



# Broombridge Educate Together National School

## SPHE Whole School Plan

### September 2024

## **1. Introduction & Rationale**

### **1.1 Introduction:**

Broombridge Educate Together is a developing school under the Educate Together Patronage, opening with one Junior Infant class in September 2016. We currently have classes up to 6th class including 15 mainstream classes and two Outreach classes for children with a diagnosis of Autistic Spectrum Disorder (ASD)

This policy was developed as part of our school Self Evaluation process. It draws on the voices of our children, parents, teachers, and management. It also affords attention to national trends in SPHE, current best practices in SPHE and Wellbeing and the recommendations outlined as part of the Wellbeing Framework.

The plan was drafted in September 2024 and given its concurrent development within our School Self-Evaluation in Wellbeing and our School DEIS plan. Many of the actions outlined in this plan will be embedded within our school improvement in Wellbeing. The policy received input of the whole school community.

### **1.2 Rationale:**

This plan was designed to:

- Provide a unified approach to the teaching of SPHE in our school.
- Outline the approach and philosophy of learning SPHE at Broombridge Educate Together.

- Identify and support the development of best practise in SPHE teaching and learning in the school.
- Establish a structure of class planning and collaborative staff development across all class levels.
- Act as a resource for teachers and parents in the planning and supporting a yearly overview in SPHE.
- Facilitate the induction of new staff members, as well as support the movement of teachers between class levels and in a support setting.

## **2: Vision and Aims:**

### **2.1 Vision:**

At Broombridge Educate Together our aim is to support each child in our school to achieve their full potential in SPHE. In line with the Wellbeing Framework we hope to identify the risk and protective factors that can support children in a school/educational setting. We will use the continuum of support model as a basis of our support across the school. We aim to create an environment that fosters competence and wellbeing through fostering warm relationships, encouraging participation, developing pupil and teacher autonomy, rules and positive expectations.

### **2.2 Aims:**

At Broombridge Educate Together, our aims in SPHE are as follows:

1. To promote the personal development and wellbeing of the child.
2. To foster in the child a sense of respect for themselves and others and the appreciation of the dignity of every human being.
3. To develop the health of the child and provide a foundation for healthy living and all its aspects.
4. To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future.
5. To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.
6. To enable the child to respect human and cultural diversity and to appreciate and understand the independent nature of the world.

### 3. Content:

Our teachers at Broombridge Educate Together implement the full Primary Curriculum (1999) and accordingly the SPHE curriculum is taught at each class level. Each class teacher familiarizes themselves with the curriculum objectives of their own class level from the Teaching guidelines. **\*Please see Appendix 1 for full outline of Learning Outcomes linked to each Strand unit\***

Year Bands	Junior and Senior Infants	1 <sup>st</sup> and 2 <sup>nd</sup> class	3 <sup>rd</sup> and 4 <sup>th</sup> class	3 <sup>rd</sup> and 4 <sup>th</sup> class
Myself	<ul style="list-style-type: none"> <li>● Self Identity</li> <li>● Taking Care of my Body</li> <li>● Growing and Changing</li> <li>● Safety and Protection</li> </ul>	<ul style="list-style-type: none"> <li>● Self Identity</li> <li>● Taking Care of my Body</li> <li>● Growing and Changing</li> <li>● Safety and Protection</li> </ul>	<ul style="list-style-type: none"> <li>● Self Identity</li> <li>● Taking Care of my Body</li> <li>● Growing and Changing</li> <li>● Safety and Protection</li> <li>● Making Decisions</li> </ul>	<ul style="list-style-type: none"> <li>● Self Identity</li> <li>● Taking Care of my Body</li> <li>● Growing and Changing</li> <li>● Safety and Protection</li> <li>● Making Decisions</li> </ul>
Myself and Others	<ul style="list-style-type: none"> <li>● Myself and My Family</li> <li>● My friends and other people</li> <li>● Relating to others</li> </ul>	<ul style="list-style-type: none"> <li>● Myself and My Family</li> <li>● My friends and other people</li> <li>● Relating to others</li> </ul>	<ul style="list-style-type: none"> <li>● Myself and My Family</li> <li>● My friends and other people</li> <li>● Relating to others</li> </ul>	<ul style="list-style-type: none"> <li>● Myself and My Family</li> <li>● My friends and other people</li> <li>● Relating to others</li> </ul>
Myself and the Wider World	<ul style="list-style-type: none"> <li>● Developing Citizenship</li> <li>● Media Education</li> </ul>	<ul style="list-style-type: none"> <li>● Developing Citizenship</li> <li>● Media Education</li> </ul>	<ul style="list-style-type: none"> <li>● Developing Citizenship</li> <li>● Media Education</li> </ul>	<ul style="list-style-type: none"> <li>● Developing Citizenship</li> <li>● Media Education</li> </ul>

## 4. Timeline for Teaching Strand Units & Specific Programmes

### 4.1 Timeline

Below is a suggested Timeline for the teaching of SPHE based on the strand units. This acknowledges the need to have a balanced approach to SPHE covering the learning outcomes outlined in the national curriculum. Teachers have the autonomy to adapt this plan and teach learning outcomes at different times based on the resources and programmes available to them, once all aspects are covered in full and reflected in Cuntasí Míosiula over the school year.

