



5th and 6th Class

THE STAY SAFE PROGRAMME

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

A Teacher's Guide

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

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

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

- The Stay Safe rules:

Say No, Get Away and Tell

Never keep secrets about touch

Never go anywhere with or take anything from a stranger

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

Social Personal and Health Education

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

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

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

Rationale for the Stay Safe programme

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

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

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

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

The 2014 Rape Crisis Network Ireland Report shows that:

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

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

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

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

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

Children with Special Vulnerabilities

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

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

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

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

Research evidence suggests that children with special educational needs (SEN) are 3 to 4 times more likely to be neglected or abused, 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused.

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

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

Children with SEN also experience bullying more frequently and are more likely to feel isolated, lonely, and socially excluded (National Disability Authority,

2014). The importance of delivering the key messages of the Stay Safe programme to vulnerable children including those with SEN, cannot be overestimated. In addition it is imperative that all schools (mainstream and special) ensure that children with special educational needs are properly included in relationship and sexuality education and that all staff, including ancillary staff and special needs assistants, follow the school's RSE policy.

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

Differentiation

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

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

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

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

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

Bullying

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

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

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

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

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

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

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

Child Abuse

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

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

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

Documents are available for download as follows:

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

DES Child Protection Procedures: http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf

Guidelines for recognition

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

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

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

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

The Abuser

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

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

The Victim

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

Confidence and assertiveness are protective factors.

Department of Education and Skills Child Protection Procedures

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

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

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

Adults affected by abuse

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

Implementing the Programme

Preparatory/Parallel work

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

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

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

Feelings

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

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

Self-esteem

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

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

Assertiveness

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

Personal Boundaries and Body Space

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

Other Safety Skills

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

Language and Vocabulary Development

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

Establishing Ground Rules

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

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

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

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

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

Teaching the Programme

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

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

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

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

(SPHE curriculum, p8)

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

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

Each topic begins with an outline of how the topic can be mapped across both the SPHE curriculum and other relevant curricular areas. This, it is hoped, will assist teachers with planning for SPHE and links to other curricular areas.

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

SPHE Two Year Cycle

The SPHE curriculum is presented in three strands: *Myself*, *Myself and Others* and *Myself and the Wider World*. Each strand is then divided into strand units. There are nine strand units for all classes from Junior Infants to Second Class and ten strand units for all classes from Third Class onwards.

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

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

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

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

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

Overview of Content for SPHE linking to revised Stay Safe

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

Stay Safe Lesson Plans

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

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

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

The Structure of the Lessons

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

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

The content and teaching resources for the Stay Safe programme can all be accessed on the accompanying DVD and Teacher Resources available on www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

Approaches and Methodologies

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

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

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

Assessment

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

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

- Assessment of Learning
- Assessment for Learning

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

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

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

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

Further information on assessment across the SPHE curriculum can be found at http://www.ncca.ie/uploadedfiles/Curriculum/SPHE_Curr.pdf

Possibility of disclosure:

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

Children Affected by abuse

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

Parental Involvement

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

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

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

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

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

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Links

Anti Bullying Centre

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

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

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

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

Barnardos

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

1850 222 300

www.barnardos.ie

CARI Foundation

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

1890 924567

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

Childline

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

1800 66 66 66

www.childline.ie

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

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

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

http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf

Dublin Rape Crisis Centre

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

1800 77 88 88

www.drcc.ie

Garda Primary Schools Programme

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

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

Hotline.ie

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

www.hotline.ie

1890 610 710

LGBT Helpline

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

Tel. 1890 929 539

www.lgbt.ie

Professional Development Service for Teachers (PDST)

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

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

PDST Anti Bullying Support Material

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

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

Preventing Homophobic and Transphobic Bullying: INTO Publication

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

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

One in Four

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

www.oneinfour.ie

Rape Crisis Network Ireland

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

www.rcni.ie

Relationships and Sexuality Education (RSE)

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

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

Special Education Support Service

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

<http://www.sess.ie>

Stay Safe Programme

Bridge House, Cherry Orchard Hospital, Dublin 10.

076 695 5547

www.staysafe.ie

TUSLA: Child and Family Agency

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

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

Walk Tall Programme

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

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

Webwise

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

www.webwise.ie

Appendix A

Dear Parent,

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

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

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

Thank you for your co-operation,

Class Teacher



INTEGRATION ACROSS THE CURRICULUM

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

Primary Language Curriculum

STRAND:

ORAL LANGUAGE

Element:

Communicating

Learning Outcomes:

- Engagement, listening and attention
- Social conventions and awareness of others

Element:

Understanding

Learning Outcomes:

- Acquisition and use of vocabulary
- Demonstration of understanding

Element:

Exploring and Using

Learning Outcomes:

- Requests and Questions
- Categorisation
- Retelling and Collaborating
- Information giving, explanation and justification
- Description, prediction and reflection

STRAND:

READING

Element:

Communicating

Learning Outcomes:

Engagement

Element:

Exploring and Using

Learning Outcomes

Comprehension

Visual Arts

STRAND:

PAINT AND COLOUR

Strand Unit:

Make paintings based on recalled feelings and experiences and discover ways of achieving spatial effects

Music

STRAND:

LISTENING AND RESPONDING

Strand Unit:

Listening & responding to music

- Composing to convey mood or atmosphere
 - To develop the child's capacity to express ideas, feelings and experiences through music as an individual and in collaboration with others
-

Drama

STRAND:

DRAMA TO EXPLORE FEELINGS, KNOWLEDGE AND IDEAS, LEADING TO UNDERSTANDING

Strand Unit:

Exploring and making Drama

- Enter appropriately and with facility, whether watched or unwatched, into the fictional dramatic context
- Extend playing in role and in character to include the ability to accept and maintain a brief that has been decided on by the teacher, the group or by himself/herself
- Help to plan dramatic activity to include the particular tension and suspense appropriate to the theme being explored

Strand Unit:

Reflecting on drama

- Learn through drama the relationship between story, theme and life experience;
 - (Explore bullying through drama)
-

Science

Strand Unit:

Human Life

- Develop an understanding of the physical changes taking place in both male and female during growth to adulthood

Topic 1

Feeling Safe and Unsafe

Rationale for Topic

We all experience a range of different feelings even in response to the same situation. As we get older we learn to deal with our feelings in different and appropriate ways. Understanding, expressing and dealing with feelings is an important life skill. Exploring how others feel helps to develop empathy.

