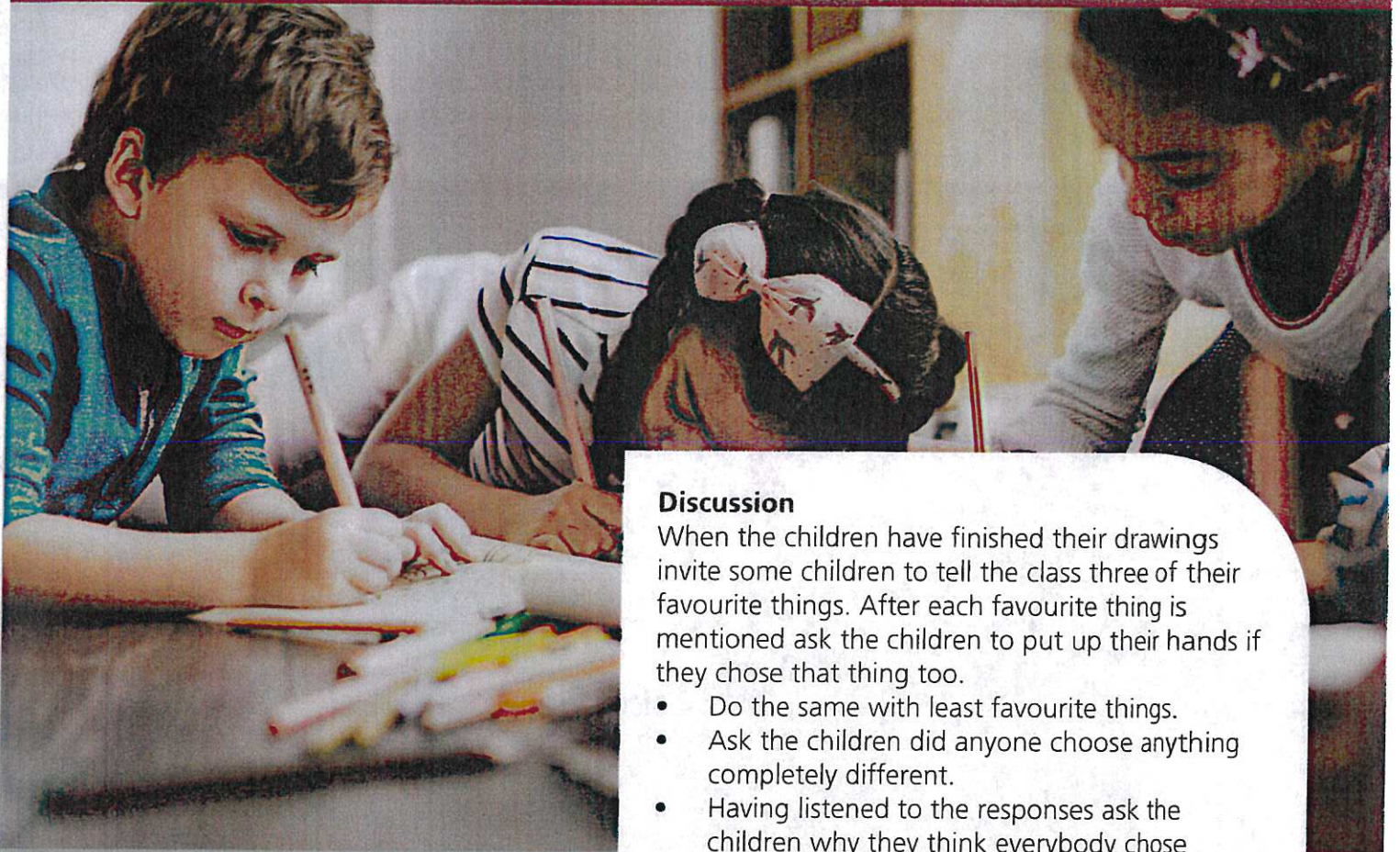


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Discussion

When the children have finished their drawings invite some children to tell the class three of their favourite things. After each favourite thing is mentioned ask the children to put up their hands if they chose that thing too.

- Do the same with least favourite things.
- Ask the children did anyone choose anything completely different.
- Having listened to the responses ask the children why they think everybody chose different things?
- Encourage the children to consider how unique we all are and how dull the world would be if we were all the same.

Other People are Special Too

- Invite the children to think of one member of their family and to tell the class what is special about them – good runner, kind, funny, generous, etc.
- Then invite the children to turn to the person beside them and to say three things that are special about them.
- Ask the children is everyone special? How do you know? Is it always obvious/clear what makes a person special? Even if we don't really like someone are they still special?
- Explain to the children that we should treat everyone with respect, whether we like them or not. They are special because they are people made by God. Ask the children to give examples of ways we can show respect for each other – being helpful, sharing our things, not making fun of people, including others in our games, etc.

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Reflection

Invite the children to close their eyes and sit quietly with their feet on the floor. Then read the following:

Think of your favourite place to go with your family. Imagine you are there now. What can you see? What can you hear? What can you smell? Think about how happy you feel.

God made each of us unique and special. We all like different things. We all look different. We have our own ideas and opinions. We have our own likes and dislikes.

Thank God for all of the special gifts he has given you. Thank God for making you special. Thank God for the wonderful gift of you. Amen.



My Body

SPHE STRANDS:

Myself – Taking care of my body – Food and nutrition – Growing and changing

Senses Walk

Chat to the children about their senses – smell, touch, taste, sight and hearing.

Take them for a 'Senses Walk', preferably outside, and invite them to try to notice one thing they can smell, touch, see and hear. Tell them we will be dealing with taste later in the lesson.