The only exceptions to this are the Safety & Protection Strands and Growing & Changing/Taking Care of my body which will be part of **Stay Safe and RSE Programmes and taught at specific times of the year.**

	<u>Junior/Senior Infants</u>	<u>1st/2nd class</u>	<u>3rd/4th Class</u>	<u>5th/6th Class</u>
<b>September</b>	Self Identity Myself & My Family	Self Identity Myself & My Family	Self Identity Myself & My Family	Self Identity Myself & My Family
<b>October</b>	Self Identity Myself & My Family	Self Identity Myself & My Family	Self Identity Myself & My Family	Self Identity Myself & My Family
<b>November</b>	My Friends & Other People/Relating to Others	My Friends & Other People/Relating to Others	My Friends & Other People/Relating to Others	My Friends & Other People/Relating to Others
<b>December</b>	My Friends & Other People/Relating to Others	My Friends & Other People/Relating to Others	My Friends & Other People/Relating to Others	My Friends & Other People/Relating to Others
<b>January</b>	Media Education	Media Education	Media Education	Media Education
<b>February</b>	<b>Safety &amp; Protection</b>	<b>Safety &amp; Protection</b>	<b>Safety &amp; Protection</b>	<b>Safety &amp; Protection</b>
<b>March</b>	<b>Safety &amp; Protection</b>	<b>Safety &amp; Protection</b>	<b>Safety &amp; Protection</b>	<b>Safety &amp; Protection</b>

<b>April</b>	<b>Taking Care of my body/Growing &amp; Changing</b>	<b>Taking Care of my body/Growing &amp; Changing</b>	<b>Taking Care of my body/Growing &amp; Changing/Making Decisions</b>	<b>Taking Care of my body/Growing &amp; Changing/Making Decisions</b>
<b>May</b>	<b>Taking Care of my body/Growing &amp; Changing</b>	<b>Taking Care of my body/Growing &amp; Changing</b>	<b>Taking Care of my body/Growing &amp; Changing/Making Decisions</b>	<b>Taking Care of my body/Growing &amp; Changing/Making Decisions.</b>
<b>June</b>	Developing Citizenship	Developing Citizenship	Developing Citizenship	Developing Citizenship

#### **4.2 Stay Safe Programme**

The Stay Safe Programme is a **mandatory programme** taught in Senior Infants, 2nd, 4th and 6th and will be taught each year in Term 2 (February and March). All relevant classes will teach the programme at the same time. This will increase the effectiveness of the programme.

The **aims** of the programme are to:

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

The topics covered for all year groups under the Stay Safe programme are as follows;

Topic 1: Feeling Safe and Unsafe

Topic 2: Friendship and Bullying

Topic 3: Touches

Topic 4: Secrets and Telling

Topic 5: Strangers

#### **4.3: Relationships and Sexuality Education (RSE)**

Relationships & Sexuality education (RSE) is a key component of the Social Personal & Health Education (S.P.H.E.) curriculum in primary school. RSE provides children with opportunities to develop knowledge, attitudes, beliefs, and practical skills necessary to establish and sustain healthy personal relationships with self and others. In addition to learning about relationships, RSE invites children to explore concepts such as physical development and human sexuality. Topics are explored with children in a developmentally appropriate, spiral nature throughout their primary education. Topics addressed in RSE include exploration of feelings, friendships, inclusive families, puberty, pregnancy, and conception. (\*\*Please see our School RSE Policy for further information & guidelines\*\*)

**The RSE programme will be taught in full in Term 3 at each class level each year (April & May).** Infant classes will teach the programme at the same time; 12.30 to 1:10 and all senior classes will teach the programme from 1:30 to 2:10. This will increase the effectiveness of the programme.

The name of the topic, number of lessons, objectives and learning outcomes will be recorded in the teacher's individual Cuntas Míosúil. The PDST anatomical terminology grid is used as a guide when planning RSE lessons. It contains the appropriate terms as recommended by The Department of Education and those terms will be used throughout the year at all year levels when appropriate.

**The aims of the Relationship and Sexuality Education (RSE) are:**

- a) Promote an understanding and healthy attitude towards sexuality and relationships.
- b) Promote knowledge of and respect for reproduction.
- c) Promote a sense of wonder and awe at the process of birth and new life.
- d) Enable the child to feel comfortable with his/her sexuality and that of others

### **5. Approaches and Methodologies**

We believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavor to teach SPHE using a variety of strategies which include, but are not limited to:

- Drama Activities
- Cooperative Games
- Use of Pictures, Photographs and Physical Objects
- Discussion: Pair Share, Small Group, Whole Class & Whole School Discussion (Assembly)
- Circle Time
- Problem Solving Activities and Approaches
- Written Activities/Sharing of Children's Work
- Digital Learning and the use of ICT
- Use of External Speakers/Visitors
- Class Trips outside of school
- Use of school environment

## **5. Assessment and Record Keeping:**

We will endeavor to use a wide range of Assessment methodologies appropriate to the learning that is happening in the subject at the time. The goal of assessment will be to develop an understanding of children's knowledge of the area with a view to informing future learning outcomes. Some of the assessment strategies in use across the school will be outlined below. Learners will be involved as partners in the assessment process through discussion of learning objectives and learning outcomes and by providing regular opportunities for learners to give and receive feedback on their learning.

