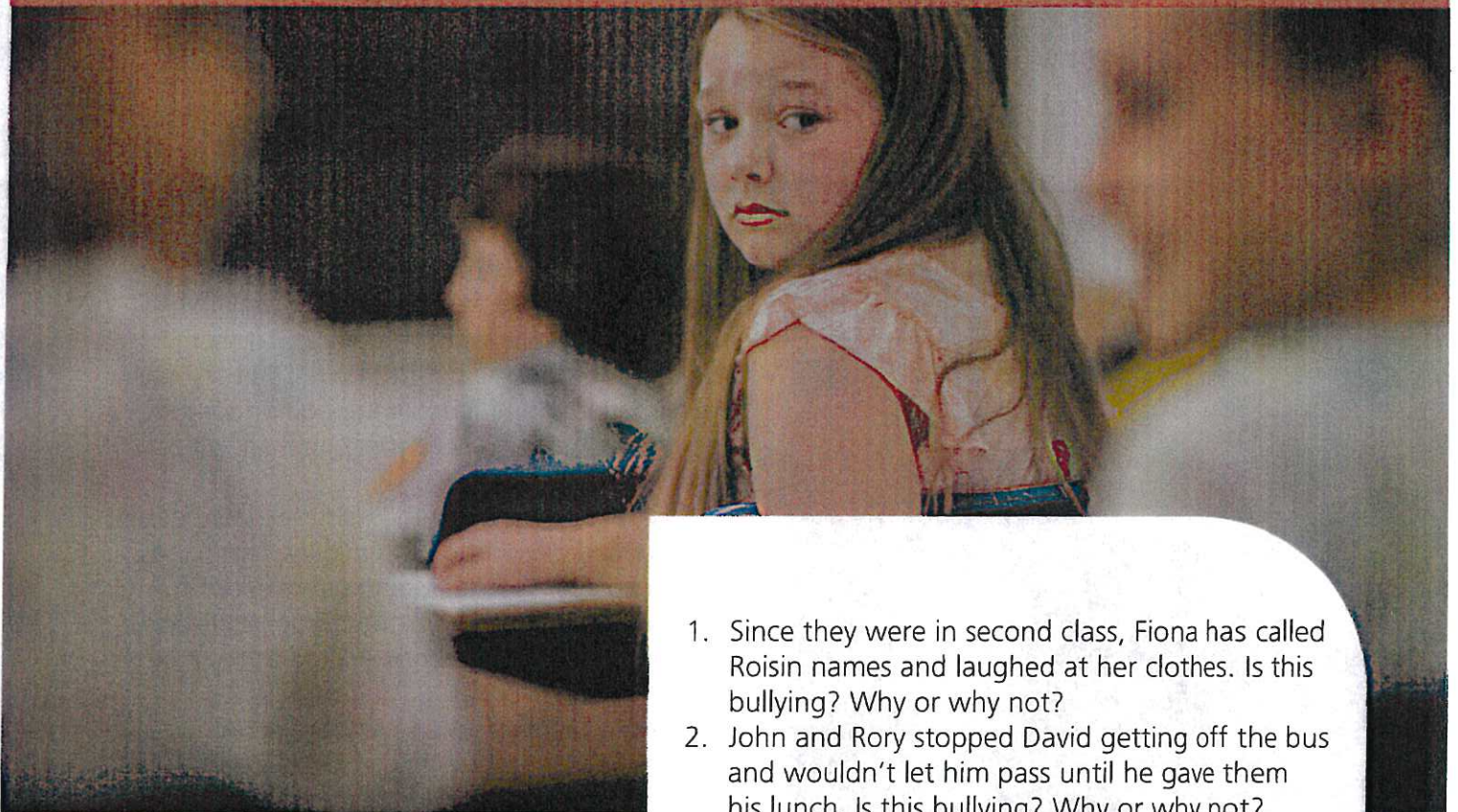


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1. Since they were in second class, Fiona has called Roisin names and laughed at her clothes. Is this bullying? Why or why not?
2. John and Rory stopped David getting off the bus and wouldn't let him pass until he gave them his lunch. Is this bullying? Why or why not?
3. For the past two weeks Matthew knocked Aidan's books on to the floor when they were going out to the yard at lunchtime. Is this bullying? Why or why not?
4. Louise didn't invite Sarah to her birthday party. She asked all the other girls in fourth class and she talked about it really loudly when Louise was passing. Is this bullying? Why or why not?
5. Robert called Emma a pig in school. Then he posted a picture of her on Facebook with pig's ears and a snout. Is this bullying? Why or why not?

What is bullying? It is negative behaviour by an individual or group against another person (or a group of people) and which is repeated over time. But any action that uses someone's power against someone else might feel like it's bullying. Any action that makes someone feel small might feel like bullying. We all need to be careful of one another's feelings. In our school, respecting other people is very important. If you feel you have been bullied you should tell a trusted adult. Number 5, although it may have only happened once, would be considered bullying because of the nature of the internet and that it can be shared many times once it is posted.

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Group Activity – Why do people bully?

Invite the children to think of a time they might have been unpleasant to someone. Tell them they don't have to share it out loud. Did they ever bully someone? Tell them we are going to try to understand what makes people be mean to each other.

- Ask the children to work with the child beside them and distribute the following scenarios, giving every second pairing either A or B.
- Allow five minutes for them to consider why each child in the scenario acted as they did.

A – Every day this week James has told Ben that if he doesn't bring in one euro for him he will be beaten up after school. Ben takes the money from his money box and gives it to Ben without telling anyone.

Consider: What is the problem?

Why does Ben bring in the money?

Why might James demand the money?

What would be the best thing to do?

Who could help?

B - Elaine keeps laughing at Aisling's runners and jacket saying that they are from a cheap store and don't have a 'label'. Aisling just walks away but Elaine keeps doing it.

Consider: What is the problem?

Why does Aisling not say anything?

Why does Elaine keep making fun of Aisling?

What would be the best thing to do?

Who could help?

By trying to understand why people sometimes bully or are unpleasant to each other, the children may come to an understanding of different points of view. They will come to recognise reasons for their own behaviour as well as the behaviour of others and may develop the ability to reflect and make good choices.

Puberty

SPHE STRANDS:

**Myself – Taking care of my body
– Knowing about my body**

**Myself and Others –
Relating to others**

Everything's Changing!

Prepare the children for today's lesson by reminding them that we are all growing physically everyday (except the teacher who stopped growing when she/he was a certain age!). Growing is exciting and interesting. It's important to learn about how we grow. Today's lesson will look at this in more detail.

- Explain that you, as the teacher, are there to help them to understand the changes that take place in their bodies somewhere between ten and sixteen years old. These changes are a perfectly natural part of growing up. They happen to everyone. This time of change is called puberty.
- Explain that if they have questions you will be more than happy to try to answer them, but that it's very important to also ask their parents/guardians, as they too went through puberty and can help. Stress that the changes of puberty happen very slowly and there is nothing to worry about.

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- A gender-neutral outline of a person should be displayed on the board. The teacher can then explain changes such as underarm hair, leg hair, pubic hair, facial hair and breast development while pointing at the areas where these changes will take place.
- When the children are more comfortable discussing these changes and have gotten over any initial embarrassment, the teacher will explain: periods, wet dreams and genitals as below.