In this topic, children learn that their feelings inform them about their experiences, and how to recognise safe and unsafe feelings so that they can respond in a way that promotes their safety and protection.

Every child has a right to be safe. This is enshrined in the UN Convention on the Rights of the Child (UNCRC). In this topic, children become familiar with the UNCRC and begin to appreciate that with every right comes both personal and group responsibility.





MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

MYSELF

Strand Units:

Self-Identity

Developing self-confidence

- Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
-

Strand Units:

Taking Care of my Body

Health and Well-being

- Recognise causes of personal worry and identify appropriate coping strategies
-

Strand Units:

Growing and Changing

Feelings and Emotions

- Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
 - Discuss and practice how to express and cope with various feelings in an appropriate manner
 - Understand how feelings help in understanding himself/herself
-

Strand Units:

Safety and Protection

Personal Safety

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
- Identify situations and places that may threaten personal safety
- Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks

- Realise 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
- Discuss and appreciate the role each individual has in keeping others safe and identify occasions where his/her actions can threaten the safety of others

Strand Units:

Making Decisions

- Identify sources of help in solving problems
- Recognising that decisions have consequence and that not all people will make the same decision all the time
- Discuss & practice a simple decision making strategy

Vocabulary

Feeling words:

Infants	1st/2nd	3rd/4th	5th/6th
Excited	Frightened	Comfortable	Pity
Happy	Pleased	Embarrassed	Empathy
Scared	Annoyed	Enthusiastic	Sympathy
Upset	Hurt	Foolish	Lonely
Sad	Sorry	Guilty	Depressed
Angry	Calm	Worried	Confused
		Jealous	Exhilarated
		Frustrated	Impatient
		Cheerful	Excluded
		Stupid	Delighted

Topic 1 Lesson 1

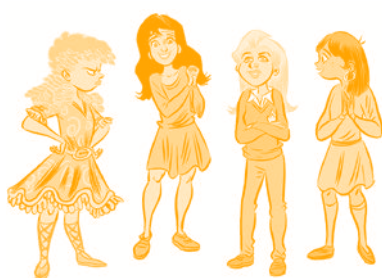
Feelings

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Teacher's Note:

Make a Word Bank of feelings vocabulary as the lessons progress. This Word Bank could be left on semi-permanent display and could be added to as new feelings words come up.

**Key Messages**

Pupils should be enabled to:

- Understand that they can experience a range of different feelings even in response to the same situation
- Realise that, as we get older, we learn to deal with our feelings in different ways
- Learn that, if we are worried, anxious or confused, it helps to talk to someone.

Resources

TR1: Same Story – Different Feelings

WS 1: Feelings

Introduction

Learning Intention: Today, we are going to think and talk about different feelings and how we respond to them.

Facilitate the class to brainstorm a range of words used to describe a variety of feelings, such as joy, anger, exhilaration, frustration, grief, loneliness, sadness, fear, worry, impatience, confusion, excluded, left out, hard done by, happy, anxious, nervous, tense and excited.

Development

TR 1 - Same Story – Different Feelings: You may wish to alter the story/ names to suit class context.

It was Friday afternoon and the principal came into 6th class with the results of the talent competition. She announced that Fiona was the overall winner for her terrific display of dancing. The teacher was delighted and the whole class cheered. Fiona was over the moon but she was sad too because her Granny had died only last week and would not see the trophy. Karen felt jealous – she thought her Irish dancing was much better. Maya was really happy for her friend. Priscilla rolled her eyes and muttered “dumb dance” under her breath. Ella felt depressed – she felt so clumsy when she tried to dance and she never won anything. Deirdre felt anxious, afraid that all this would lead to a fight on the way home.

Explore the range of feelings in the above story with the class:

Why do you think the girls felt differently about the same situation?

What could each of the girls do next?

Remember, people can have different feelings about the same situation. What is important is how they express them.



WS 1 – Feelings: Ask the children to consider the situations presented in the worksheet below – how would they feel and what would they do. The worksheet should be completed individually and followed by teacher-led whole-class discussion.

Situations	How would I feel?	What would I do?
Your friends arrange to go to town on Saturday afternoon but don't invite you.		
Your teacher tells you that you have done really good work.		
You give someone a birthday present and they don't thank you.		
You try really hard to solve a Maths problem, but you just can't work it out.		
You have been training really hard but you aren't picked for the game on Saturday.		
You have just completed a really nice collage in Art lesson and feel very proud of it. One of your group who always puts others down, says "that's rubbish".		

Remind pupils that as we get older we learn to deal with our feelings in different ways. For example, a 3 year old who is refused his favourite sweets in the supermarket might have a tantrum, but if he were older he would act differently. We learn appropriate and healthy ways to deal with how we feel. Sometimes people learn unhealthy ways to express their feelings, for example, hitting when angry. Remind pupils that if they feel worried, anxious or confused, talking to someone will help.

Encourage the pupils to explore how our bodies and faces can show our feelings. For example, sometimes when we are sad or upset we cry; when we are excited or nervous we might get 'butterflies' in our tummy; when we are scared our hands or body might shake.

Conclusion

Remind pupils that we can all experience different feelings even in the same situation. It is how we react to the feelings that is important.

Topic 1 **Lesson 2**

Feeling Safe and Unsafe

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Key Messages

Pupils should be enabled to:

- Identify, describe and understand safe feelings
- Identify, describe and understand unsafe feelings
- Become aware of potentially unsafe or dangerous situations.

Resources

TR 2: The Knock on the Door

TR 3: I Feel Safe When...

3 Flashcards: Agree, Disagree, Don't Know

Introduction

Learning Intention: *Today we will be thinking and talking about times when we feel safe and times when we don't feel safe.*

Over the next few weeks we will be learning and talking a lot about our right to be protected from harm.

Development

TR 2 - The Knock on the Door: Ask the class to listen carefully to the following story.

Patrick is 12 years old. He's in 6th class and lives with his Mum in a housing estate on the edge of the town. Patrick really likes living there. His friends and all his cousins and their families live nearby. His Gran lives just five doors down and, since she had her big operation last month, she needs some help in getting upstairs and into bed at night. Every Friday night it is Patrick's Mum's turn to help.