- Teacher Observation
- Teacher Designed Tasks (Quizzes, Before and After Statements)
- Self/Peer Assessment by Students
- Written Samples & Portfolios (Class Displays)
- Questioning: Higher and Lower Order Questioning
- Assessment for Learning Techniques (Self Reflection Diaries/One to one Discussions/Role Play/Presentations)

## **5: Children with differing needs**

A balanced SPHE programme should consider each child's strengths and weaknesses across the school. The introduction and development of each topic will be structured in a graded and sequential way to allow for the individual child to develop and participate and be involved in a meaningful way. This SPHE plan aims to meet the needs of all the children in the school.

When needed our SET team will support our Mainstream class teachers and teachers in Outreach Class groups with the planning and implementation of specific learning outcomes and programmes. This may mean adapting resources or providing additional support in class for these lessons as needed.



## **6. Organizational Planning**

### **6.1: Timetable**

- As set out by the NCCA and Departmental Circulars we allocates 30 mins per week for SPHE
- This can be taught at a time that is at the discretion of each class teacher depending on their timetable (with the exception of RSE and Stay Safe Programmes that are taught at specific times)
- There is an acknowledgement that many aspects of the SPHE curriculum are cross curricular and teachers are supported and encouraged to find ways to integrate learning in SPHE throughout other subject areas within the school day to consolidate the learning happening during the SPHE lesson beyond its time allocation.

### **6.2 Individual Teacher's Planning**

- All teachers are familiar with the strands/strand units/content objectives and skills for their class level(s). Teachers refer to them regularly when planning for their classes, ensuring all aspects of the curriculum are covered and that there is a balance between the strands throughout the year.
- Teachers will base their termly and short-term plans on the approaches set out in this SPHE Whole School Plan Work completed will be recorded using the cuntas míosuil.
- Long term plans will be reviewed on a regular basis to ensure continuity from one year to next.
- Short term plans (Scéim Coicíse) are created, through collaboration with other year band teachers and stored in the staff folder.
- Our SET team in collaboration with mainstream class teachers will draw up Student Support Plans for the children who have been identified as requiring learning support in collaboration with class teachers.

### **6.3 Staff development**

- Continuing Professional Development courses are encouraged and supported insofar as is possible by the Board of Management and the Principal. Notifications from the Teachers' Centre are emailed to teachers.
- Collaboration and liaison among the staff as a whole is valued and essential to a whole school approach to the teaching of SPHE.

- Staff are given opportunities at staff meetings to share their knowledge with the whole staff.
- Opportunities for co-teaching will be identified. This will change from term-to-term depending on the needs of the class.
- Staff have access to books and resources necessary for each Strand and Strand Unit.
- Teachers with similar classes meet regularly to plan and discuss content and progress in the teaching of SPHE.

#### **6.4: Parental Involvement**

- Our staff welcomes parental involvement in the school and in their child's education. An information meeting is held by the class teacher for all parents at the start of the school year.
- Relevant information/tips/strategies which may help parents at home to assist their children will be communicated as appropriate, in particular when teaching specific programmes in SPHE
- Individual parent/teacher meetings are held annually in February. Teachers and parents are afforded this chance to discuss each individual child's progress in SPHE and other areas, and ways of assisting that progress. Parents and teachers are welcome to make individual arrangements to discuss matters of relevance at other times throughout the year.
- Parents are further encouraged to discuss with their children the current areas they are covering in SPHE through the use of Home-School links activities that build on the lessons in school.

#### **6.5: Community links**

- The school recognises that members of the community could make a particular contribution to the SPHE programme. They are welcomed into the class to provide assistance. Garda vetting procedures must be followed.
- A list of agencies/organizations will be developed detailing key partnerships we hope to develop within our wider community to support us with our school DEIS plan, School Self Evaluation in Wellbeing and our SPHE plan.

## **7: Success Criteria**

We will use the following criteria to evaluate the success of the plan:

**How we can determine if the plan has been implemented:**

- 1) Approaches in the plan are reflected in teachers' planning.
- 2) Content and methodologies are followed and reflected in the teacher's day to day practice.

**How will we know that the plan has achieved its aims? What are our indicators?**

- 1) Parent/Staff/Student surveys completed at intervals throughout our School Self Evaluation process in Wellbeing.
- 2) A marked improvement in target areas we are focusing on each year as part of our School Self Evaluation plan 2024-2027 in the Wellbeing & School DEIS plan.
- 3) Feedback from our Inspectorate.

## **8: Implementation and Review**

The Whole School plan will be implemented beginning in **September 2024** supported by a three year goal setting document to support the School Self Evaluation process in Wellbeing (2024-2027). Each year of the three-year process we will set targets for areas of development as a staff and reflect on these goals continuously as part of the process. The plan can be amended and developed based on the feedback to ensure it is a document that reflects the day-to-day teaching and learning at Broombridge Educate Together. It will be reviewed on an annual basis and amended when needed in line with the changes proposed as part of the new Primary Curriculum.