On returning to the classroom ask the children to share some of the things they noticed. Ask questions such as the following:

- What part of your body do you smell with? What would life be like if we couldn't smell things? Does our sense of smell ever keep us safe? In what way?
- What part of your body do you hear with? What would it be like if you couldn't hear? Does your sense of hearing ever help to keep you safe? In what way?

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- What part of your body do you touch with? What would life be like if you couldn't feel anything with your skin?
- What part of your body do you see with? What would life be like if you couldn't see? How do people who can't see manage?
- Explain to the children that every part of our body has a function. God created each part of us for a very good reason.

Diagram

Show the diagram of a person showing a heart, lungs, kidneys, eyes, fingers, feet, etc.

Invite the children to say the name of each part and what its function is. (In accordance with school policy you may choose to mention the excretory system using the proper names.)

Taste Testers

Invite four or five children forward to be blindfolded. While they are blindfolded ask them to identify some strong smells e.g an orange, mint, an onion, coffee, salty crisps.

Then ask them to identify some more subtle smells like an apple, cucumber, carrot, etc.

Ask them if they would find it easier to identify the objects if they could see them? Taste them? Explain to the children that all of our senses work together to help us to make sense of the world around us.

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Reflection:

Invite the children to close their eyes and to listen to all the sounds around them. Then read the following reflection:

Close your eyes and put your hands on your lap. Can you feel you're the material of your clothes on your fingertips? Can you feel the hard floor beneath your feet? What can you hear? Can you hear any of the sounds of nature? Birds singing, or dogs barking or the wind blowing? Can you hear other sounds from around the school? Can you feel your breath going in and out of your lungs? Breathe in and out through your nose and hear the gentle sound it makes.

God made every bit of you. Each part has a very special job to do. As you grow and change your body will keep on doing its special job. God made you exactly as you are and he loves you. He made everyone to be unique and different and he loves us all.

We thank God for our wonderful bodies. We will do our best to look after ourselves and we will always look out for others. We ask God to be with us as we grow and change. Amen.

My Family Loves Me



SPHE STRANDS:

**Myself and Others –
Myself and my family –
Relating to others**

Chatting:

Chat with the children about things they like to do with their families – watching TV, going for walks, eating meals together, etc.

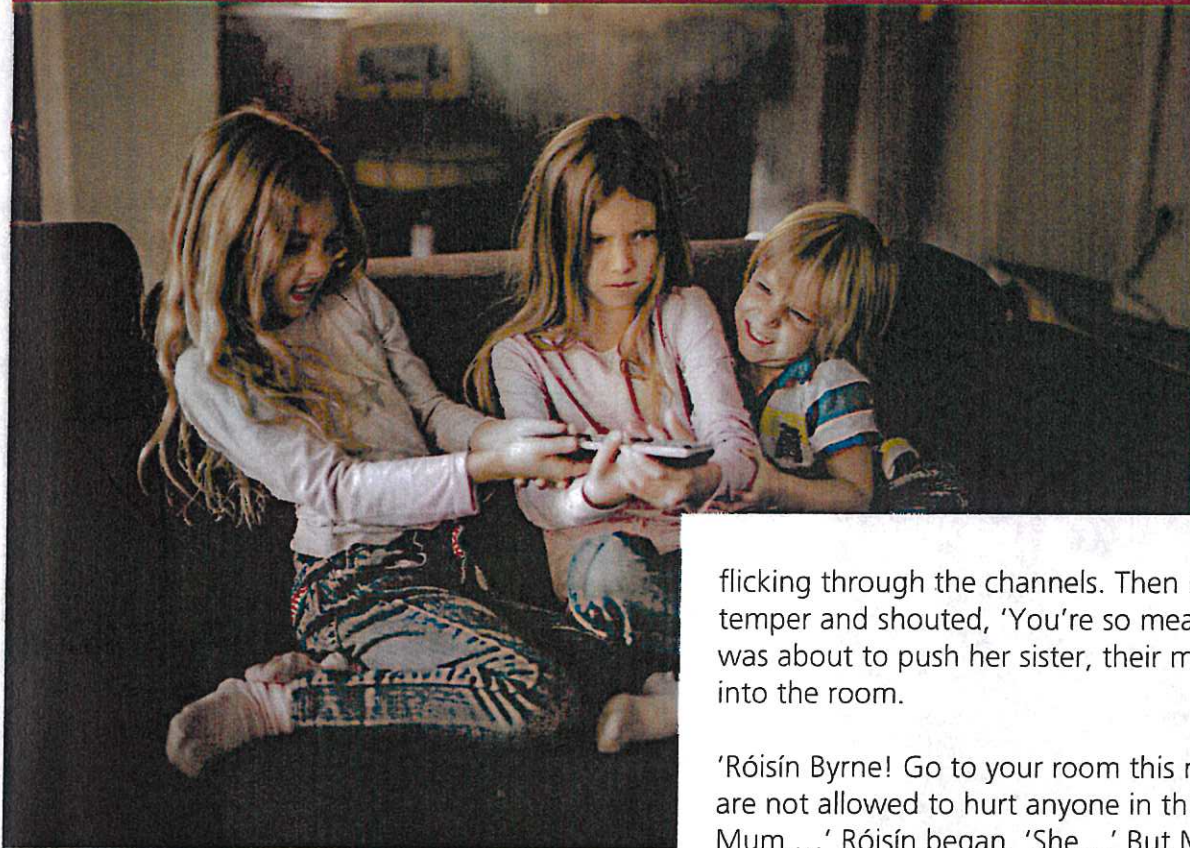
- Invite them to draw a picture of the thing they like doing best with their families and to explain it to the child beside them.
- The pictures can be displayed on the wall afterwards.

Story: It's Not Fair

Gráinne and Róisín were watching TV together one afternoon. When the programme was over Róisín said, 'I want to watch a cartoon now.' Gráinne grabbed the remote control from Róisín's hand and started to flick through the channels. Róisín got really mad and shouted, 'Give that remote control to me!' But Gráinne just pulled her hair and kept

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flicking through the channels. Then Róisín lost her temper and shouted, 'You're so mean!' Just as she was about to push her sister, their mum walked into the room.