This Friday Mum set off as usual, at about 9.00. Patrick went up to bed shortly after his Mum left as he had a match early on Saturday morning. He was tired and dozed off immediately. Suddenly he was awoken by a loud knock on the front door. He didn't know what time it was but looked at his clock and realised that it was half past eleven. He called his Mum but there was no reply and, feeling a growing anxiety, he got out of bed, crept down to her room and realised to his dismay that she hadn't come home yet. He was alone in the house.

Patrick heard the knock again. He was really frightened now and worried that something had happened to his Mum. She was never much longer than an hour when she went to help Gran. He tried phoning his Mum's mobile only to find that his battery was dead. He peeped through the curtains and saw a strange car outside.

He couldn't think what to do. He was frozen on the spot. The doorbell rang loudly and someone shouted, "Is anyone at home?" Whoever was at the



door continued to ring the bell for what seemed like ages but, eventually, it stopped and then Patrick heard the car engine starting and driving away. He felt like crying and was afraid to turn on the light or go downstairs in case whoever was knocking on the door came back. He just sat bolt upright in his bed with his heart beating so loudly that he felt it would burst.

After the longest half hour of his life, Patrick heard his Mum opening the front door. He raced down the stairs. He was so delighted and relieved to see his Mum but at the same time felt really cross with her that she hadn't come home at the usual time and had made him feel so scared and unsafe.

Mum went into the kitchen and made him a big mug of hot chocolate and, as he calmed down, she told him that Gran couldn't remember where she had put her box of tablets and that it had taken them ages to find it.

Mum said that Patrick was absolutely right not to open the door when he didn't know who was there. Even though Mum was now home, it took Patrick a long time to fall asleep that night.

They never did find out who was knocking at the door that night.

Ask the class about how they would have felt and what they would have done if they were Patrick.

TR 3 – I Feel Safe When: In the story, Patrick went from feeling safe to feeling unsafe when a stranger came to his door while his Mum was out. There are other times and situations when we may feel safe and unsafe.

Place posters with Agree, Disagree, Don't Know in strategic positions in the classroom. (See SPHE Teacher Guidelines, p82, Exemplar 18)

Now call out the following statements.

I feel safe when:

- I watch a horror movie
- I hang out with my friends on Saturday
- I go online
- I'm in the yard at break time
- I go to a concert with my cousin
- I'm in town shopping
- I'm walking home from my friend's house in the dark
- I meet a dog.

Ask children to place themselves beside the poster that represents their opinion.

Discuss the different choices the children make and allow opportunities to highlight what to do when feeling unsafe: Get away, get help, tell. Note that not everyone shares the same feelings.

Conclusion

Remind pupils that it is important that we all recognise safe and unsafe situations, and that we know what we should do in such circumstances.

Topic 1 Lesson 3

A Child's Right to be Safe

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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



Key Messages

The pupils should be enabled to:

- Become familiar with the UN Convention on the Rights of the Child (UNCRC)
- Understand that with every right there is a responsibility
- Recognise that with every right comes a responsibility.

Resources

TR 4: Link to Children's Rights Alliance animation about the UN Convention on the Rights of the Child

WS 2: A Child's Right to be Safe

Introduction

Learning Intention: Every child has the right to be protected from harm. This right is included in the UN Convention on the Rights of the Child (UNCRC) and today we will be learning about this important Convention.

In the last lesson we spoke about feeling safe and unsafe. Every child has a right to be protected and to feel safe.

Children and adults have many rights. Children's rights are protected by the Constitution and the laws of the country and also by international agreements such as the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC includes the right of every child to be protected from harm and the right to participate in decisions that affect their health and well-being.

Development

TR 4 – UN Convention on the Rights of the Child: Show children the Children's Rights Alliance's short animation about the UN Convention on the Rights of the Child, available at: https://youtu.be/y_2nA49p3yw

A written explanation of the UN Convention is also available to read on their web page: <http://childrensrights.ie/childrens-rights-ireland/un-convention-rights-child>

Follow this with a brief whole-class discussion, asking how many rights the children can remember.

Worksheet 2/HSL – A Child's Right to be Safe: Distribute Worksheet 2. Divide class into groups of four or five. When the groups have had enough time to consider the list of children's rights, invite them to identify their top five. This could be done by allowing every child in the group to put a tick beside their top five and then the group can count the votes to find highest ranked rights. Alternatively, bring the class back together and ask each group to feedback the rights they identified and then get the class as

a whole to vote for the top five. Encourage discussion on the rights they prioritise.

Remind pupils that, with every right, comes a responsibility. Elicit from pupils the personal responsibilities that go with certain rights such as:

- Children have the right to play, so we each have a personal responsibility to include other children in our play
- Every child has a right to education, so we have a responsibility to make sure that others are not distracted from learning.
- Children must be allowed to speak their own language and practice their own religion and culture, so we should respect other cultures and religions.



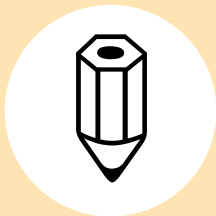
Conclusion

Children have a right to be safe, so it is each child's responsibility to ensure that children in their school are safe – not hurt at play or bullied or left out.

Worksheet 2/HSL – A Child's Right to be Safe: Pupils should bring home a copy of this worksheet to discuss and complete with parents/guardians.

Extension Art Activity

The children make a poster displaying the Rights of the Child as prioritised by the class.



WORKSHEET 1

5th and 6th class

Feelings

Situations

HOW
would I feel?

WHAT
would I do?

Your friends arrange to go to town on Saturday afternoon but don't ask you

Your teacher tells you that you have done really good work

You give someone a birthday present and they don't thank you

You tried really hard to solve a Maths problem, but you just can't work it out

*You have just completed a really great collage in Art lesson and feel very proud of it.
One of the group who always puts down others, says "that's rubbish"*





Home School Link

WORKSHEET 2

5th and 6th class

A child's right to be safe

What do you think are the most important rights?

Mark your top five here – with No. 1 being the one you think is the most important.