## **8: Ratification and Communication**

The Plan was ratified by the Board of Management of Broombridge Educate Together on \_\_\_\_\_. This plan was then shared and communicated to all staff members and parents/guardians in October 2024. A copy of this whole school plan is posted on our school website.

## Appendix 1: Curriculum Objectives by Year Band

### Junior and Senior Infants

	<b>Myself</b>
Self Identity	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>● To become aware of his/her immediate world through the senses</li><li>● To begin to learn how to cope with various changes as they occur</li><li>● To recognise and record personal preferences</li><li>● To begin to develop some awareness of factors that may influence decisions or choices taken</li><li>● To become more self-reliant and independent</li><li>● To begin to understand, appreciate and respect personal abilities, skills and talents</li><li>● To identify some everyday choices made by himself/herself and those that are made by others</li><li>● To express own views, opinions and preferences</li><li>● To discuss and appreciate all the features that make a person special and unique</li></ul>
Growing and Changing	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>● To realize the importance of good hygiene when preparing food to eat</li><li>● To discuss and explore some qualities and categories of food</li><li>● To explore food preferences and their role in a balanced diet</li><li>● To become aware of the importance of food for growth and development</li><li>● To realize that each individual has some responsibility for taking care of himself/herself</li><li>● To recognise and practice basic hygiene skills</li><li>● To explore and discuss the different things the body can do</li><li>● To name parts of the male and female body, using appropriate anatomical terms</li></ul>

	<ul style="list-style-type: none"> <li>● To respect his/her own body and that of others</li> <li>● To appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well.</li> </ul>
Taking Care of My Body	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and discuss occasions that can promote positive feelings in himself/herself</li> <li>● To begin to be sensitive to the feelings of others and to realize that the actions of one individual can affect the feelings of another</li> <li>● To explore the variety of ways in which feelings are expressed and coped with</li> <li>● To name a variety of feelings and talk about situations where these may be experienced</li> <li>● To identify what babies need to help them to grow and develop</li> <li>● To develop an awareness of human birth</li> <li>● To become aware of new life and birth in the world</li> <li>● To recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older</li> <li>● To realize that growth and change are part of the process of life and are unique to each individual</li> <li>● To identify some of the factors that promote growth</li> </ul>
Safety and Protection	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine</li> <li>● To identify some of the substances or things that are put onto the body and their associated functions</li> <li>● To realize that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents</li> <li>● To explore how accidents might be prevented at home, in school, on the farm, or in the water</li> <li>● To realize and understand that rules are necessary in order to protect people and keep them safe</li> <li>● To identify people who are responsible for safety in the community and learn and</li> </ul>

	<p>practice safety strategies for crossing the road, using the bus or being a pedestrian</p> <ul style="list-style-type: none"> <li>● To realize how other people can persuade him/her to engage in unsafe behavior</li> <li>● To identify situations and places that are safe and those where personal safety might be at risk</li> <li>● To explore appropriate safety strategies.</li> </ul>
	<b>Myself and Others</b>
Myself and My Family	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and acknowledge many of the things that can be learned in the home</li> <li>● To realize how families take care of, support and love each other</li> <li>● To explore the things that families do together</li> <li>● To realize that he/she belongs to a family and that each person has a place and role within a family</li> <li>● To identify and name the people who constitute a family and appreciate that all family units are not the same</li> </ul>
My Friends and Other People	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else</li> <li>● To recognise and explore bullying behavior, who is involved and the effects on different people</li> <li>● To recognise and appreciate differences in people and know how to treat others with dignity and respect</li> <li>● To discuss and appreciate all those considered special, both within and outside the family circle</li> <li>● To identify and appreciate friends at school and how they can help and care for each other</li> <li>● To discuss and examine the different aspects of friendship</li> <li>● To identify, discuss and appreciate his/her own friends.</li> </ul>

<p>Relating to Others</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● resolve conflicts with others</li> <li>● practice care and consideration, courtesy and good manners when interacting with others</li> <li>● use verbal and non-verbal behavior to perform social functions</li> <li>● listen and respond to the opinions and views of others</li> </ul>
<p><b>Myself and the Wider World</b></p>	
<p>Developing Citizenship</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To begin to become aware of local identity and to participate in and enjoy celebrating local events</li> <li>● To explore and respect the diversity of children in the class and school</li> <li>● To recognise that each person has an important contribution to make to the life of the community</li> <li>● To realize and understand the necessity for adhering to the class and school rules</li> <li>● To suggest ways of helping other people at home, in school and in the local community</li> <li>● To recognise the importance of sharing and co-operating and being fair in all activities in the class and school</li> <li>● To recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe</li> <li>● To realize that each person is important and has a unique and valuable contribution to make to the class</li> <li>● To appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment</li> <li>● To recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others</li> <li>● To recognise the name of his/her own school and the people who contribute to the life of the school</li> </ul>

Media Education	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To begin to explore and talk about the difference between advertisements and programmes</li> <li>● To begin to use and explore the various kinds of information technology available</li> <li>● To explore popular stories, books and rhymes and discuss some of the characters and their appealing traits</li> <li>● To identify favorite television programmes, videos and video games and indicate reasons for preference</li> <li>● To realize that he/she receives information from many different sources</li> </ul>
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### First and Second Class