'Róisín Byrne! Go to your room this minute! You are not allowed to hurt anyone in this house.' 'But Mum ...' Róisín began, 'She...' But Mum spoke even louder. 'Go to your room THIS MINUTE.' Róisín walked out of the room and as she walked through the door she could see her mother hugging Gráinne and saying, 'Are you alright? You poor thing.'

Róisín went upstairs and lay on her bed with tears in her eyes. She loved her sister but sometimes she made her mad. It was just so unfair. Gráinne had started it. Why didn't Mum listen?

After a while Mum came upstairs and sat on Róisín's bed. 'Have you anything to say for yourself, young lady?' she asked with a cross face. 'Yes I do,' said Róisín, 'And will you please listen this time?' 'Go ahead then,' said Mum. Róisín explained that it was actually Gráinne who had started the trouble. She told Mum that Gráinne had pulled her hair and grabbed the remote control. 'I know I shouldn't push her,' she said, 'but it really wasn't my fault.' She began to cry again.

Mum moved over beside Róisín and hugged her. 'I'm sorry I didn't listen,' she said, 'You know you shouldn't push, but I didn't realise there were two sides to the story. I'm going down to talk to your sister now. Later on, you can both apologise to each other and we'll forget about the whole thing.'

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Mum went back downstairs and she could hear her speaking crossly to Gráinne. Then she heard Gráinne stamping up the stairs to her room. 'Thanks Sis!' Gráinne called through the bedroom door. 'Gráinne!' Mum shouted. Later on Mum sat with the two girls and said 'Now girls, I think we all learned a few valuable lessons today. I certainly did. I will listen to the two sides of a story before I make any decisions, and I hope you two can learn to sort things out in a calm way. Now would anyone like a slice of chocolate cake?' The two girls laughed and before long they were all smiling through chocolatey teeth at each other.

Art

Invite the children to draw a picture of their favourite activity they like to do with their family.

Reflection:

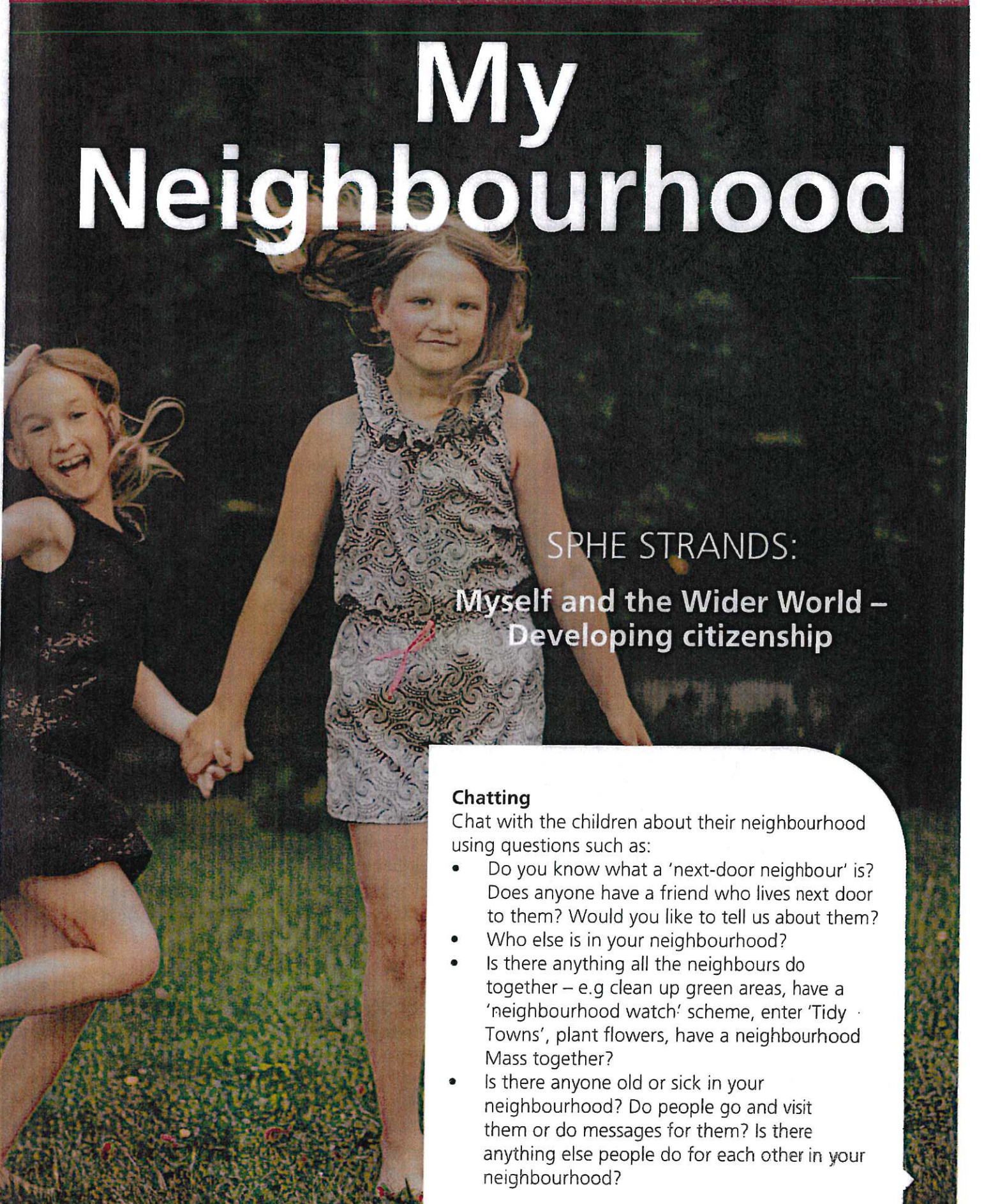
Invite the children to close their eyes and sit really still with their feet on the floor. Then read the following:

Think of the people you live with. One by one think of each member of your family. Think of how much you love them and how much they love you. Think of all that your family do for you: bringing you places, spending time with you, all the nice food you've shared together. Remember your aunts and uncles and grandparents too.