Right	Rank
Every child has the right to life	
Every child has the right to a name and nationality	
Children have the right to be with their family or with those who will care for them best	
Children have the right to enough food and clean water	
Children have the right to an adequate standard of living	
Children have the right to health care	
Children with a disability have the right to special care and training	
Children have the right to play	
Children have the right to free education	
Children have the right to be kept safe and not to be hurt or neglected	
Children must not be used as cheap workers or as soldiers	
Children must be allowed to speak their own language and practise their own religion and culture	
Children have the right to say what they think and to meet together to express their views	

Discuss children's rights with your child.



Parent/Guardian Signature

Date:

Topic 2

Friendship and Bullying

Rationale for Topic

In this topic, children explore the value of friendship and the importance of treating one another with respect and dignity. Before introducing the topic of bullying, focusing on positive behaviour and friendship gives pupils the opportunity to explore behaviours that make us feel safe, respected and included.

Sometimes friendships go wrong and people are bullied or engage in bullying behaviour. In these lessons, children are helped to understand what bullying is and how it affects others.

People can be bullied in a variety of ways, physically, verbally and emotionally.

“Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person (or persons) and which is repeated over time”. (Department of Education and Skills, 2013)

People are bullied for a variety of reasons, sometimes simply because they are perceived as being different from what others consider the norm. This identity based bullying includes racist and homophobic bullying, and bullying of those with special educational needs. Recognising that these are current issues in society, the lessons provide opportunities for children to develop understanding and coping strategies.

Social media is widely used and accessed by children and, as a result, they may experience or engage in bullying behaviour online. The importance of developing strategies to prevent and deal with cyberbullying is addressed.



MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

Strand Units:

MYSELF AND OTHERS

My Friends and Other People

- Explore the importance of friendship & interacting with others and realise that making and changing friends is part of the natural process of growing
- Recognise, discuss and understand bullying and its effects
- Explore and discuss how individuals can deal with being bullied, knowing that others
- Are being bullied and being a bully

Strand Units:

Relating to Others

- Listen actively to others and respect what each person has to say
- Examine the various ways in which language can be used to isolate and discriminate against people

STRAND:

Strand Units:

MYSELF

Safety and Protection

Personal Safety

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
- Identify people, places and situations that may threaten personal safety
- Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
- Realise 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
- Discuss and appreciate the role each individual has in keeping others safe and identify occasions where his/her actions can threaten the safety of others

STRAND:

Strand Units:

MYSELF AND THE WIDER WORLD

Media Education

- Become aware of the different forms of advertising, its purpose and the messages it promotes

Vocabulary

Infants	1st/2nd	3rd/4th	5th/6th
Friend(ship)	Respect	Courtesy	Resolve
Sharing	Interview	Honest	Pathetic
Thoughtful	Cyberbullying	Loyal	Offensive
Listening	On purpose	Unacceptable	Viral
Helping	Deliberately	Outcome	Body language
Taking turns	Exclude	Physical	Assertive
Being fair	Include	Verbal	Tolerate
Bullying	Ignore	Emotional	
On purpose	Threaten	Identity	
Hurts	Rumour	Mimicking	
Frightens	Agreement	Racism	
More than once		Disability	
Co-operating		Homophobic	
Put-downs		Ethnic	
		Nationality	
		Observance	
		Country of origin	
		Gender	
		Lesbian	
		Gay	

Topic 2 **Lesson 1**

Friendship

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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



Key Messages

Pupils should be enabled to:

- Understand the value of friendship
- Explore how to make and keep friends
- Understand the importance of treating one another with respect and dignity.

Resources

WS 3: A Good Friend is someone who...

TR 5: What would you do? Scenarios

Extension Activity: Beanbags or softballs

Introduction

Learning Intention: *Today we are going to think and talk about friendship, what makes a good friend, how we keep friends and how we resolve any disagreements which we might have with a friend.*

Worksheet 3 – A Good Friend is someone who...: Give each pupil a few minutes to complete this worksheet and then take some whole-class feedback.

Development

TR 5 – What would you do? Choose of the following

- Choose one scenario and ask volunteers to role-play. Discuss possible solutions to the conflict presented, firstly with participants, then open up the discussion to the whole class. Now role-play a resolution to this conflict and discuss with the class.
- Give each group a scenario to consider and/or role-play and take feedback on possible resolutions to scenarios

Ask the pupils to suggest practical things that they can do to make sure that everyone in their classroom feels safe, valued and included, for example, say hello and greet others; talk to others; stay cool in an argument; consider the other person's point of view; be positive; be honest without being hurtful; cooperate; listen to others; don't be a sore loser; don't always expect others to fit in with you; be genuine; look for ways to be helpful; don't be bossy; don't talk about others behind their backs, etc.

Conclusion

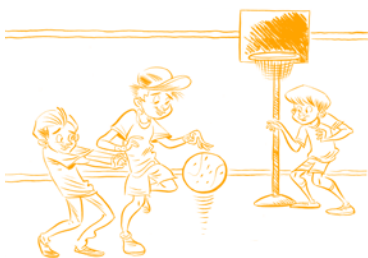
Children write some practical things they can do (as above) on cards, which are displayed prominently in classroom under the heading 'How we make everyone feel safe and included'.

Topic 2 Lesson 2

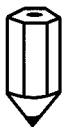
What is Bullying?

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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



What do I know about bullying?



Key Messages

Pupils should be enabled to:

- Recognise what bullying is and what bullying is not
- Understand the importance of telling
- Become familiar with the definition of bullying.

Resources

TR 6: Bullying is...

WS 4: What do I know about bullying?

Introduction

Learning Intention: *Today we're going to talk and learn about bullying.*

Briefly revise the main themes from the last topic – friendship and getting along with others.

We hear a lot about bullying and about people being hurt by bullying behaviour, so it is important that we have a clear understanding of what bullying is.

Development

Sometimes nasty or bad things happen to us, e.g., someone pushes up against you when they are running and might even knock you down, but they may not have meant to. Also, sometimes if a person loses their temper, they might say or do something hurtful once. But then they feel sorry for what they did and maybe even guilty or ashamed. It is not nice when something like that happens to you, but it is not bullying. We will look at what exactly it is that makes bullying different to other bad things that can happen. Can we find words to describe what we mean by bullying?

TR 6 – Bullying is...:

HURTFUL – It can your body or your feelings or your belongings.

REPEATED – It happens more than once.

DELIBERATE – The person means to hurt when they set out to do it.