Genitals

- Explain that the word 'genitals' is the official word for our private parts. In girls it means the vagina and the area around it and in boys it means the penis and the area around it. We will be using these words from now on.

Periods

- Using a diagram of a womb, explain that when a girl gets her 'period' it means her body is preparing for motherhood some time in the future. It means her womb is getting ready. This is also called menstruation. Every month an egg travels down a little tube to the womb. When there is no baby, it then mixes with a little blood and travels out of the body through a girl's vagina. Show this on the diagram. A period lasts for three to five days and girls wear pads at this time to protect their clothes.

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Activity

Divide the class into groups of three or four and distribute a bag of words to each and two laminated sheets – one with the outline of a boy and the other a girl.

- Explain that the task is to place the changes that occur to boys on the boy picture and the changes that occur to girls on the girl picture. If they identify a change that could happen to a boy or girl, they should put it between the two pictures.
- The word in the bag should be as follows:

Getting taller
Voice breaks
More perspiration
Underarm hair
Broader shoulders
Periods start
Chest hair
Wet dreams
Genitals develop
Pubic hair
Breast development
Facial hair
Leg hair

When the children have finished the activity, allow them to call out the right answers, being sensitive to children who may feel they are not as knowledgeable as other children on these matters.

- Give the children a parents leaflet and encourage them to ask their parents' about anything they are unsure about over the next few days.

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Reflection:

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

Go deep into your imagination and think of yourself five years ago. Who were your friends? What games did you like to play? What did you look like? How tall were you? What size shoes did you take?

Now imagine yourself in five years time. You will be a teenager. How will you look then? How tall will you be? How will you feel? Who will your friends be?

Life is full of changes and our bodies are ready for all of them. We have exactly what we need to get by. We have exactly what we need to grow and develop into young men and women. When the time comes we might become parents.

We thank God for our amazing bodies. Help us to welcome all the changes we will experience knowing that it is all part of God's plan for us. Help us to take good care of our bodies and to treat them with respect. Help us to show respect for other people's bodies too. We ask God to be with us as we grow and change. Amen.

Environmental Care

SPHE STRANDS:

Myself – Making decisions

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

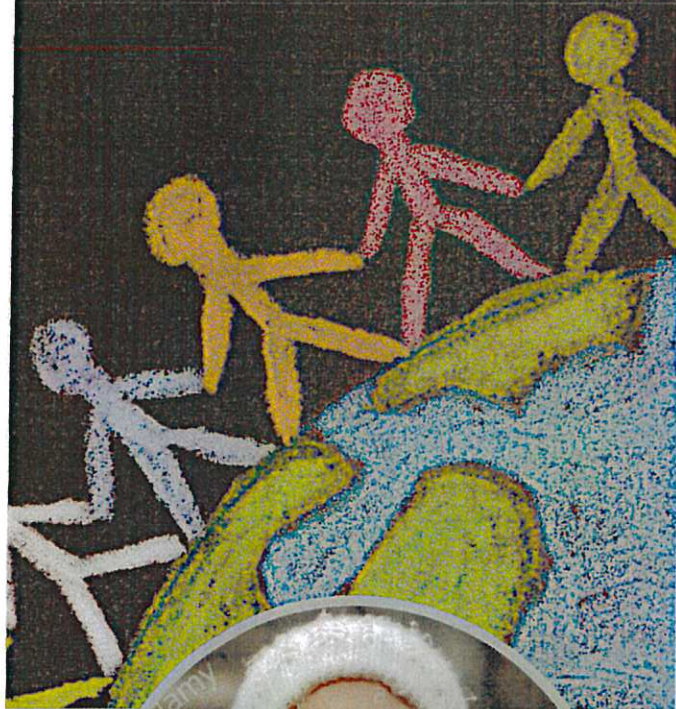
The Power of One

Greta Thunberg was born in Sweden in 2003. She first heard about climate change when she was eight years old and couldn't understand why so little was being done about it. At age eleven she became really upset about it. Finally in 2018, when she was fifteen, she decided to take action. She made a sign which read 'School Strike For Climate' and sat outside the Swedish parliament. She wanted the world to take notice and to act to stop global warming.

Soon the word spread and thousands and thousands of student from all over the world joined her #FridayforFuture strikes by skipping school on Fridays to protest against climate change. In 2019 the first Global Strike for Climate was organised with over 1.6 million people taking part.

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Greta Thunberg

Since beginning her action, Greta has given speeches to international leaders, to the EU parliament, the United Nations Climate Action Summit, to large groups of protestors and much more.

In 2015, Pope Francis wrote *Laudato Si'*, a very important document 'to enter into dialogue with all people about our common home' inviting every person to cooperate as 'instruments of God for the care of creation'.

Greta Thunberg and Pope Francis met in 2019. They discovered that they had a lot in common.

Greta is just one person. She could have said, 'What difference can I make? There's no point.' Instead she became an example and an inspiration to the whole world and the difference she has made will be felt for generations to come.

When you have read about Greta Thunberg ask questions such as:

- What age was Greta when she first heard about climate change?
- When did her campaigning begin?
- How did she decide to protest?
- Do you think this was a good idea? Why/why not?
- Do you think we have a relationship with the planet? What does that mean?
- Do you think the world would be as aware of climate change if it were not for Greta? Why or why not?
- Do you find this story interesting/inspirational? In what way?
- As a class, what could you do in the fight against climate change? Go to trocaire.org for ideas.

Small Decisions Art Activity

Invite the children to draw their kitchen at home and to colour everything that uses energy in red. If they ever charge their mobile phone on the kitchen counter, encourage them to include that too.

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- Now invite discussion on what uses energy and how we might save energy, e.g. filling the kettle less, turning off lights, turning off the cooker switch so that the pilot light is off, not leaving the fridge door open, only turning on the oven for minimum time, etc.
- Now chat about the school – how could we save energy at school? Plugging out/switching off computers, lights, walking to school, using less heat, reducing the temperature on the thermostat, etc.
- Encourage the children to see that small decisions add up and that we can all show the 'power of one' by making positive decisions in relation to climate change.

Acrostic Poem

Invite the children, as a class to write an acrostic poem on climate change. Write the letters downwards on the board and encourage suggestions beginning with each letter. Try to reach consensus before writing it up.

Sample:

Climate Change

Can we join together

Like activists

In

Making

A

Tremendous

Effort?

Can we

Help to

Alter the way we live

Now like

Greta

Encouraged us to do?

If you wish, the poem could be drawn and illustrated by members of the class and displayed on the wall.

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Reflection:

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

Just as we have a relationship with each other, with our families and friends, we also have a relationship with the planet. We need to look after relationships or they go badly. For some time we have not been looking after our relationship with the earth. We have been treating it as something which we can use for our own benefit, without giving anything back.

Greta Thunberg has inspired a generation of young people to see that we need to care for the earth. We need to nurture it. We cannot continue to ignore the signs that are telling us the earth needs our help.

Think of the people in countries that are experiencing floods and forest fires and other climate catastrophes. We have a relationship with those people too. We all share the same planet. What small decisions will you make this week which will help our planet. Think of two things now that you will do. We have seen the 'power of one' in Greta. We don't all need to be leaders; we can all make private decisions that will help. We ask God to help us as we try to save and look after the wonderful world he created. Amen.