Families have good days and bad days. You might argue with your brothers and sisters. Sometimes you might be in a bad mood. But families forgive each other and try again and again and they never stop loving one another.

We thank God for our wonderful families and ask God to help us to be kind and loving to each other. Amen.

My Neighbourhood

A photograph of two young girls in a grassy field. The girl in the center is wearing a light-colored, patterned dress and is holding the hand of another girl on her left. They are both smiling and appear to be spinning or dancing. The background is a dark, out-of-focus field.

SPHE STRANDS:

**Myself and the Wider World –
Developing citizenship**

Chatting

Chat with the children about their neighbourhood using questions such as:

- Do you know what a 'next-door neighbour' is? Does anyone have a friend who lives next door to them? Would you like to tell us about them?
- Who else is in your neighbourhood?
- Is there anything all the neighbours do together – e.g clean up green areas, have a 'neighbourhood watch' scheme, enter 'Tidy Towns', plant flowers, have a neighbourhood Mass together?
- Is there anyone old or sick in your neighbourhood? Do people go and visit them or do messages for them? Is there anything else people do for each other in your neighbourhood?

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Poem: My Street

I live in the house with the yellow door,
Conor lives in number 4.
Mrs Brady has a cat,
'Welcome' is written on Sarah's mat.
There's a tree we climb just down the street,
A bench where all the old folk meet,
Bikes and trikes and buggies too,
You know me and I know you.
We run and play and sing a song,
Every one feels like they belong –
Mums and dads, boys and girls,
Freckled faces, heads of curls.
My neighbourhood is home to me,
My favourite place on Earth to be.
I know I'll never be alone
When I can call this street my home.

When you have read the poem ask questions such as:

- Who lives in number 4?
- What is written on Sarah's mat?
- Where do 'all the old folk meet'?
- Does the poem remind you of any place?
Would you like to tell the class about it?
- Do you think neighbours are important to each other? In what way?
- Do you think it's important to help out older neighbours or neighbours who are sick? Do you ever do that? In what way?

Photos

Show the children photos of people who serve the community – e.g. a guard, a lollipop lady, a shopkeeper, a doctor, a postman, priest, etc.

- Ask them what each of these people does in our community? Is this an important job? What would happen if we did not have these people?
- How can we show appreciation for the people who serve our community?