We must also remember that bullying is not always about one person behaving badly against another - it can involve an individual or a group.

WS 4 – What do I know about bullying?

The worksheet has a list of statements about bullying, some of which are true and some, not true. In pairs/groups, pupils decide which ones they think are true and which are not true. This is the time for learning about bullying so pupils should be told not to worry if they don't agree with each other.

Call out each statement one by one and discuss the findings.

Alternatively, this could be done as an Agree/Disagree/Don't Know activity.

1. **Bullying is just messing.**
Bullying is more than just messing. Bullies tease others, get angry and use violence and intimidation. Bullying hurts others and is worse than just messing.
2. **Only boys bully.**
Bullies come in all shapes, sizes, nationalities and ages, and girls bully as well as boys.
3. **People who complain about bullies are telltales.**
People who complain about bullies are standing up for their right to feel safe and happy. It is not snitching or ratting to tell about bullying. It is telling to be safe. In fact, you should tell even if it is not you who is being bullied. You should tell if you know of anyone being bullied.
4. **Some kids, because of the way they behave, act or look, deserve to be bullied.**
No one deserves to be bullied. We may like some people more than others, but even the people we don't like very much deserve to be treated with respect. No one should ever be bullied because of how they look, act or behave.
5. **Making fun of someone because of the way they speak or behave is bullying.**
No one should ever be bullied because of how they speak or behave.
6. **The best thing to do if you are bullied is to fight back.**
If you fight with a bully, you may get hurt or you may be accused of being a bully yourself. It is best to tell an adult.
7. **Bullying is just about hitting others.**
Bullying can result in someone being hit but there are other types of bullying, for example, verbal bullying where words are used to hurt others, and emotional bullying where someone's feelings are hurt. People can be bullied face to face or online.
8. **Bullies will go away if you ignore them.**
Some bullies will go away if they are ignored but others may get angry and keep bullying until they get a reaction. Some bullies want the person to cry. That's the reaction they want. They may keep bullying just to get that reaction.
9. **People who are bullied might be hurt for a while but they will get over it.**
Some people need a lot of ongoing support if they have been bullied.
10. **Sending repeated nasty text messages is bullying?**
Any repeated hurtful intentional behaviour is bullying including the sending of nasty text messages or photos. Damaging someone's reputation online or by phone is bullying.

Conclusion

From the discussion, the class should now be able to understand and agree on the definition of bullying – behaviour that is hurtful, repeated and deliberate.

Topic 2 **Lesson 3**

Other Types of Bullying

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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



SLIDE



Key Messages

Pupils should be enabled to:

- Identify different types of bullying behaviour
- Understand the impact of bullying behaviour and the effects it can have.

Resources

TR 7: Different Types of Bullying

TR 8: John bullies Mark

TR 9: Name-Calling

TR 10: New Runners

Introduction

Learning Intention: *Today we are going to learn about how someone might be bullied and how it might affect them.*

TR 7 – Different Types of Bullying:

Display the ‘Different Types of Bullying’ slide and name the three types of bullying as Physical, Verbal and Emotional.

Development

*How do you think someone could be **physically** bullied?*

Any behaviour that involves hurting a person’s body or belongings more than once. Ask pupils to give examples – kicking, spitting, pinching, pulling hair, breaking or damaging someone’s things, etc.

*How do you think someone could be **verbally** bullied?*

Hurting a person by using words, either spoken, written or typed. Ask pupils to give examples – name-calling, slagging, put-downs, posting mean comments on Facebook or sending repeated nasty text messages.

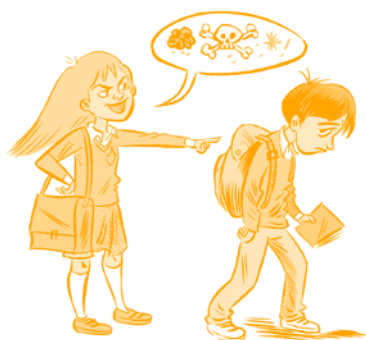
*How do you think someone could be **emotionally** bullied?*

Hurting a person’s feelings, frightening them, threatening them. Ask pupils to give examples. This can be done by bullying someone verbally or physically, but also by excluding someone, isolating them or by using someone’s identity to bully them, for example, their race, where they come from or how they speak.

What type of bullying is this?

Read the following scenarios and display the slides that illustrate each scenario. Ask the pupils which type of bullying it is.

TR 8 – John bullies Mark: John pulls Mark’s tie as he walks along the corridor. Earlier on he hit him on the back as Mark sat at his desk. This is an example of physical bullying.

**Teacher's Note:**

Under the DES Anti-bullying procedures for primary and post-primary schools, the definition of bullying includes “homophobic bullying, racist bullying, bullying based on a person’s membership of the Traveller community and bullying of those with disabilities or special educational needs”. (Anti-bullying procedures for primary and post-primary schools DES 2013)

TR 9 – Name-calling: Jill calls Liam ‘Stupid’ as they are going out to play. In the playground Jill tells two other pupils to call Liam nasty names. This is an example of verbal bullying.

TR 10 – New Runners: Tom is wearing new shoes. As he walks into class, Sean and Brona, snigger at him and laugh. This happens a few times throughout the day. Later in the class, Brona asks Tom in front of some other pupils where he got the runners. When Tom doesn’t reply, Brona says he probably got them in the 2 euro shop. This is emotional bullying.

Identity Based Bullying

Check that pupils understand the term ‘identity’, the individual characteristics by which a person or thing is recognised, for example, name, race, gender, religion, family. In other words, the things that make you who you are.

Discuss with the pupils how sometimes people are bullied because they are considered different – they are bullied because of their identity.

Ask the pupils if they can think of how someone might be bullied because of their identity.

For example:

- Making fun of their physical appearance
- Refusing to work or play with someone, or to sit next to them
- Insulting someone’s family
- Name calling, slagging, verbally abusing someone
- Physical threats or attacks
- Writing nasty messages about someone
- Giving someone ‘the look’
- Getting others to call them names or exclude them.

We are going to look a little bit more closely at racist bullying, homophobic bullying and bullying because of disability, all of which are identity based bullying.

Racist Bullying

Bullying someone because of the colour of their skin, their nationality, their ethnic background, their religion.