	<b>Myself</b>
Self Identify	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To realize that being involved in decision making demands more personal responsibility</li> <li>● To discuss the factors that may influence personal decisions or choices</li> <li>● To recognise and reflect on choices that are made every day</li> <li>● To express personal opinions and preferences and acknowledge those of others and comment on them</li> <li>● To explore different ways of coping with change</li> <li>● To become more independent and self-reliant</li> <li>● To become aware of his/her immediate world through the senses</li> <li>● To identify and talk about personal preferences, dreams for the future and hopes</li> <li>● To recognise and appreciate the similarities and differences between people</li> <li>● To develop an appreciation of and talk about personal strengths, abilities and characteristics.</li> </ul>



<p>Growing and Changing</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To recognise that individual actions can affect the feelings of others</li> <li>● To explore the various feelings that change as one grows</li> <li>● To become aware of and be able to choose healthy ways of feeling good about himself/herself</li> <li>● To identify people with whom he/she can discuss feelings and emotions</li> <li>● To realize and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable</li> <li>● To name and identify a wide range of feelings and talk about and explore feelings in different situations</li> <li>● To realize the various roles parents and other family members have in providing for newborn babies</li> <li>● To appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world</li> <li>● To begin to understand that reproduction, birth, life, growth and death are all part of a life cycle</li> <li>● To realize that growing up brings increased responsibility for himself/herself and others</li> <li>● To realize that growth takes place in many different ways and is unique to each individual</li> <li>● To begin to recognise the physical, emotional, social and spiritual factors that promote growth</li> </ul>
<p>Taking Care of My Body</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To recognise and practice good hygiene when dealing with food</li> <li>● To identify some of the foods that are derived from plant and animal sources</li> <li>● To appreciate that balance, regularity and moderation are necessary in the diet</li> <li>● To explore the importance of food for promoting growth, keeping healthy and providing energy</li> <li>● To recognise and examine some of the substances that are taken into the body and the purpose and function of each one</li> <li>● To become aware of how infection spreads easily and the importance of adhering to a code of hygiene</li> </ul>

	<ul style="list-style-type: none"> <li>● To realize that each individual must take some responsibility for self-care</li> <li>● To develop and practice basic hygiene skills</li> <li>● To name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions</li> <li>● To explore the various things the body can do</li> <li>● To recognise the importance of treating the body with respect and dignity</li> <li>● To appreciate the need and understand how to care for the body in order to keep it strong and health</li> </ul>
<p>Safety and Protection</p>	<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>● To distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them</li> <li>● To recognise and explore occasions when medicines are needed</li> <li>● To recognise how accidents might be caused and what can be done in order to prevent accidents happening</li> <li>● To recognise places where it is safe to play and understand the importance of adopting responsible and equitable behavior when playing</li> <li>● To become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and that of others</li> <li>● To develop and practice strategies for keeping safe when traveling</li> <li>● To identify risky behavior and examine its positive and negative consequences</li> <li>● To explore how other people can persuade him/her to engage in unsafe behavior and how this may be counteracted</li> <li>● To discuss and practice appropriate strategies for dealing with these situations</li> <li>● To recognise and explore situations where children feel safe and those where safety might be at risk.</li> </ul>
	<p><b>Myself and Others</b></p>
<p>Myself and My Family</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore many of the things that are learned in families, both practical and otherwise</li> </ul>

	<ul style="list-style-type: none"> <li>● To appreciate his/her own family and identify ways in which members of families can help, support and care for each other</li> <li>● To recognise his/her role and place in the family unit and the contribution made by each member to the family</li> <li>● To identify and talk about those who live at home and recognise that homes and families can vary</li> </ul>
My Friends and Other People	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else</li> <li>● To recognise and explore bullying behavior, who is involved and the effects on different people</li> <li>● To know how to treat people with dignity and respect</li> <li>● To explore how friends can influence personal actions and decisions identify, explore and discuss qualities and skills associated with friendship</li> <li>● To discuss personal friends and why he/she enjoys being with them</li> </ul>
Relating to Others	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and practice how to handle conflict without being aggressive.</li> <li>● To express and record experiences, opinions, feelings and emotions in a variety of ways.</li> <li>● To listen, hear and respond to what is being said by others.</li> <li>● To distinguish between verbal and non-verbal behavior and know how they are used in performing social functions.</li> </ul>
	<b>Myself and the Wider World</b>
Developing Citizenship	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life</li> <li>● To engage in group activities in the class and learn how to share, co-operate, listen to,</li> </ul>

	<p>work and play together</p> <ul style="list-style-type: none"> <li>● To develop an awareness of people in other places</li> <li>● To be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences</li> <li>● To be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all</li> <li>● To discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone</li> <li>● To develop a sense of belonging to his/her own local community</li> <li>● To recognise and write the name and location of his/her own school and identify those who constitute the school community</li> <li>● To appreciate the environment and realize that there is a community and individual responsibility in caring for and protecting the environment</li> <li>● To begin to appreciate how people depend on each other in many aspects of life</li> <li>● To explore what it means to belong and recognise some of the different groups to which he/she can belong.</li> </ul>
Media Education	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To discuss and explore advertising that is specifically aimed at children</li> <li>● To begin to distinguish between fact and fiction in stories or situations in different media forms</li> <li>● To become aware of and learn about the different ways in which information can be communicated.</li> </ul>