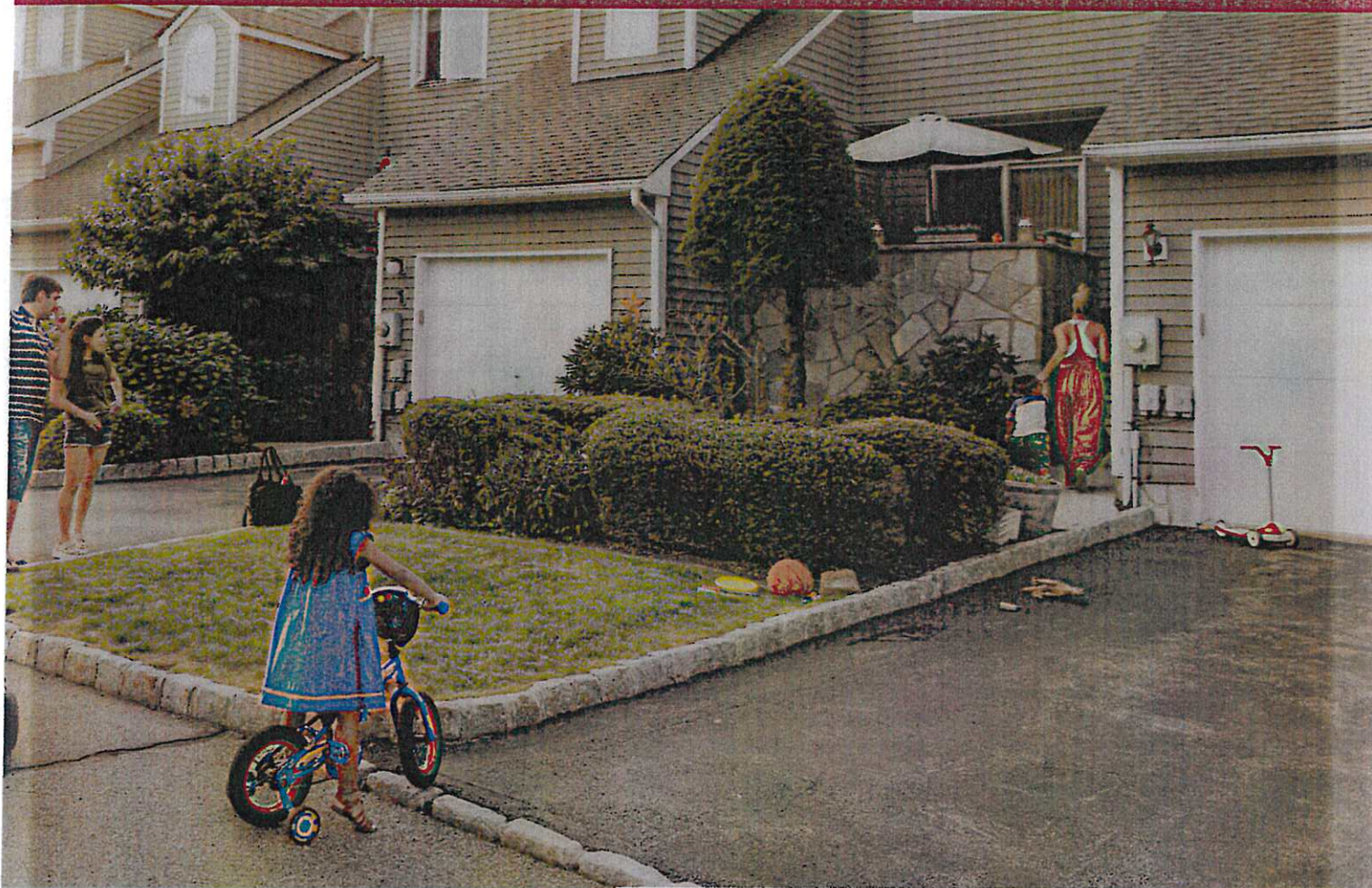
Art Activity

Invite the children to draw three people who serve their community that they are familiar with. They can draw them in uniform or carrying out their duties.

Invite the children to explain their picture to the child beside them. These pictures can then be displayed on the wall.

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Reflection

Invite the children to close their eyes while you read the following reflection:

Close your eyes and think of your own neighbourhood and the people who live close to you. Think of the ways you help each other, smile and say hello to each other, maybe loan each other things sometimes, play together, share a lift in the car sometimes. Think of someone in your neighbourhood who is old. Does your family ever visit or care for someone who is old or sick in the neighbourhood? Think of people who help in your community: a guard, a nurse, a priest, a lollipop lady or a shopkeeper.

We thank God for all the people in our neighbourhood. Help us to be good neighbours to each other. Help us to enjoy each other's company and to be nice to each other. Help us to look out for anyone who is old or sick. Thank you God for my neighbourhood. Amen

The Wonder of New Life

SPHE STRANDS:

**Myself – Growing and changing
– Safety and protection**

**Myself and Others – Myself and
my family – Relating to others**

Preparation for Baby Visit

Invite a parent who has recently given birth to visit the classroom (in accordance with school policy). Prepare for the visit in advance by chatting with the children about babies using questions such as:

- Does anyone have a new baby at home? How old is the baby? Could you tell us about what preparations you made for the baby before it was born?
- Talk about what needs to be prepared and/or bought – a cradle, baby clothes, bottles, soother, blankets, a baby monitor, pram, etc.
- Refer to the baby growing inside its mother.
- Talk about how babies need to be cared for when they are born – how we have to be very gentle, they are very delicate, need lots of sleep, sometimes feed from their mothers or from a bottle, need to be washed, etc.

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- Prepare for the visit of the baby to the classroom – where the mum and baby will sit, how quiet we will have to be because babies don't like loud noises, what questions they might ask, etc.

Baby Visit

Provide a comfortable chair for the mother and baby in a central position where everyone can see the baby. Tell the children that if the baby gets upset the mum may need to go outside for a minute but that she will come back.

Questions such as these might be asked (in accordance with policy):

- What age is the baby? What size and weight was the baby when he or she was born?
- What is the baby's name? Is there a special reason why this name was chosen?
- What kind of food do you give the baby? (If mum is breast-feeding she might like to explain about that and that it is very good for the baby.)
- How do you know that the baby is hungry?
- Why do babies need to be 'winded'?
- When do babies need their nappies changed? Does the baby like having his/her nappy changed?
- How can other members of the family help with the baby?
- Has baby changed much since he/she was born?

The children will have lots of their own questions which may seem irrelevant but it is good for them to marvel in their own way at the gift of new life.

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'Show and Tell'

Invite the children to bring in photos of themselves as a baby and to ask their parents what they were like as babies – Did they cry a lot? Were they very hungry? At what age did they walk? At what age did they talk? Where did they sleep?

- Children can take turns showing the photos to the class and telling them a few details about what they were like as babies.

Art Activity

Invite the children to draw a picture of a baby and to include things we do to care for babies – maybe a blanket, a pram for walks, a family who love the baby, a bottle or soother, etc.

Song:

At Home We Have A New Baby

Prayer

Thank you God for babies.

They bring so much love and joy to families.

We were all babies once.

Jesus was a baby too. We celebrate the birth of the baby Jesus at Christmas.

Help us to show love in our families like the Holy Family did when Jesus was growing up in Nazareth.

Thank you God for every member of my family.

Amen.

We Have Feelings

SPHE STRANDS:

Myself – Growing and changing

Myself and Others – Myself and my family – Relating to others

Miming Feelings

Ask the children to name as many feelings as they can, e.g. happy, sad, angry, scared, disgust, nervous, etc.

- Now invite the children to turn to the person beside them and to take turns miming feelings to each other and guessing what feeling is being portrayed.

Story: 'Leave me Alone!'

Rachel was feeling very sad and worried. Her new little puppy was very sick and Dad had brought him to see the vet. Mum tried to reassure her that Rex would be alright, but Rachel was worried. What if the vet couldn't make him better? What if they wanted to keep him overnight? She looked sadly at his bowl in the kitchen and then said to her mum 'I'm going to my room. I want to be on my own.'

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Rachel lay on her bed for a while and thought about Rex. He was such a cute puppy. She loved hugging him and feeding him and taking him for walks. She was even trying to house-train him. She remembered when he chewed Dad's new shoes and Dad was a bit angry. But Rex was so lovable that he soon forgave him. Suddenly, Rachel's brother Peter burst in through the door. He had his phone in his hand. 'Have a look at this YouTube video,' he said, 'It's really funny.' 'Leave me alone!' Rachel said crossly, 'I want to be on my own.'