Puberty

SPHE STRANDS:

Myself – Health and well-being – Knowing about my body – Growing and changing

Myself and Others – Relating to others

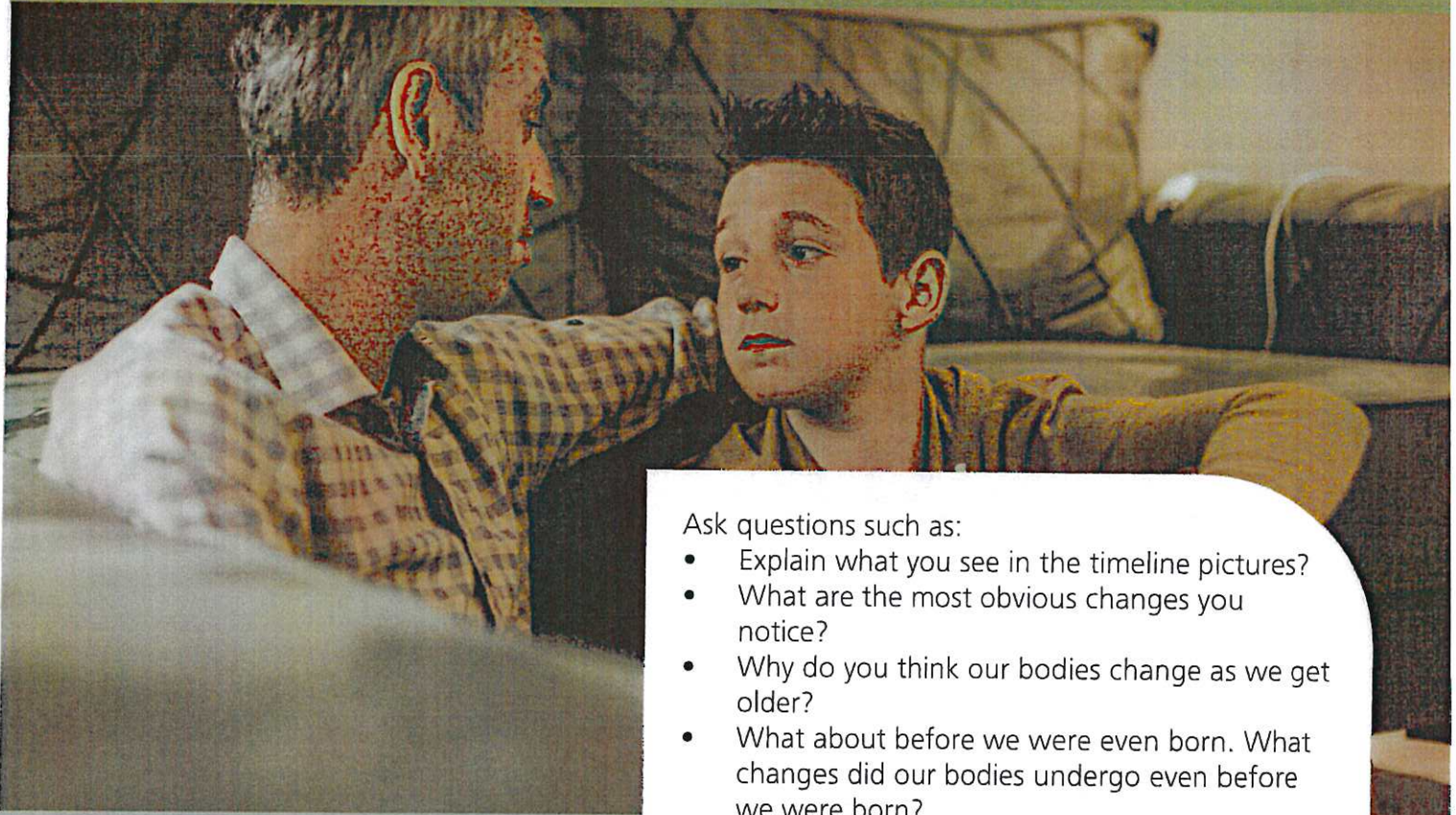
Chatting

Display the following pictures:



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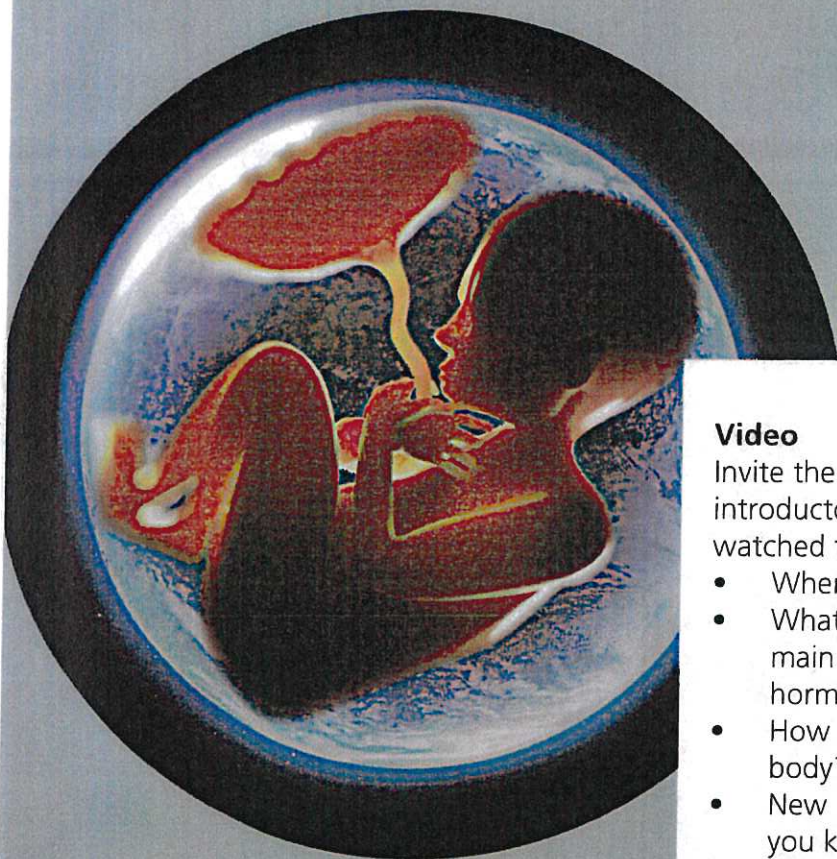


Ask questions such as:

- Explain what you see in the timeline pictures?
- What are the most obvious changes you notice?
- Why do you think our bodies change as we get older?
- What about before we were even born. What changes did our bodies undergo even before we were born?
- Do our minds change? In what way?
- Are the changes the same in everyone? Why or why not?
- Explain to the children that over the next few weeks we will be talking about changes that happen between the ages of about ten to fourteen which is a time called 'puberty'. Explain that they may feel a little embarrassed talking about this but that is normal.
- Invite the children to come up with a few class rules that would help to lessen the embarrassment while we talk about this subject.
- If the class does not suggest the following, put them forward for discussion:
 1. Listen respectfully to each other – no question is a silly question.
 2. It's OK not to know the answer. If you feel uncomfortable about answering, it's OK to say that.
 3. No comments about other people.
 4. Suggest a way of asking questions such as 'Many young people worry that ...' which might make the children more comfortable.
 5. Discussion with parents/guardians is important around this subject. They went through puberty too!