### Third and Fourth Class

	<b>Myself</b>
Self Identify	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To become increasingly responsible and autonomous</li> <li>● To become more confident in coping with change and with situations that are unfamiliar</li> <li>● To express personal opinions, feelings, thoughts and ideas with growing confidence</li> <li>● To enhance his/her own learning</li> <li>● To identify personal preferences, dreams for the future, and hopes</li> <li>● To realize that each person has a unique contribution to make to various groups, situations and friendships</li> <li>● To identify realistic personal goals and targets and how these can be achieved in the short or long term</li> <li>● To explore the factors that influence his/her self-image</li> <li>● To recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities</li> </ul>
Growing and Changing	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore how feelings can influence one's life</li> <li>● To identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later</li> <li>● To identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner</li> <li>● To talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed</li> <li>● To develop an appreciation of the wonder of a new-born baby</li> <li>● To identify the care that needs to be taken while waiting for a baby to be born</li> <li>● To discuss the stages and sequence of development of the human baby, from conception to birth</li> <li>● To recognise how independence and responsibilities are continually increasing</li> </ul>

	<ul style="list-style-type: none"> <li>● To begin to appreciate the need for space and privacy in life</li> <li>● To recognise how spiritual development has taken place in recent years</li> <li>● To recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty*</li> <li>● To recognise the emotional changes that have taken place since infancy</li> <li>● To identify the skills and abilities acquired and the interests and pursuits taken up in recent years</li> <li>● To realize that growing and changing are continuous throughout life</li> </ul>
<p>Taking Care of My Body</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To discuss and examine the importance of proper food hygiene</li> <li>● To explore some factors that influence the consumption of different food products</li> <li>● To examine the dietary needs of his/her own age group and other groups in society</li> <li>● To recognise the wide choice of food available and categorize food into the four main food groups and their place on the food pyramid</li> <li>● To differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation</li> <li>● To recognise the adverse effects of sexual stereotyping and realize that these effects can become more exaggerated as the physical differences between males and females are more apparent</li> <li>● To understand and explore the relationship between health and hygiene</li> <li>● To recognise and practice good personal hygiene, know how it is maintained and understand its importance in social interaction</li> <li>● To realize that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal</li> <li>● To understand the physical changes taking place in both the male and female body</li> <li>● To realize the importance of caring for and treating his/her own body, and that of others, with dignity and respect</li> <li>● To recognise and discuss some people who are concerned with health and welfare</li> <li>● To identify and categorize a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal</li> </ul>

<p>Safety and Protection</p>	<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>● To identify some potential risks to health and safety in the environment</li> <li>● To explore and examine the use of medicines</li> <li>● To identify items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them</li> <li>● To explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs</li> <li>● To adopt responsible behavior at play and know the appropriate safety measures to take while playing</li> <li>● To be aware of potential travel hazards and the need for responsible behavior when traveling</li> <li>● To begin to realize that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual</li> <li>● To begin to assess the consequences of risky behavior</li> <li>● To identify people, places and situations that may threaten personal safety</li> <li>● To explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe</li> </ul>
	<p><b>Myself and Others</b></p>
<p>Myself and My Family</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland</li> <li>● To identify the behavior that is important for harmony in families</li> <li>● To understand that families often undergo planned or unplanned changes that may be pleasant or difficult</li> <li>● To explore how belonging to a family means that family members love, protect, provide and care for each other</li> <li>● To recognise that each member has a place and role in the family and contributes to the</li> </ul>

	<p>effective functioning of the family unit</p> <ul style="list-style-type: none"> <li>● To explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time</li> </ul>
<p>My Friends and Other People</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and examine ways of dealing with bullying</li> <li>● To recognise, discuss and understand bullying</li> <li>● To respect and show consideration for the views, beliefs and values of others</li> <li>● To practice and recognise the importance of care and consideration, courtesy and good manners when interacting with others</li> <li>● To acknowledge that friends often circulate in groups, which can be healthy or unhealthy</li> <li>● To begin to cope with disharmony in, or loss of, friendships</li> <li>● To examine different types of friendship</li> <li>● To explore the different aspects of friendship</li> <li>● To appreciate the need for and the importance of friendship and interacting with others</li> </ul>
<p>Relating to Others</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To identify and discuss various responses to conflict situations and decide on and practice those that are the most appropriate or acceptable</li> <li>● To identify reasons for conflict in different situations</li> <li>● To give and receive compliments and constructive criticism in different situations</li> <li>● To examine the power of persuasion in relating to others and identify times when it can be used positively and negatively</li> <li>● To use language, gestures and other appropriate behavior to perform social functions</li> <li>● To listen carefully and reflectively to others</li> <li>● To recognise and explore various verbal and non-verbal means of communicating.</li> </ul>