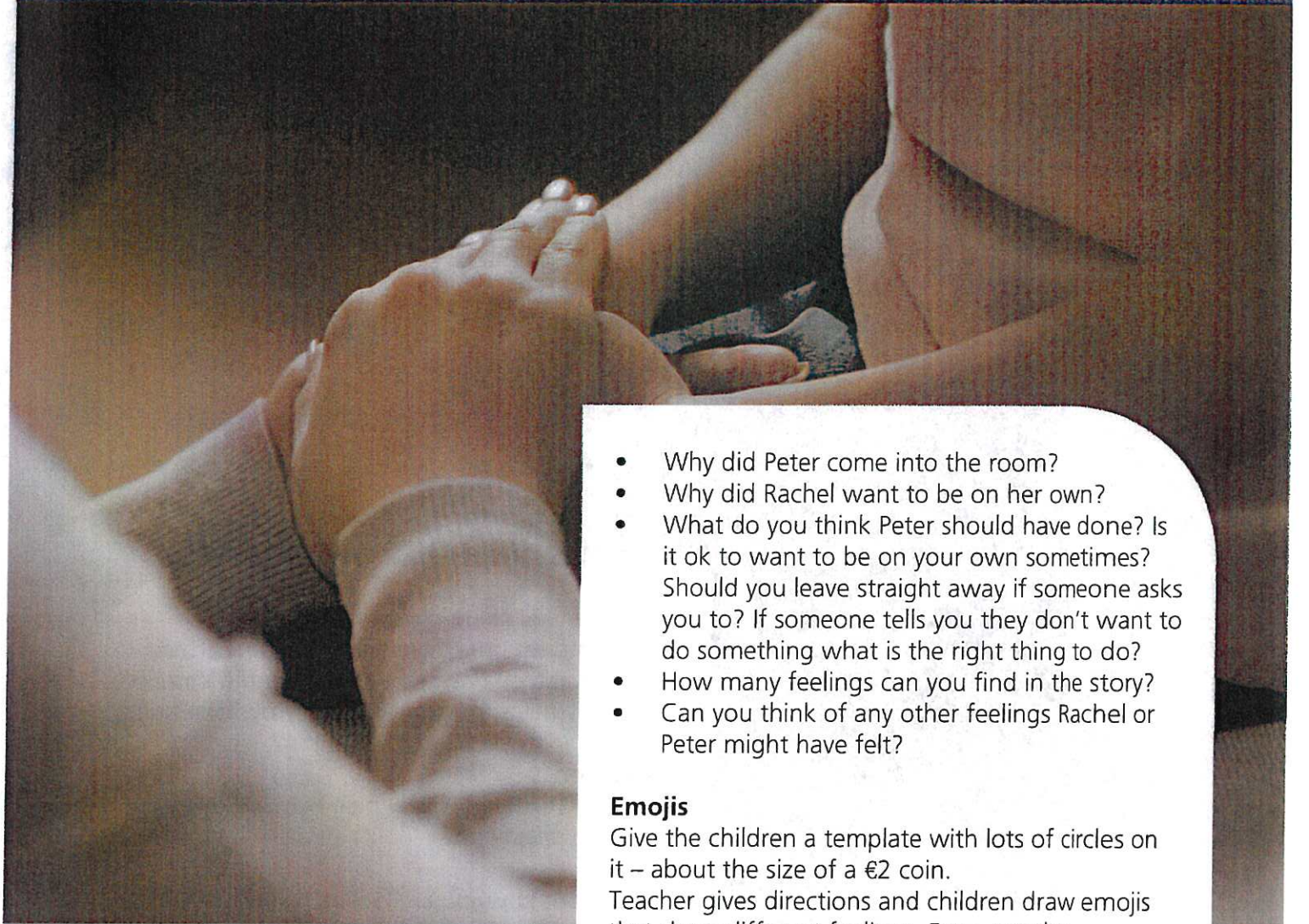
'Ah come on,' said Peter, 'Don't be moping. Rex will be fine. Have a look at the video. You'll love it.' 'I said leave me alone,' said Rachel, 'Leave my room right now or I'm calling Mum.' 'Ok then,' said Peter. 'I was only trying to cheer you up!' And he went out, closing the door behind him. Soon Rachel heard Dad's car in the drive. She listened carefully, and then she heard a little bark! 'Yay! Rex is home!' she said, jumping off the bed. Suddenly she felt so happy and relieved. Her lovely puppy was back.

When you have read the story ask questions such as:

- Why was Rachel sad and worried?
- Were you ever worried about your pet? Were you ever worried when a member of your family was sick?

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- Why did Peter come into the room?
 - Why did Rachel want to be on her own?
 - What do you think Peter should have done? Is it ok to want to be on your own sometimes? Should you leave straight away if someone asks you to? If someone tells you they don't want to do something what is the right thing to do?
 - How many feelings can you find in the story?
 - Can you think of any other feelings Rachel or Peter might have felt?

Emojis

Give the children a template with lots of circles on it – about the size of a €2 coin.

Teacher gives directions and children draw emojis that show different feelings. For example:

- Sad
- Happy
- Angry
- Upset
- Scared
- Disgusted
- Worried
- Hungry
- Surprised
- Puzzled