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Video

Invite the children to watch the 'Busy Bodies' introductory 'Puberty' video. When you have watched the video ask questions such as:

- When does puberty start for girls? For boys?
- What are sex hormones? What is the main male hormone? What are the female hormones?
- How do you feel about the changes to your body? Why?
- New hormones make you feel differently – do you know how?
- You don't have to be in a rush to have a boyfriend or a girlfriend but over the next few years, you might find yourself attracted to a particular boy or girl. This is a normal part of growing up. What do you think are important things to remember when you have a boyfriend or girlfriend?
- Do you think you should tell your parents/guardians if you have a boyfriend or girlfriend? Why or why not?
- Social media plays a big part in young people's lives during puberty. What do you think are the advantages of social media? What are the disadvantages?

Your parents went through puberty too!

- Remind the children that their parents, and every adult, went through puberty when they were young.
- Invite the children to find a quiet time to talk with their parents about puberty at home.
- Assure them that it is between them and their parents and they don't have to share it with the class unless they wish to.
- Distribute the following worksheet to the children to complete at home.

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Puberty Homework Worksheet

Directions: Conduct a family interview with an adult in your family that you are comfortable talking to. Together, find a quiet spot to talk together and use the following questions to guide your interview.

- 1) What did you like about growing up into an adult?
- 2) What did it feel like to go through puberty when you were my age?
- 3) What was difficult about going through puberty for you?
- 4) What do you wish you had known about puberty when you were my age?
- 5) What advice do you have for kids going through puberty today?
- 6) Can we talk about this again if I have more questions?

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Reflection

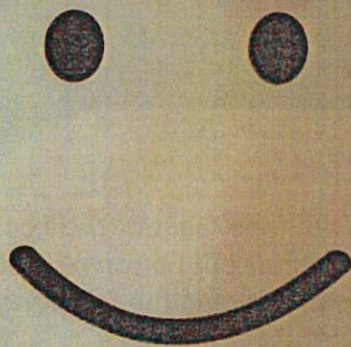
Invite the children to sit with their feet on the floor and to close their eyes. You may put on some quiet, reflective music if you wish. Then read the following slowly:

Think of the timeline pictures we looked at today showing how we grow from babies to old age. Imagine yourself on that timeline now. Think of how you looked as a baby. Remember when you started school. Recall the excitement of your First Communion day. You are more mature now. Gradually you will grow and change to adulthood. The changes are not just physical, you are becoming more mature. You can make decisions much better now than when you were younger. You can choose your own friends. You are becoming more aware of your opinions and feelings.

God loves us at every step of our timeline; when we are babies, toddlers, children, teenagers, young adults, middle-aged and old. At every stage he walks with us. Our bodies are sacred. They are a precious gift from God. We can turn to God for help. We can also turn to our parents/guardians.

This is a wonderful and exciting journey. In the Bible we read 'Before I formed you in the womb I knew you, before you were born I set you apart.' In the quiet of your mind thank God for your life so far and ask God to be with you as you grow and change. When you are ready, open your eyes.

Emotions and Relationships



SPHE STRANDS:

Myself – Personal safety –
Safety issues –
Making decisions

Myself and Others –
Relating to others

Myself and the Wider World
– Media education

Chatting

Invite the children to think of as many strong feelings as they possibly can and write them on the whiteboard – try to be more explicit than happy or sad, etc.

- E.g. furious, heartbroken, delighted, terrified, etc.
- Talk about emojis and the feelings they might represent – show some examples on the whiteboard.

Now read the following story and discuss the feelings therein:

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Mixed-up Feelings

John was playing football in the yard with the other children when Shane accidentally kicked him in the testicles. Shane fell on the ground in a lot of pain. Mark felt really sorry for him and went over to ask him if he was alright. Harry couldn't help laughing. This was making John and his friends furious and Saoirse was anxious in case a row broke out. Shane was really sorry and kept apologising.

Now ask the following questions:

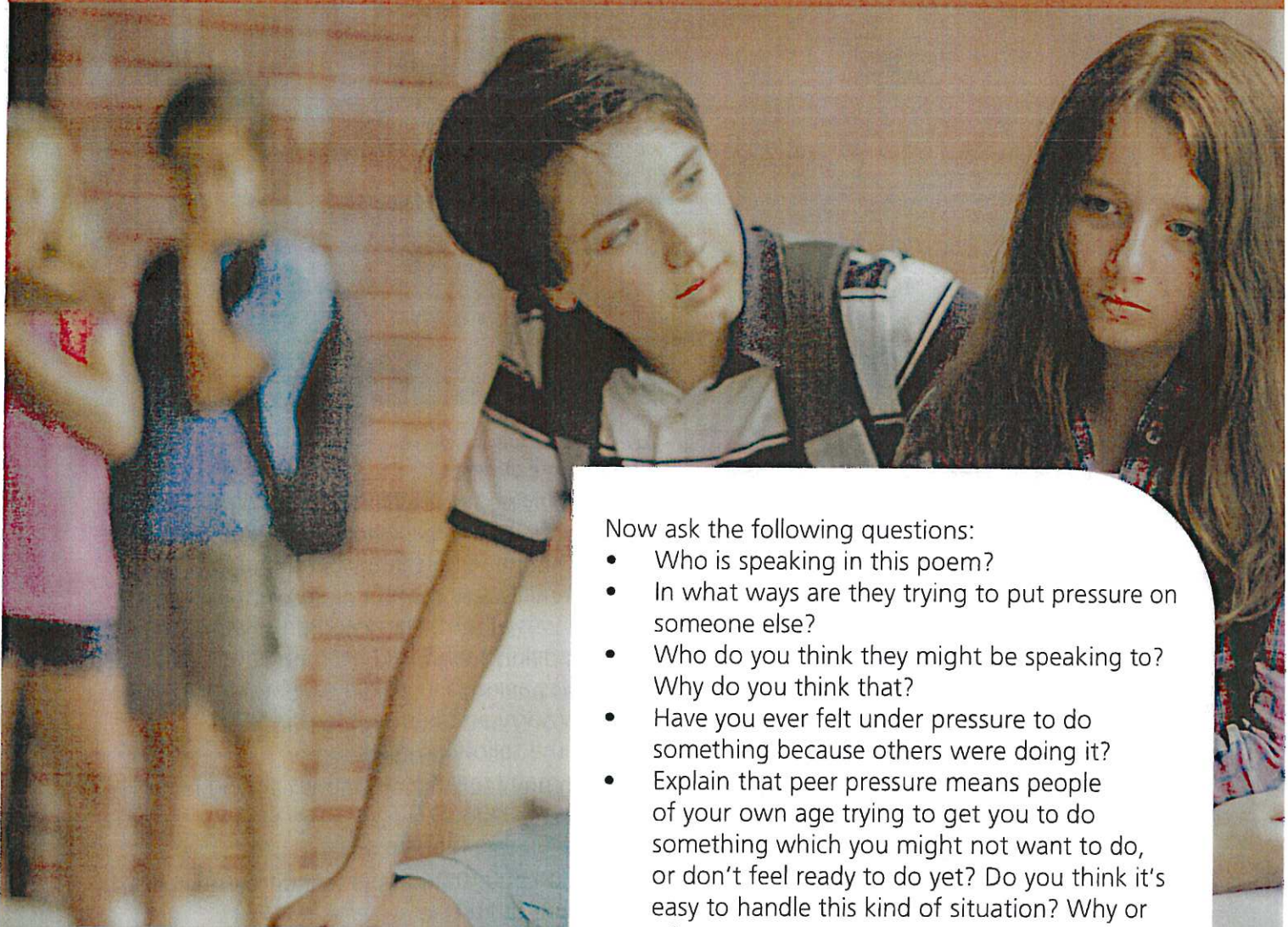
- How many feelings/ emotions can you identify in this short story?
- Did everyone feel the same?
- Why do you think people feel differently about the same thing?
- Are any of the feelings good/bad? Why or why not?
- It's important to be aware that what other people are feeling is not necessarily the same as you. It's good to be aware of others' feelings and then you can be more understanding towards them.