	<b>Myself and the Wider World</b>
<p><b>Developing Citizenship</b></p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations</li> <li>● To begin to develop an awareness of the lives and culture of some people in the European Union</li> <li>● To become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country</li> <li>● To discuss the role of leaders and organizations that serve the community at different levels and the influence that they have</li> <li>● To explore some of the issues and concerns in the local or national community</li> <li>● To appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony</li> <li>● To recognise how each person has both an individual and a communal responsibility to the community</li> <li>● To realize what it means to belong to a group</li> <li>● To explore and recognise the rights and responsibilities of both adults and children in the school community</li> <li>● To examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping</li> <li>● To explore the various ways in which the school promotes a sense of belonging</li> <li>● To discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner</li> <li>● To develop and practice leadership roles and learn to work together in different group situations</li> <li>● To play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behavior and discipline.</li> </ul>

Media Education	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations</li> <li>● To begin to explore some of the techniques that are used in marketing and advertising</li> <li>● To become aware of advertising and its purpose and nature</li> <li>● To discuss and explore television, radio, videos, computer games, the internet (worldwide web and email) and other media</li> <li>● To explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behavior, authenticity and attitudes</li> </ul>
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### Fifth and Sixth Class

	<b>Myself</b>
Self Identify	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To become more independent and autonomous</li> <li>● To take increasing personal responsibility for himself/herself</li> <li>● To enhance skills to improve learning</li> <li>● To develop further the ability to express personal opinions, thoughts and ideas and listen</li> <li>● To respect, think about and comment critically and constructively on the views of others</li> <li>● To accept his/her own body image and explore some of the factors that affect his/her self image and beliefs about himself/herself</li> <li>● To identify realistic personal goals and targets and the strategies required to reach these</li> <li>● To reflect on his/her experiences and the reasons for taking different courses of action</li> <li>● To recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways</li> </ul>

**Growing and Changing**

**Learning Outcomes:**

- To appreciate the importance of good nutrition for growing and developing and staying healthy
- To identify and be aware of the different ways in which the body may be protected against disease and infection
- To become aware of some communicable diseases and explore how diseases and infections are spread
- To recognise some physical disabilities and how they can affect people's lives
- To realize how increased activity or involvement in physical activities can require increased attention to body care
- To understand the reproductive system of both male and female adults
- To identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone
- To recognise the importance of treating his/her body and that of others with dignity and respect
- To realize that there is a personal and communal responsibility for the health and well-being of himself/herself and others
- To identify and discuss the roles of various people who are concerned with the health of others
- To explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind
- To explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances
- To explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use
- To distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have
- To recognise causes of personal worry and identify appropriate coping strategies
- To recognise and examine behavior that is conducive to health and that which is harmful to health

<p>Taking Care of My Body</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To appreciate the importance of good nutrition for growing and developing and staying healthy</li> <li>● To identify and be aware of the different ways in which the body may be protected against disease and infection</li> <li>● To become aware of some communicable diseases and explore how diseases and infections are spread</li> <li>● To recognise some physical disabilities and how they can affect people's lives</li> <li>● To realize how increased activity or involvement in physical activities can require increased attention to body care</li> <li>● To the reproductive system of both male and female adults</li> <li>● To identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone</li> <li>● To recognise the importance of treating his/her body and that of others with dignity and respect</li> <li>● To realize that there is a personal and communal responsibility for the health and well-being of himself/herself and others</li> <li>● To identify and discuss the roles of various people who are concerned with the health of others</li> <li>● To explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind</li> <li>● To explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances</li> <li>● To explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use.</li> </ul>
<p>Safety and Protection</p>	<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>● To identify and explore some potential risks to health and safety in the environment</li> <li>● To explore and examine the use of medicines</li> <li>● To identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that he/she has learned a safety strategy for dealing with</li> </ul>

	<p>unknown and dangerous substances</p> <ul style="list-style-type: none"> <li>● To develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident</li> <li>● To develop an awareness of health and safety in the school, home and work-place</li> <li>● To know how to keep safe when traveling and to understand how individuals can keep others safe</li> <li>● To recognise places where it is safer to play and how to behave in a responsible manner when playing</li> <li>● To discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others</li> <li>● To realize that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual</li> <li>● To discuss a variety of risky situations and behavior and assess and evaluate how these risks may be avoided or minimized and the implications of taking risks</li> <li>● To identify situations and places that may threaten personal safety</li> <li>● To explore rules and regulations at home, in school and in society and the importance of adhering to them</li> </ul>
<p><b>Making Decisions</b></p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people</li> <li>● To identify sources of help in solving problems</li> <li>● To distinguish between assumption, inference, fact, rumor and opinion in making a decision</li> <li>● To discuss and practice a simple decision-making strategy</li> <li>● To recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</li> <li>● To recognise that decisions have consequences and that not all people will make the same decisions all the time</li> <li>● To explore and learn to examine critically the factors and levels of thought that influence</li> </ul>

	<p>decisions and choices</p> <ul style="list-style-type: none"> <li>● To acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make</li> </ul>
	<p><b>Myself and Others</b></p>
Myself and My Family	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people</li> <li>● To identify sources of help in solving problems</li> <li>● To distinguish between assumption, inference, fact, rumor and opinion in making a decision</li> <li>● To discuss and practice a simple decision-making strategy</li> <li>● To recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</li> <li>● To recognise that decisions have consequences and that not all people will make the same decisions all the time</li> <li>● To explore and learn to examine critically the factors and levels of thought that influence decisions and choices</li> <li>● To acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make</li> </ul>
My Friends and Other People	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully</li> <li>● To recognise, discuss and understand bullying and its effects</li> <li>● To practice and recognise the importance of care and consideration, courtesy and good manners with others</li> <li>● To explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively</li> <li>● To identify the different groups to which friends can belong and recognise what</li> </ul>