Personal Space

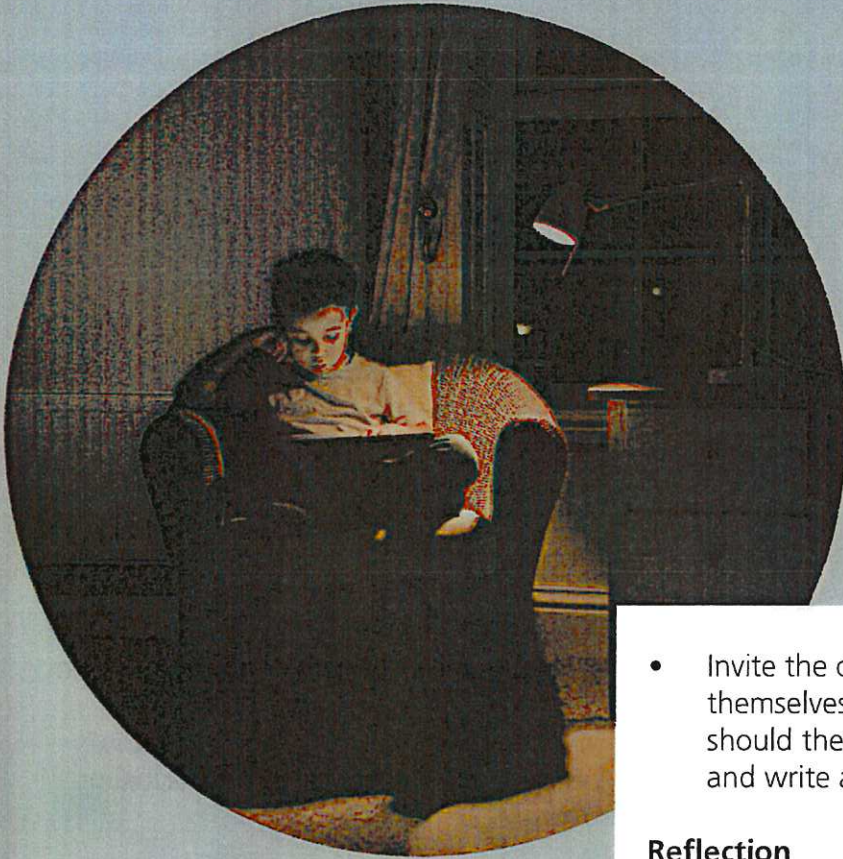
Chat with the children about personal space.

Everyone has a personal space. In the story, Rachel wanted Peter to respect her personal space.

Sometimes you might want someone to play or to hold your hand or to hug you. If someone says they don't want to, we have to respect their personal space.

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- Invite the children to draw a picture of themselves on a blank piece of paper. They should then draw a bubble around themselves and write at the top 'This is my personal space.'

Reflection

Invite the children to close their eyes and read the following reflection:

Think about how you are feeling. Is there anything you are happy about? Anything you are angry or sad about? Anything you are worried about? We all have feelings. Everyone has them. We need to be careful not to hurt each other's feelings and to give each other space sometimes. We need to respect people's personal space and other people need to respect ours.

God knows us and loves us. He knows when we are upset and he invites us to ask him for help when we need it. God wants us to be happy as much as possible, but it's ok to be sad sometimes.

In the story Rachel was sad for a while, but her sadness turned to happiness when she heard her puppy barking. Feelings pass and change all the time. We thank God for the people who help us: those in our family, our friends and our community. Thank you God for loving me. Help me to be kind to others and to know when to respect their personal space. Amen.

Friendship and Fairness

SPHE STRANDS:

**Myself and Others –
Relating to others**

**Myself and the Wider World –
Developing citizenship**



A Good Friend

- In pairs, invite the children to chat about the things that make a friend a good friend, and then to choose the one that they think is the most important.
- Teacher can brainstorm a few ideas to start off, e.g. kindness, good fun, loyalty, fairness, etc.
- Allow about five minutes and then ask each pair what they considered the most important quality to be. Write them on the board.
- Now invite the children to reflect for a minute on which one of the qualities they think they have themselves that makes them a good friend.

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Role-play

Three volunteers are needed for this role-play. It would be best to choose children who are confident at role-play first.

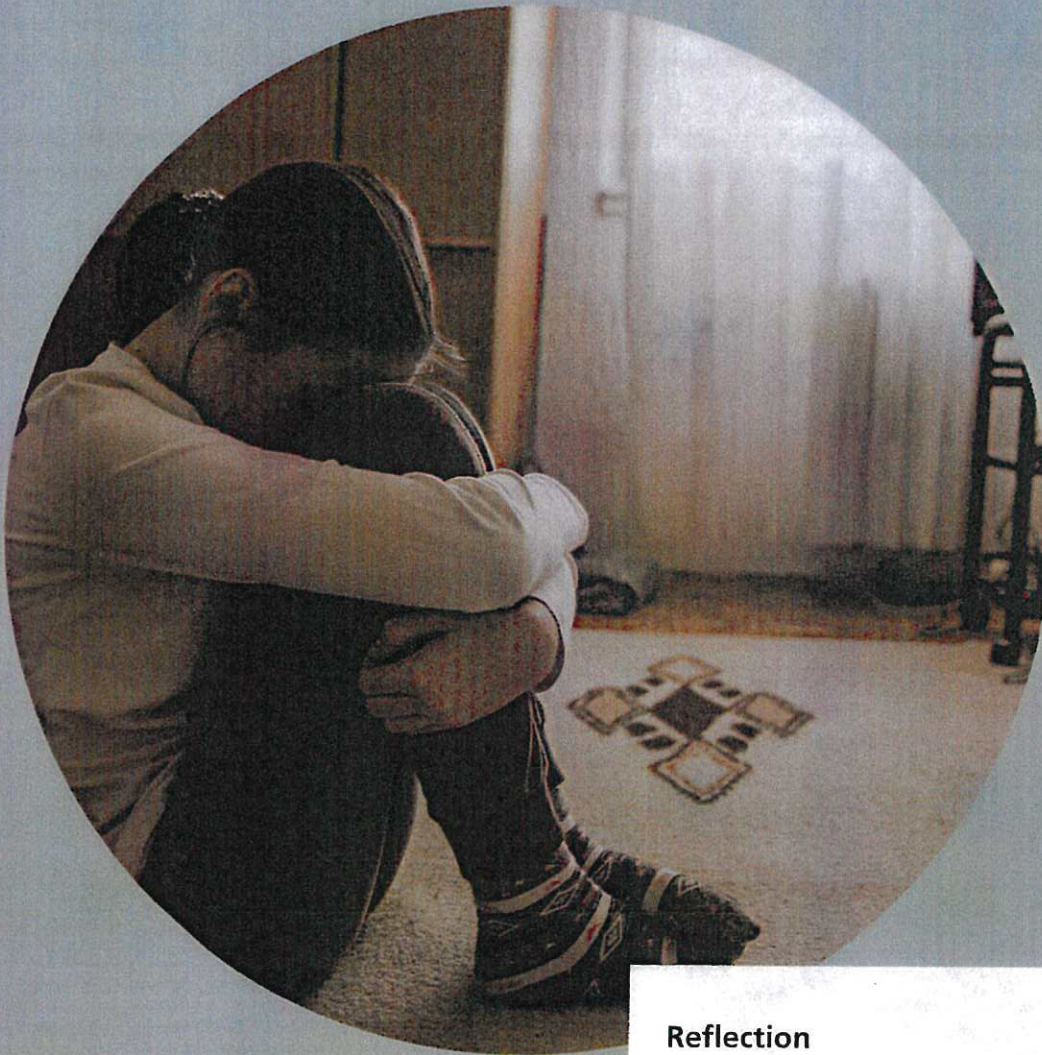
- One pretends to be having a birthday party and asks one friend but not the other. They should whisper behind the other child's back, while the other child tries to figure out what's going on. Invite the children to make up conversation and to act out the scene.
- After the role-play, about five minutes, ask the class if they think that what happened was fair. Why or why not?
- Explore what a good friend might have done.
- Talk about other unfair situations a child may come across in the yard or when out with friends.
- Explore the way good friends speak to each other. Invite the children to reflect on how it feels to be left out.
- Explore what a bystander can do in this situation. When is it best to involve an adult? Refer to the school's anti-bullying policy.