For example:

- Pretending not to understand what someone is saying/mimicking them
- Name-calling
- Making fun of the way someone walks or talks
- Slagging someone about the colour of their skin
- Making fun of a person’s clothing, religious beliefs and practices, or country of origin.

Homophobic Bullying

Gender related bullying behaviours.

For example:

- Making fun of someone because of the games they like to play or the activities they engage in, such as calling a girl nasty names because she likes to do things that are considered to be ‘boy’ things and vice versa – slagging a boy for playing with toys that are considered ‘girlie’
- Making fun of how someone walks, talks or dresses
- Calling someone ‘gay’ just to hurt and upset them.

Teacher’s Note:

Glossary of Terms and Age Appropriate Explanations for 5th and 6th Class Pupils:

Lesbian: A woman who wants to have a loving relationship with another woman.

Gay: A man who wants to have a loving relationship with another man.

(Different Families, Same Love INTO 2015)

Appropriate Use of Language

If children use the word ‘gay’ in a pejorative way to call another child a name, for example, “You’re gay”, tell them this is inappropriate. Explain to them that when people use words such as gay or lesbian to describe themselves, this is acceptable, but it is not acceptable to use these words in a derogatory way to hurt people.

In addition, if children use the word ‘gay’ in a negative way to mean something is rubbish, for example, “That’s so gay”, tell them that this is inappropriate. This could be hurtful to gay people who hear it or to those who have a gay relative or friend. Ask them to think of a word that actually means what they intended. Discuss the importance of treating others with respect.

Bullying because of Disability

Bullying someone because they have a disability or special educational needs.

For example:

- Mimicking someone’s speech or movements
- Making fun of a specific difficulty or disability
- Making fun of someone’s work.

It is important to get the pupils to understand that sometimes identity based bullying can be directed at someone who is not of that particular identity simply to upset and annoy them.

Remind the pupils that it is not their fault if they are being bullied and that they should always tell an adult if they are being bullied or if they know that it is happening to someone else.

Conclusion

Pupils participate in a whole-class round about one thing they learned during this lesson. Each child will begin their sentence with “One thing I learned today...”

Topic 2 **Lesson 4**

Cyberbullying

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Key Messages

Pupils should be enabled to:

- Understand what cyberbullying is
- Appreciate the impact of bullying behaviour and the effects it can have on individuals
- Recognise the need to develop strategies to prevent and deal with cyberbullying
- Know the importance of never keeping secrets about bullying behaviour.

Resources

TR 11: Video: Let's fight it together

TR 12: Rap: Stop, Block, Tell

TR 13: Audio: Protect yourself from Cyberbullying

WS 5/HSL: Protect yourself from Cyberbullying

Extension Activity: Going viral exercise from Webwise: MySelfie

Introduction

Learning Intention: *Today we are going to talk and learn about cyberbullying and what we can do to prevent it.*

What is cyberbullying? Invite pupils to give their opinions on what they think cyberbullying is.

Development

Record pupils' contributions and ensure that the following are included as examples of cyberbullying:

- Sending nasty messages/photos/pictures from your phone, laptop, tablet or gaming device using Facebook, Xbox, PlayStation or other messaging services
- Pretending to be someone else and posting stuff online that makes the person look bad or causes arguments
- Spreading lies, gossip or rumours using text messages or online messaging services
- Sending mean, embarrassing or private texts or photos of someone onto other people
- 'Liking' nasty comments or photos about someone
- Using phone or internet to exclude someone from the group.

Bullying that happens online or by phone is called cyberbullying.

Teacher's Note:

It is important that you preview this video to ensure its suitability for your class.



It is important to emphasise that cyberbullying does not have to be repeated behaviour - placing a once-off offensive or nasty comment, picture or image on a public site such as Facebook is bullying.

NB to note: A once-off text message is not bullying, but a once-off online message is because of its potential to go viral.

TR 11 Video – Cyberbullying:

Show the video clip to the class and discuss as follows.

- How Joe's mood changed in the video. What caused the changes?
- How was Joe affected by what was happening? What seemed to make him happy in the beginning and what changed for him?
- Name the feelings that Joe experienced – fear, upset, angry, anxious, lonely, confused, miserable.
- Who else was affected by what was happening?
- How were others affected?
- What, if anything, did they do?
- What would you do?

What can you do if you are cyberbullied?

- Tell an adult
- Never reply to upsetting or frightening messages – save them, show them to an adult and get them to report the matter
- If you receive nasty messages, photos or pictures online, block the sender and tell an adult who can help you
- If you see others being bullied online, tell an adult who can do something about it
- Never respond to nasty texts or picture messages, but do save them so that they can be used as evidence. Do not delete messages - take a screen shot
- Remember, if you get a new SIM card you can change your phone number.

Remember the Golden Rule:

Stop – don't reply to the message, but do take a screen shot

Block – block the sender

Tell – tell a trusted adult

**TR 12: Rap – Stop, Block, Tell:**

Play the rap for the pupils.



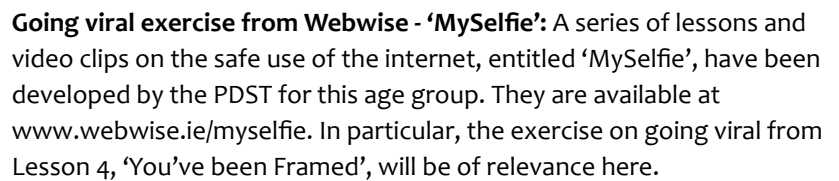
Play the audio of Protect yourself from Cyberbullying.

A. Each pupil should be given a copy of the 'Protect yourself from Cyberbullying' poster to read and discuss.

Pupils, working in groups, create their own poster entitled ‘How to protect yourself from Cyberbullying’.

Play the 'Stop, Block, Tell' rap for pupils.

Extension



Topic 2 **Lesson 5**

Coping with Bullying

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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



Key Messages

Pupils should be enabled to:

- Know the importance of never keeping secrets about bullying behaviour
- Learn strategies for avoiding and for coping with bullying or threats of bullying
- Recognise the importance of identifying adults that can help them.