Poem: Peer Pressure

We're mitching off school
Join us if you're cool.
Will you not have a drink?
You're a nerd, I think.
Just try a quick smoke –
Sure it's only a joke.
You'll never get caught,
Are you in our gang or not?
Are you going to kiss Aoife?
Sure no one will see you.
You're boring and scared,
Go on do it, I dare!

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Now ask the following questions:

- Who is speaking in this poem?
- In what ways are they trying to put pressure on someone else?
- Who do you think they might be speaking to? Why do you think that?
- Have you ever felt under pressure to do something because others were doing it?
- Explain that peer pressure means people of your own age trying to get you to do something which you might not want to do, or don't feel ready to do yet? Do you think it's easy to handle this kind of situation? Why or why not?

Brainstorm Solutions

Invite the children to brainstorm ways to handle peer-pressure:

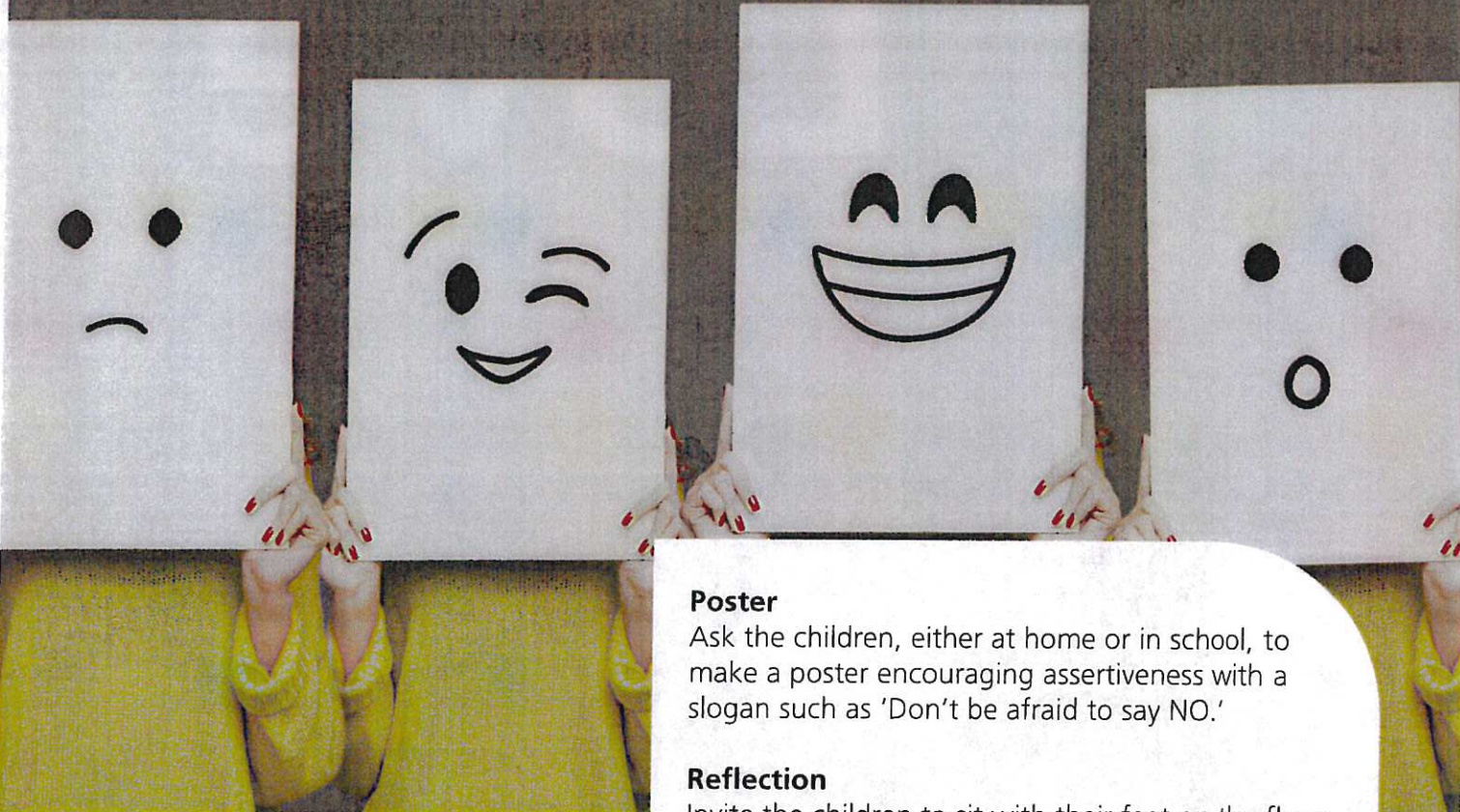
- Say no – in a pleasant way, not argumentatively. Be assertive.
- Go along with it – talk about consequences of this.
- Say you might do it the next time, and get yourself out of the situation so you have time to talk to a trusted adult about it.
- Get angry and run away – consequence may be ridicule and loss of friendship.

Role-play

Invite a group of children to come up and role-play a situation where a group of twelve year olds are trying to get another child to smoke. Choose a child who can be pleasantly assertive to stand up to the group in a pleasant way.

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Poster

Ask the children, either at home or in school, to make a poster encouraging assertiveness with a slogan such as 'Don't be afraid to say NO.'

Reflection

Invite the children to sit with their feet on the floor and to close their eyes. You may put on some quiet, reflective music if you wish. Then read the following slowly:

We all have feelings. A lot of the time we feel happy and peaceful. Sometimes we are surprised or astonished. At other times we are furious. And when something very sad happens we are really upset. It's hard to handle strong emotions sometimes. And it's always good to discuss them with a trusted adult, and not just keep them to ourselves.

Sometimes, because of fear of being made fun of or looking silly, we feel under pressure to do things we don't want to do. God wants us to love ourselves as well as loving others. Sometimes loving ourselves means having the courage to say 'no' when we don't want to do something. We need to be true to ourselves. Ask God to help you to be strong in a respectful, pleasant way and to remember to respect other people's feelings as well as your own. Amen.