Art

Ask the children to pick one situation where unfairness might occur with a group of friends – online, on phones, on the school bus, in the yard, at a shopping centre. Invite the children to sketch one such scene. They may use speech bubbles if it helps. Then allow time for them to explain it to the child beside them.

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Reflection

Invite the children to close their eyes and read the following reflection:

Think of a time when you felt that someone was unfair or mean to you. How did you feel? Were you upset? Did you feel angry or scared or lonely? Did you tell your parents or another adult? Have you ever treated someone badly and then been sorry for it afterwards? Did you apologise or just say nothing? Were you nice to them another time to make up for it? Think of all the ways of being a good friend that we talked about. Let's decide to work on one of them this week. Will you try to be more patient? Kinder? More generous? Share more? Stand up for someone? Think about it now.

Jesus called us to be kind and loving to one another. We ask him to help us as we work to be better friends to each other. We ask him to help us to be fair at all times. Amen.

Decisions and Consequences



SPHE STRANDS:

Myself – Growing and changing

Myself and the Wider World –

Developing citizenship

Decisions

- Chat with the children about the decisions they have made so far today – getting up, what to eat for breakfast, where to sit in the car or on the bus, what to eat for lunch, who to chat to or play with, etc.
- Discuss which of these decisions only affect ourselves and which ones also affect others.
- Do all decisions have consequences? In what way?

Tricky Decisions

Divide the class into groups of four or five and Distribute a card with a scenario to each one. Allow five minutes for each group to discuss the scenarios under the following headings: What decision would you make? What would the consequences of that decision be?

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- Your mammy brings home a big bag of sweets from town and say you are to share them with your brother. But your brother is at his friend's house and won't be back till later. What will you do and what are the consequences?
- Your teacher says that if you don't have your homework signed by your parents she will give you extra homework the next night. You forgot to ask your dad to sign it before school and teacher will be looking at the journals in ten minutes. What will you do and what are the consequences?
- Your two best friends are making fun of another child and imitating him. They want you to join in. What will you do and what are the consequences?
- You are not allowed cross the main road to go to the shop, but your friend is. She asks you to come with her and says she won't tell anyone. What will you do and what are the consequences?
- You didn't learn your spellings last night and there is a test. You could balance your spelling book on your school bag and teacher might not notice. What will you do and what are the consequences?
- Your mam is not feeling well and the dishes are all stacked up on the counter. You know you should help but there is a really good TV programme coming on. What will you do and what are the consequences?

Have a class discussion about the importance of not only thinking of what you would like to do in a given situation, but also thinking about the consequences and how your decision might affect other people.

Song: There Was an Old Lady Who Swallowed a Fly

Play this YouTube clip as a fun way to show that all of our decisions have consequences. The children may like to learn the song for themselves.

https://www.youtube.com/watch?v=qC_xO2aN_IA

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Art

Invite the children to illustrate the song 'There Was an Old Lady Who Swallowed a Fly'.

Getting Advice

- Chat with the children about who they can turn for advice to when they are making a tricky decision.
- Ask them to think of examples of a time when they thought they should do one thing but someone advised them to do something else.
- Invite the children to tell the class a really good decision they made with good consequences.
- They may also have examples of a bad decision they made and how that worked out.
- Reiterate that there are friends and family members who can advise, as well as teachers and other adults the child trusts.

Reflection

Invite the children to close their eyes and read the following reflection:

Think back on all the decisions you made today: deciding to get up, what to eat for breakfast, whether to clean your teeth or not, what to put in your lunch box, where to sit in the car, who to play with in school, whether to work hard at your writing or be careless, whether to be nice to people or mean, whether to tell the truth or a lie.

We are all faced with these decisions every day. Sometimes they are small decisions with small consequences. But some of our decisions affect not only us, but others as well. We ask God's help with our decision-making. Help us to consider others. Help us to make good choices. And when we make poor choices, help us to apologise and to try again. Amen.