Resources

TR 8/9/10: John bullies Mark; Name-calling; New runners (from Lesson 3)

TR 14: Good Body Language

TR 15: Safety Tips

Introduction

Learning Intention: *Today we are going to talk about how bullying can make someone feel and also what we can do to stop bullying happening to ourselves and to other people.*

Remind the pupils of the first topic that they did in the Stay Safe programme – Feeling Safe and Feeling Unsafe – and what it's like to feel unsafe. Remind them of how Joe felt when he was being bullied in TR 11 'Let's fight it together' in the last lesson – get them to name some of the feelings (fearful, upset, angry, anxious, lonely, confused, miserable).

Development

What can you do if you are being bullied?

Having discussed how bullying can make someone feel and the hurt it causes, pupils should be given an opportunity to explore what someone who is being bullied can do to stop it from happening.

Think, Pair, Share Activity: *Let's go back to the John and Mark story (TR 8). Imagine you are John, the bully. How are you feeling as you see Mark coming down the corridor? Why do you think John picked on Mark? How do you think Mark felt? If you were Mark, what would you do?*

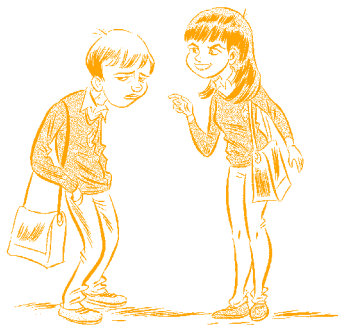
Get pupils to reflect and to try putting themselves in Mark or John's shoes. Then invite pupils to share their thoughts with their partner. Open up a whole-class discussion and list responses on the whiteboard. Identify the most important initial response.

The first thing you have to think of is keeping yourself safe. Let's go through

the list that you have come up with and check it for safety.

Would it be safe to hit John? (NO) Why not? (People can get hurt in a fight; violence is wrong; it's against school rules to fight; it won't make it better)

You gave some good ideas, for example, to tell an adult and to keep away from John. Today we are going to see if we can do something else that would help.



Teacher's Note:

This lesson addresses various coping strategies for dealing with bullying behaviour, including good body language and 'I' talk. To be effective, children need opportunities to practice these strategies on an on-going basis and it is recommended that this is part of a school-wide SPHE approach.



Good Body Language

What is it? What difference can it make?

Display **TR 14 – Good Body Language**. Draw attention to the stance of the pupil in the first picture.

In this picture we see two children, a boy and a girl. What do you think is happening? Which one do you think is being bullied? Notice how he is standing. What message do you think that gives the bully?

In this second picture we see the same two children. What is different about this picture? What message do you think a bully would get when the other person stands like this/looks like this?

This is called **ASSERTIVENESS**. What the picture does not show is the tone of voice used.

To be assertive, you must:

- Stand tall and look confident
- Look the bully in the eye
- Use a strong and firm voice to say something like “stop it” or “go away” or “I’m going to report you to the teacher”
- Stay calm even though you feel upset and very angry.

'I' Statements

We are going to practice talking to someone who is bullying using 'I' statements.

Display **TR 15, Safety Tips**.

An 'I' statement lets someone know how you feel. For an 'I' statement, you must start the conversation with the word 'I', not “You”. It is also a way of letting the bully know that you want them to stop bullying you.

How might Mark speak to John? (Eye contact, stand straight, tell John that he doesn't like what he is doing to him)

What could Mark say? He could, for example, say, “I get angry when you trip me and push me deliberately. I don't like it and I want it to stop or I will tell the teacher”.

Role play: Display the Safety Tips slide. Pupils are invited to role-play the **John bullies Mark; Name calling; New Runners** scenarios in pairs. Invite some pairs to present to the class.

Points for Discussion: John bullies Mark:

- How did it feel to be Mark/John?
- How did it feel when Mark stood up for himself?
- Did it do any good? (It helps Mark feel that he can do something about the situation)
- If John continues to behave in this way, what can Mark do next? (Tell)
- Who could Mark tell? Encourage pupils to identify trusted adults
- What might make it difficult for someone to tell?
- What could happen if someone didn't tell?

If you are being bullied by another person, you must tell an adult and keep telling until it stops.

Remember, young people always need adult help to sort out bullying. If you don't get help by telling a parent or teacher, it will just get worse. If you don't get help at first, keep telling until you do get help.

Conclusion

Bullying is always wrong. We will not tolerate it now that we know a lot about it and how it makes others feel.

Topic 2 **Lesson 6**

Class Agreement

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Key Messages

Pupils should be enabled to:

- Understand and appreciate the role of the bystander
- Discuss and agree behaviours that are acceptable/welcomed in the class/school
- Discuss and agree behaviours that are unacceptable in the class/school
- Draw up a written class agreement, phrased in a positive manner
- Share their class agreement with parents and the school principal.

Resources

TR 9: Name-calling

TR 10: New Runners

TR 16: What Kind of Bystander

WS 6/HSL: Class Agreement

Introduction

Learning Intention: *Today we are going to discuss and put together a class agreement about the types of behaviour we want to see in our class in order to prevent bullying.*

Over the past few lessons we have learned a lot about bullying and today we are going to think about how we can help to prevent bullying and keep everyone in our class safe. We'll begin by thinking about what we could do if we knew someone was being bullied.

Development

What could you do if you knew someone was being bullied?

Look at **TR 9 Name-Calling** or **TR 10 New Runners**.

Discuss with the pupils what's happening in the picture, for example, Jill called Mary a nasty name. Ask the pupils why they think Jill called Mary a nasty name. Is it ok to call a person names about how they look? How did Mary feel?

In the story about Tom's new shoes, Liam and Brona are sniggering at his runners (**TR 10**). Ask the pupils what was wrong with their behaviour. How did Tom feel? How does it feel when people gang up on you to hurt you?

Draw the pupils' attention to the other children, for example, what are the other children doing? What could they have done to help? Why might that be difficult?

Teacher's Note:

According to a study, published in the Canadian Journal of School Psychology, 85% of bullying takes place with bystanders present. The same study found that nearly 60% of the time bullying will stop in less than 10 seconds when peers intervene. However, another study showed that bystanders made attempts to intervene less than 20% of the time. (*DES Action Plan on Bullying (2013), p39*)

Bystanders

Display **TR 16** “What kind of Bystander?” and discuss what is happening in the picture.

There are three types of bystanders in a bullying situation:

The Silent Bystander says nothing. Why do you think this is so? (Fear of being next). Who do you think is silent in this picture?