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Love

SPHE STRANDS:

**Myself – Making decisions –
Feelings and emotions**

**Myself and Others –
Relating to others**

Chatting

Display the following pictures:

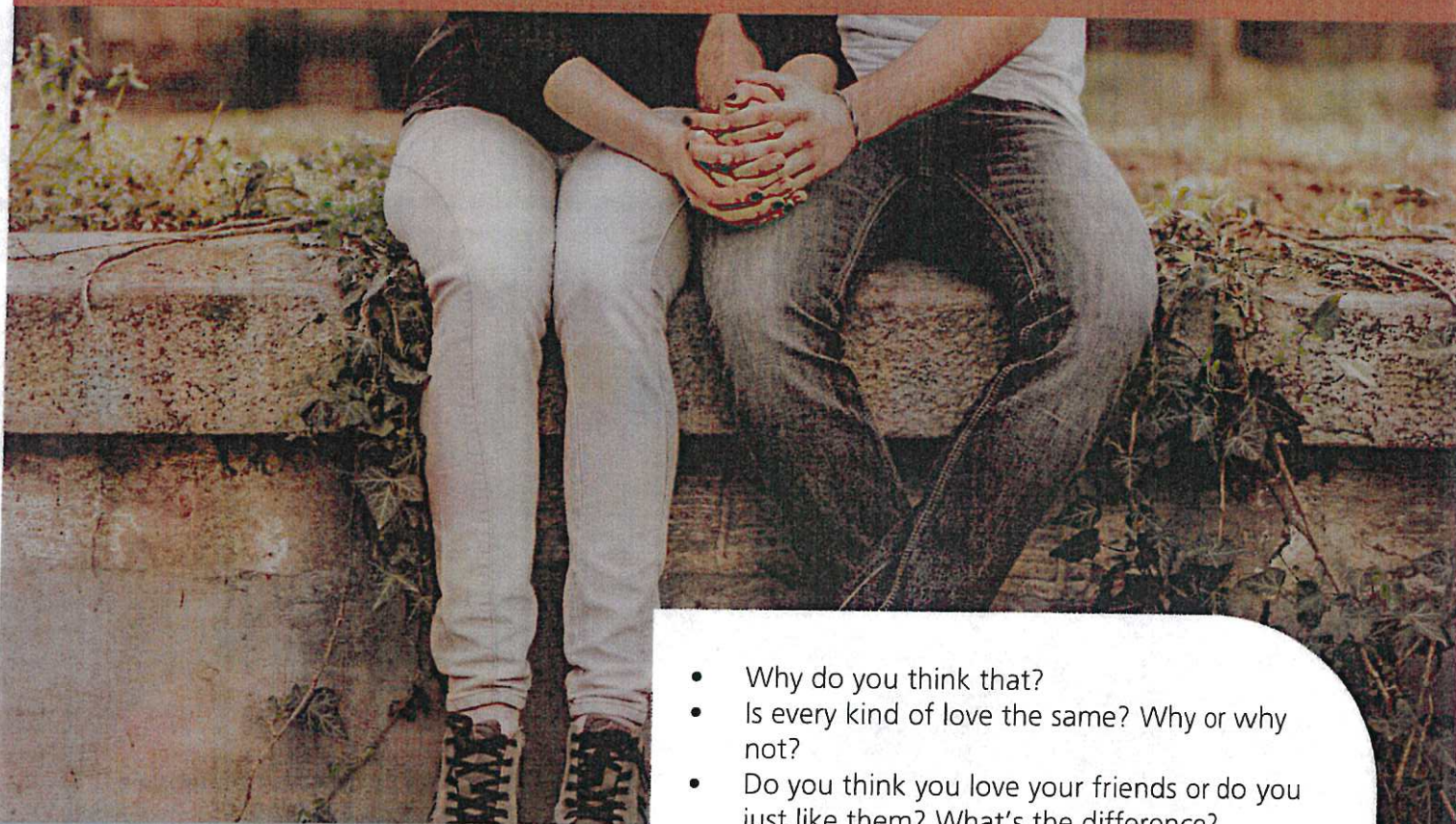


Take time to discuss each image asking questions such as:

- Do you think the people in this picture love each other?

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- Why do you think that?
- Is every kind of love the same? Why or why not?
- Do you think you love your friends or do you just like them? What's the difference?
- What is love?
- Explain to the children that love takes many forms – family love, love for friends, romantic love, love for pets and favourite possessions.
- Is romantic love always between a man and a woman? Explain to the children that when a person is attracted to someone of the same sex as them in a romantic way they are said to be homosexual or gay. Female homosexuals are known as lesbians.
- When a person is attracted to someone of the opposite the sex as them in a romantic way they are said to be heterosexual.

Different Kinds of Families

Invite the children to draw all the different kinds of family groups that they know in their own lives – two-parent, one parent, big and small families, families with grand-parents living with them, same-sex families.

- Invite them to turn to the child beside them and explain their picture to them.
- Ask if anyone would like to share their picture with the class.
- Ask if there is something that all the families have in common? Explain that love is at the heart of all families.

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Love Statements

Display the following statements on the whiteboard and ask the children to pick out the ones they think best describe what love is?

- Love is enjoying someone's company.
- Love is taking care of each other.
- Love is always doing what the other person wants.
- Love is forgiving someone when they hurt you.
- Love is having fun together.
- Love is taking care of someone when they're sick.
- Love is feeling excited to see someone.
- Love is give and take.
- Love is never arguing with someone.

Allow time to discuss each statement and encourage the children to consider love as something that is imperfect and something that requires give and take as well as making you feel happy.

Poem

Ask the children to write a short four-line poem beginning 'Love is...'

Here is an example:

Love is spending time with you
And knowing that you love me too.
Having fun and sometimes tears,
A friendship that will last for years.

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Reflection

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

Cast your mind back to the pictures we looked at today of all the different types of love. Think of someone you love now, someone who also loves you. How does it make you feel to think of them? Can you remember a happy memory with them? Think of it now and thank God for the gift of that person in your life. We all love lots of people throughout our lives. Some of them we haven't met yet.

Love is a wonderful gift from God. He wants us to love one another. He also wants us to love ourselves. Ask him now to help you to be a loving person, to give and take and to show your love with kindness and forgiveness. Amen.

Safe Internet

SPHE STRANDS:

**Myself – Personal safety –
Safety issues –
Making decisions**

**Myself and Others –
Relating to others**

**Myself and the Wider World
– Media education**

My Internet Usage

Invite the children to brainstorm on what they use the internet to do:

- Play games
- Find information
- Social media
- Send messages
- Watch short videos, etc.

Invite them to think of one really good thing about each of these and one potential danger.

Video

Visit www.webwise.ie and watch the 'Vicky's Party' primary school video.

After the video discuss the following:

- Do you think the girls were mean to Vicky?
Why or why not?



- How do you think Vicky felt when she realised her friends weren't coming to her party?
- In what way did the girls use the internet in the video?
- Have you ever felt left out because of other's internet usage?
- Can you think of ways we can be kinder to each other when using the internet?