	<p>constitutes a healthy group</p> <ul style="list-style-type: none"> <li>● To consider problems that can arise in friendships and other relationships and how these could be handled</li> <li>● To explore the differences between boy-and girl friendships and same-sex friendships</li> <li>● To discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances</li> <li>● To explore the importance of friendship and interacting with others and realize that making and changing friends is part of the natural process of growing</li> </ul>
<p>Relating to Others</p>	<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● To explore and practice how to handle conflict without being aggressive</li> <li>● To identify and discuss various responses to conflict situations</li> <li>● To discuss how conflict can arise with different people and in different situations</li> <li>● To examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences</li> <li>● To begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others</li> <li>● To examine the various ways in which language can be used to isolate and discriminate against people</li> <li>● To listen actively to others and respect what each person has to say</li> <li>● To explore and practice the many verbal and non-verbal ways in which people communicate with each other.</li> </ul>
	<p style="text-align: center;"><b>Myself and the Wider World</b></p>

**Developing  
Citizenship**

**Learning Outcomes:**

- To appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations
- To realize and begin to understand the unequal distribution of the world's resources
- To explore how justice and peace can be promoted between people and groups, both nationally and internationally
- To become aware of some of the cultures, lifestyles and languages of some countries in the European Union and the wider world
- To recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected
- To begin to explore the concept of democracy
- To become aware of elements of his/her own cultural heritage and traditions
- To identify some local issues of concern and explore possible action that could be taken to address these issues
- To explore how inequality might exist in the local community and suggest ways in which this might be addressed
- To recognise and explore the positive contributions made to the local community by various organizations, ethnic, social or community groups and individuals
- To recognise and understand the role of the individual and various groups in the community
- To explore local traditions and folklore and develop a sense of pride in his/her local community
- To practice ways of working together and of developing a sense of belonging
- To explore the concept of the class or school as a community

**Media Education**

**Learning Outcomes:**



- To explore and use some simple broadcasting, production and communication techniques
- To explore various recreation and leisure activities as an alternative to watching television
- To become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas
- To become aware of the different forms of advertising, its purpose and the messages it promotes
- To identify the audiences at which different aspects of the media are aimed
- To recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media
- To explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included
- To explore and understand how information is conveyed and practice relaying messages using a variety of methods.

## Appendix 2: Resources to support teaching of SPHE across the school

### Digital Resources

- Walk Tall I PDST  
<https://www.pdst.ie/walktall>
- Stay Safe  
<https://www.staysafe.ie>
- PDST RSE Supports & RSE Manuals  
[https://www.pdst.ie/primary\\_healthwellbeing/](https://www.pdst.ie/primary_healthwellbeing/)
- Weaving Well being  
<https://weavingwellbeing.com/>
- Ombudsman for children resources  
[www.oco.ie](http://www.oco.ie)
- Eat Smart, Move More  
[www.healthpromotion.ie](http://www.healthpromotion.ie)
- Different Families, Same Love  
[www.into.ie](http://www.into.ie)
- Digital Safety (Webwise)  
[www.webwise.ie](http://www.webwise.ie)
- Human Rights Stories - [www.amnesty.ie](http://www.amnesty.ie)
- Busy Bodies DVD & Resources - [www.healthpromotion.ie](http://www.healthpromotion.ie)

## **Physical Resources**

- Teacher Manuals (Walk Tall, Weaving Wellbeing, Stay Safe, RSE)
- Anatomical Dolls
- Safety Packs (Water Safety, Fire Safety, Road Safety, Medicines etc) - in development
- Developing Citizenship Resources (Amnesty International Human Rights etc) - in development
- SPHE Storybook Library

### Appendix 3: Teacher Checklist



In the Classroom.....	Tick
1. There is a <b>warm and respectful environment</b> for the children in the class for SPHE lessons.	
2. I share the <b>learning outcome</b> of the lesson with the children on whiteboard or verbally	
3. I discuss any <b>new language</b> we will use in lesson.	
4. I provide opportunities for <b>Pair Share</b> and/or <b>Group Work</b> as part SPHE lessons	
5. I use strategies to ensure <b>all children participate</b> or are active in lessons (e.g: no hands up)	
6. I include <b>Active Learning</b> as a methodology to support SPHE lessons (Drama, Cooperative Games, Use of school environment etc)	
Curricular.....	
1. I cover all <b>areas of SPHE as outlined in the curriculum</b> using a variety of resources (Walk Tall, Weaving Wellbeing, Stay Safe, RSE)	
2. All mandatory areas of SPHE Curriculum (as part of stay safe & RSE) are <b>taught and reflected in my planning</b> at the appropriate time of year.	
Parental Involvement....	
1. Where appropriate, I send <b>information letters</b> home to parents about specific programmes.	