

*It is important that you preview all content, including lessons, stories, videos and web links, before teaching these lessons.*

## Key Messages

Pupils should be enabled to:

- Understand the concept of strangers
- Learn two key rules:  
Never go anywhere with a stranger  
Never take anything from a stranger.

## Resources

**TR 17:** Maria's Story

**WS 11/HSL:** The Playground

## Introduction

**Learning Intention:** *Today we are going to learn about strangers and the rules we have for keeping safe around strangers.*

The concept of what a stranger is needs to be teased out with the pupils.

*What is a stranger? A stranger is someone you don't know.*

Elicit from the pupils places/times when they may see strangers, for example, going shopping, going to a match, passing people on the street on the way to school, waiting in the doctor's, on the bus.

*We meet lots of strangers on a regular basis and most strangers are nice people and they would never harm or hurt a child.*

Perhaps you could draw on an occasion when a 'stranger' visited the school or the class to help explain.

## Development

*Even though most strangers are nice people, we cannot tell just by looking at someone what kind of person they are. So to keep ourselves safe, we have rules to follow about strangers.*

Ask the children what rules they have been given at home about strangers. Discuss and reinforce these, as appropriate, stressing that they should never go anywhere with strangers or take anything from them. Emphasise the need for their parents or another adult to know where they are and who they are with at all times.

**TR 17 - Maria's Story:** Play or read the story and discuss with the class.

*Maria loved Saturday mornings because she always went with her Dad to watch her older sister's football matches in the park near where they lived. Sometimes she watched the game but usually she just liked to kick her own football around and play with the other children who were there.*

*Last Saturday, as soon as they got to the park Maria went running off with her ball as her dad called after her, "Don't go too far, Maria, stay close enough that I can see you".*



Maria was having great fun kicking the ball around with a friend when an older boy she had never seen before, came along and kicked the ball with such force that it went over the hedge into the long grass on the far side of the park. It went so far that Maria couldn't even see it. The boy started to laugh.

"Great kick, wasn't it?" he said. "C'mon, I'll help you find it", he shouted as he started to run off in the direction of the ball.

#### Break for discussion here:

- What did Maria like to do on Saturdays?
- Why do you think the boy kicked the ball? (In the story we don't really know why he did this - maybe he wanted someone to play with, maybe he was being nasty.)
- What should Maria do?

#### Finish the story:

Maria was just about to follow him when she remembered the rules about going off with someone she didn't know. Although the boy seemed friendly enough and she really wanted to get her ball back, she knew she should not break the rules about strangers.

"I have to tell my dad", she called to the boy as she ran over to where her dad was standing watching the match.

Dad said he would help her find the ball. He took her hand and they walked over in the direction of the ball. Just as they got there they met the boy coming back with the ball. "Here you are", he said, "sorry for kicking it so far away".

On the way home in the car, Dad told Maria that he was very pleased with her for doing the right thing by coming to tell him what had happened.



#### Discussion Points:

- Why did Maria not go with the boy?
- What rules did she have about strangers?
- What did Maria do?
- What words do you think Maria's Dad used on the way home to show Maria he was pleased with her?

#### Safety Rules:

What should we do if a stranger asks us to go somewhere? We should use our safety rules: Say No, Get Away and Tell.

What should we do if a stranger offers us something or asks us to do something? We should use our safety rules: Say No, Get Away and Tell.



## Conclusion

**Role play:** Children role-play the story or practice using the safety rules to deal with other scenarios involving strangers.

Role plays can be used to highlight the fact that we can say 'No' in a manner that is respectful of the other person.

Reinforce the importance of rules.

**Worksheet 11/HSL - The Playground:** Pupils complete worksheet at home or in school. Worksheet should be sent home for further discussion with parent/guardian.



Home School Link

## WORKSHEET 11

Junior & Senior Infants

# Strangers



Today in class we learned that a stranger is probably anyone we don't know.

We learned some rules about strangers:

- Never go anywhere with a stranger
- Never take anything from a stranger.

stay  
safe

Parent/Guardian Signature

Date:

This resource is available to download at:

[www.staysafe.ie/teachers/resources.htm](http://www.staysafe.ie/teachers/resources.htm)

[www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)

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