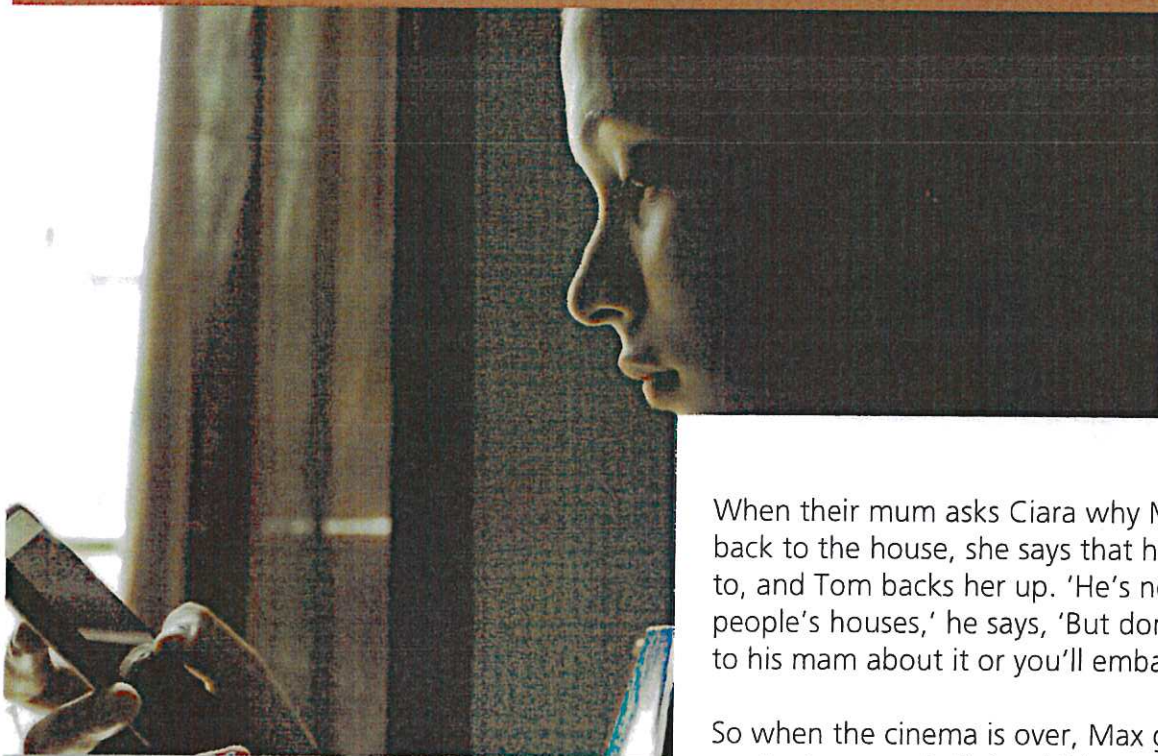
Safety Exercise

- Break the class into groups of three. Ask them to imagine that they will be giving advice to younger children and their parents about safe use of the internet, and to devise five important rules.
- Invite feedback and compile a list on the whiteboard of the top seven/eight guidelines.
- If the children haven't suggested them ensure that the following are included:
 - Never share personal details with a stranger.
 - Limit your screen time.
 - Talk to your parents about your use of the internet.
 - Be careful about posting photos online.
 - Only share information and photos that you are happy to let the whole world see.
 - Report on-line bullying.

Cyber-bullying

Read the following story and ask the children to reflect on it.

Ciara and Tom are twins and they are both in fifth class in St Xavier's Primary School. It's their birthday on Friday and they're bringing three friends each to the cinema. Everyone is invited back to their house afterwards, except Max. They haven't told him and he thinks that everyone is going home after the cinema.



When their mum asks Ciara why Max isn't coming back to the house, she says that he's not allowed to, and Tom backs her up. 'He's never allowed to people's houses,' he says, 'But don't say anything to his mam about it or you'll embarrass him.'

So when the cinema is over, Max gets into his mother's car and all the children wave at him. He thinks he's just been collected first, until an hour later.

'Ping.' Max looks at his phone and can't believe what he sees. It's a selfie of all the friends with the caption 'Wish you were here! Not!' For a moment he freezes. Then a sick feeling rises in his stomach. 'Where are you?' he texts, and then he wishes he hadn't. 'Having fun without you,' came the reply.

Max threw his phone on the couch and ran into his bedroom. 'I'm sick,' he told his mam in the morning. 'I can't go to school.'

When you have read the story ask the following questions:

- How do you think Max felt when he realised what had happened?
- Has something like that ever happened to you? Would you like to talk about it?
- Is it easier or harder to hurt people using the internet than in real life? Why or why not?
- Do you think we have a responsibility to use the internet safely and kindly?
- What do you think Max should do now?
- Encourage the children to consider who Max should tell – his mother, father, another trusted adult, his teacher? Emphasise the importance of not trying to handle these situations alone.



Reflection

Invite the children to sit with their feet on the floor and to close their eyes. You may put on some quiet, reflective music if you wish. Then read the following slowly:

Think of the vastness of the world from the Arctic to the Antarctic, from east to west. Now imagine how difficult it was to get messages from one part of the world years ago. Think of how quickly information can be sent now. The internet is an amazing and wonderful thing. We can find our way using satnav. We can learn things in our own homes. We can communicate with family and friends no matter how far away they are. We can watch satellite TV and films. The possibilities are endless. But there is another side to it. It can be dangerous and we can use it to hurt other people. Everything on earth is a gift from God and he wants us to be kind and responsible in everything we do. We don't like having our feelings hurt. We all want to stay safe. We ask God to help us to use the internet in a way that is good for everyone. Amen.

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CROSS CURRICULAR LINKS AND INTEGRATION: JUNIOR INFANTS

Lesson 1:

1. **Gaeilge – Teanga ó Bhéal: LO 8** (*Catagóiriú*) & **LO 7** (*Iarratais, ceisteanna agus idirghníomhuithe*); **Téama:** Mé féin
2. **History – Strand:** Myself and My Family; **Strand Unit:** Myself
3. **Science – Strand:** Living Things; **Strand Unit:** Myself
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **Science – Strand:** Living Things; **Strand Unit:** Myself
2. **History – Strand:** Myself and My Family; **Strand Unit:** My family or the family of a person known to me
3. **Music – Strand:** Composing; **Strand Unit:** Improvising and composing
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **English – Oral language: LO 5** (*Vocabulary*) & **LO 7** (*Request, questions and interactions*)
2. **History – Strand:** Myself and My Family; **Strand Unit:** My family or the family of a person known to me
3. **Art – Strand:** Drawing; **Strand Unit:** Making drawings
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

1. **Geography – Strand:** Human Environments; **Strand Unit:** Living in the local community
2. **Art – Strand:** Drawing; **Strand Unit:** Making drawings
3. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Exploring and making drama
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

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CROSS CURRICULAR LINKS AND INTEGRATION: SENIOR INFANTS

Lesson 1:

1. **History – Strand:** Myself and my Family; **Strand Unit:** Myself
2. **Science – Strand:** Living Things; **Strand Unit:** Myself; **Strand Unit:** Plants and animals
3. **English – Oral language:** LO 9 (*Retelling and elaborating*) & LO 11 (*Information giving, explanation and justification*)
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **Science – Strand:** Energy and Forces; **Strand Unit:** Magnetism and electricity
2. **Geography – Strand:** Human Environments; **Strand Unit:** Living in the local community
3. **Physical Education – Strand:** Dance; **Strand Unit:** Exploration, creation and performance of dance
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **History – Strand:** Myself and My Family; **Strand Unit:** My family or the family of a person known to me
1. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Exploring and making drama
2. **Music – Strand:** Performing; **Strand Unit:** Song singing
3. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

1. **English – Oral language:** LO 1 (*Engagement, listening and attention*) & LO 12 (*Description, prediction and reflection*)
2. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Exploring and making drama
3. **Art – Strand:** Drawing; **Strand Unit:** Making drawings
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

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CROSS CURRICULAR LINKS AND INTEGRATION: FIRST CLASS

Lesson 1:

1. **Art – Strand:** Drawing; **Strand Unit:** Making drawings
2. **Geography – Strand:** Human Environments; **Strand Unit:** Living in the local community
3. **English – Oral language:** LO 9 (*Retelling and elaborating*) & LO 11 (*Information giving, explanation and justification*)
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **Science – Strand:** Living Things; **Strand Unit:** Myself
2. **Geography – Strand:** Human Environments; **Strand Unit:** Living in the local community
3. **Physical Education – Strand:** Outdoor and Adventure Activities; **Strand Unit:** Walking
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **English – Oral language:** LO 6 (*Demonstration of understanding*) & LO 9 (*Retelling and elaborating*)
2. **Art – Strand:** Drawing; **Strand Unit:** Making drawings
3. **History – Strand:** Myself and My Family; **Strand Unit:** My family or the family of a person known to me
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

1. **Geography – Strand:** Human Environments; **Strand Unit:** Living in the local community
2. **History – Strand:** Change and Continuity; **Strand Unit:** Change and continuity in the local environment
3. **Gaeilge – Teanga ó bhéal:** LO 5 (*Stór focal*) & LO 8 (*Catagóiriú*); **Téama:** *Sa bhaile*
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

CROSS CURRICULAR LINKS AND INTEGRATION: SECOND CLASS

Lesson 1:

1. **English – Oral Language:** LO 1 (*Engagement, listening and purpose*) & LO 7 (*Requests, questions and interactions*)
2. **Science – Strand:** Living Things; **Strand Unit:** Myself
3. **History – Strand:** Myself and My Family; **Strand Unit:** Myself
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **Art – Strand:** Drawing; **Strand Unit:** Looking and responding.
2. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Exploring and making drama
3. **Science – Strand:** Living Things; **Strand Unit:** Plants and animals
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **English – Oral Language:** LO 5 (*Vocabulary*) & LO 7 (*Requests, questions and interactions*)
2. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Exploring and making drama
3. **Art – Strand:** Drawing; **Strand Unit:** Looking and responding
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

1. **English – Oral Language:** LO 6 (*Demonstration of understanding*) & LO 12 (*Description, prediction and reflection*)
2. **Music – Strand:** Performing; **Strand Unit:** Song singing
3. **History – Strand:** Myself and My Family; **Strand Unit:** Myself
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** Human dignity & RSE in a Christian context

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CROSS CURRICULAR LINKS AND INTEGRATION: THIRD CLASS

Lesson 1:

1. **English – Writing: LO 1** (*Engagement*) & **LO 6** (*Purpose, genre and voice*)
2. **Science – Strand:** Living Things; **Strand Unit:** Human life
3. **Art – Drawing; Strand Unit:** Looking and responding
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **History – Strand:** Local Studies; **Strand Unit:** My family
2. **Gaeilge – Teanga ó Bhéal: LO 5** (*Stór focal*) & **LO 8** (*Catagóiriú*); **Téama:** Sa bhaile/Mo chlann
3. **Art – Strand:** Drawing & Paint and Colour; **Strand Unit:** Making drawings & painting
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **History – Strand:** Story; **Strand Unit:** Stories from the lives of people in the past
2. **Art – Strand:** Drawing & Paint and Colour; **Strand Unit:** Making drawings & painting
3. **Geography – Strand:** Human Environments; **Strand Unit:** People living and working in the local area and people living and working in a contrasting part of Ireland
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

5. **English – Writing: LO 3** (Conventions of print and sentence structure) & **LO 6** (Purpose, genre and voice)
6. **Science – Strand:** Energy & Forces; **Strand Unit:** Light & Magnetism and electricity
7. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Co-operating and communicating in making drama
8. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

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CROSS CURRICULAR LINKS AND INTEGRATION: FOURTH CLASS

Lesson 1:

1. **English – Reading: LO 4** (*Phonological and phonemic awareness*) & **LO 8** (*Response and author's intent*)
2. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Cooperating and communicating in making drama
3. **Art – Print; Strand Unit:** Making prints
- Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **English – Oral Language: LO 1** (*Engagement, listening and attention*) & **LO 12** (*Description, prediction and reflection*)
2. **Art – Strand:** Drawing; **Strand Unit:** Looking and responding
3. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Cooperating and communicating in making drama
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** Social teaching of the Church & RSE in a Christian context

Lesson 3:

1. **English – Oral Language: LO 1** (*Engagement, listening and attention*) & **LO 5** (*Vocabulary*)
2. **Science – Strand:** Living Things; **Strand Unit:** Human life
3. **Art – Strand:** Drawing & Paint and Colour; **Strand Unit:** Making drawings & painting
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

1. **Geography – Strand:** Environmental Awareness and Care; **Strand Unit:** Environmental awareness & caring for the environment
2. **Science – Strand:** Environmental Awareness and Care; **Strand Unit:** Environmental awareness, science and the environment & caring for the environment
3. **English – Writing: LO 1** (*Engagement*) & **LO 6** (*Purpose, genre and voice*)
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

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CROSS CURRICULAR LINKS AND INTEGRATION: FIFTH CLASS

Lesson 1:

1. **English – Oral language: LO 2** (*Motivation and choice*) & **LO 12** (*Description, prediction and reflection*)
2. **Science – Strand:** Living Things; **Strand Unit:** Human life
3. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **English – Oral Language: LO 3** (*Social conventions and awareness of others*) & **LO 12** (*Description, prediction and reflection*)
2. **Art – Strand:** Prints; **Strand Unit:** Making prints
3. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Cooperating and communicating in making drama
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **English – Oral Language: LO 5** (*Vocabulary*); **Writing: LO 1** (*Engagement*) & **LO 6** (*purpose, genre and voice*)
2. **Art – Strand:** Paint and Colour; **Strand Unit:** Looking and responding
3. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 4:

1. **Gaeilge – Teang ó Bhéal: LO 5** (*Stór focal*) & **LO 11** (*Eolas, miniú agus údar a tabhairt*); **Téama:** Sa Bhaile/Caitheamh Aimsire
2. **Science – Strand:** Environmental Awareness and Care; **Strand Unit:** Science and the environment
3. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Cooperating and communicating in making drama
4. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

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CROSS CURRICULAR LINKS AND INTEGRATION: SIXTH CLASS

Lesson 1:

1. **English – Oral language:** LO 1 (*Engagement, listening and attention*) & LO 5 (*Vocabulary*)
2. **Science - Strand:** Living Things; **Strand Unit:** Human life
3. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 2:

1. **English – Oral Language:** LO 1 (*Engagement, listening and attention*) & LO 3 (*Social conventions and awareness of others*)
2. **Art – Strand:** Drawing; **Strand Unit:** Making drawings & Looking and responding
3. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

Lesson 3:

1. **English – Oral Language:** LO 1 (*Engagement, listening and attention*) & LO 5 (*Vocabulary*)
2. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian Context

Lesson 4:

1. **English – Oral Language:** LO 7 (*Requests, questions and interactions*) & LO 12 (*Description, prediction and reflection*)
2. **Drama – Strand:** Drama to Explore Feelings, Knowledge and Ideas, Leading to Understanding; **Strand Unit:** Cooperating and communicating in making drama
3. **Religious Education – Strand:** Christian Morality; **Strand Unit:** RSE in a Christian context