The Bully Helper. How could a person be a helper to a bully? (Cheer on the bully, laugh at the behaviour). Who is the bully helper in this picture?

The Good Bystander. What do you think a good bystander would do? (Tell the bully to stop, walk away, and tell an adult what is happening).

There are many ways that you can be a good bystander in a bullying situation. Invite the class to suggest what the good bystander should say and do.

If you know someone else is being bullied you must tell an adult and keep telling until it stops. This is not telling tales or snitching – it is telling to be safe and to keep others safe in our school. It is also being a good bystander.

Class Agreement

Circle Work: Now that we know a lot about bullying - how it makes a person feel to be bullied and what we can do about it - can we come up with an agreement in this class to stand together against bullying behaviour? What kind of things could this agreement say?

Think, Pair, Share: Divide the pupils into groups of 3 or 4 and give them a few minutes to discuss the behaviours that are not acceptable in our class, and what everyone in the class should agree to do to prevent bullying.

Each group is given a large sheet of paper and asked to divide the page in two with the headings ‘We will...’ (what we will do to make our class safe) and ‘We will not...’ (behaviours we won’t accept).

Get each group to feedback what they have written. Write down all the suggestions.

Through discussion, the class agrees 3 or 4 statements under each heading.

Sample Class Agreement

We will:

- Treat each other and our teachers with kindness and respect
- Respect one another’s feelings
- Try to make everyone feel that they belong
- Tell if we know someone is being hurt through bullying.

We will not:

- Hurt each other in any way

- Exclude others
- Post or 'like' hurtful messages
- Be mean or nasty to others.

All students are invited to sign the class agreement and it should be displayed prominently in the classroom for the rest of the school year.

Conclusion

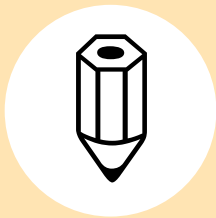
Implementing and Monitoring the Agreement

Discuss with the pupils who they might like to share the agreement with, for example, the school principal or other classes.



WS 6/HSL: Class Agreement: A copy of the signed class agreement could be sent home with each pupil so that parents or guardians are aware of what the pupils have agreed.

Every month, a follow-up worksheet could be distributed to check in with the pupils on whether or not they are keeping the agreement.



WORKSHEET 3

5th and 6th class

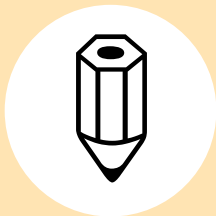
A good friend is someone who...

Read each statement and decide whether you think it is a 'Very Important', 'Fairly Important' or 'Not so Important' characteristic of a good friend.

Add other characteristics that you regard as 'Very Important', 'Fairly Important' or 'Not so Important'

A good friend is someone who...	Very important	fairly important	Not so important
Is Good looking			
Stands up for me			
Is honest with me			
Is about my age			
Is fun to be with			
I can trust			
Is popular with others			
Is interested in the same things as me			
Likes me for the way I am			
Is 'cool' and wears fashionable clothes			
Never lets me down and is always there for me			





WORKSHEET 4
5th and 6th class

What do I know about bullying?

Tick Yes/No/Not Sure



YES

NO

NOT SURE

1. Bullying is just messing
2. Only boys bully
3. People who complain about bullies are telling tales
4. Some kids, because of the way they behave, act or look, deserve to be bullied
5. Making fun of someone because of the way they speak or behave is bullying
6. The best thing to do if you are bullied is to fight back
7. Bullying is just about hitting others
8. Bullies will go away if you ignore them
9. People who are bullied might be hurt for a while but they will get over it
10. Sending repeated nasty text messages is bullying





Home School Link

WORKSHEET 5

5th and 6th class

Cyberbullying



STOP CYBERBULLYING

- ☹️ Don't give personal details online such as your real name, address, phone number, or photos.
- ☹️ Don't share your password even with friends and remember to change it often
- 😊 Make sure your profile on networking sites is set to Private.
- 😊 Always treat others with respect when online
- 😊 Think about what you post online. You never know who will forward it on.
- 😊 If you are being bullied or see others being bullied online, always tell a trusted adult. The sooner you tell the sooner you get help.
- ☹️ Avoid looking at nasty messages over and over again as this can be very upsetting.
- ☹️ If you receive nasty messages or photos or pictures either by text or online -

STOP – don't reply to the message but do
take a screen shot as evidence
BLOCK the sender
TELL an adult you trust



Parent/Guardian Signature

Date:



WORKSHEET 6

5th and 6th class

Our Class Agreement

In this class

We will

We will not

Signed



Topic 3

Touches

Rationale for Topic

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

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

In order to give children opportunities to develop the competence and confidence necessary to deal with abusive situations, personal safety rules are taught and practiced, including identifying trusted adults in whom children can confide.

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

The procedures for handling disclosures are outlined in the DES Child Protection Procedures for Primary and Post-Primary Schools at: http://www.education.ie/en/Schools-Colleges/Information/Child-Protection/cp_procedures_primary_post_primary_2011.pdf



MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

Strand Units:

MYSELF

Safety and Protection

Personal Safety

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
 - Identify situations and places that may threaten personal safety
 - Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
 - Realise 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
 - Discuss and appreciate the role each individual has in keeping others safe and identify occasions where his/her actions can threaten the safety of others
-

Strand Units:

Taking care of my body

- Recognise causes of personal worry and identify appropriate coping strategies
 - Recognise the importance of treating his/her body and that of others with dignity and respect
-

Strand Units:

Making decisions

- Identify sources of help in solving problems

Vocabulary

Infants	1st/2nd	3rd/4th	5th/6th
Private	Facial expression	Ungrateful	Sympathy
Public	Body language		Assertive
Personal	Embarrassed		Dilemma
Penis	Trust		Convince
Vagina			Opponent
Breast			Strategy
Confusing			
Senses - see, hear, smell, taste, touch			
Secret			

Topic 3 **Lesson 1**

Touches

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Key Messages

Pupils should be enabled to:

- Recognise the difference between appropriate and inappropriate touches/physical contact
- Understand that they have the right to protect themselves and to be safe
- Recall, discuss and practice the use of personal safety rules.

Resources

TR 17: Airport Arrivals slide

Introduction

Learning Intention: *Today we are going to learn about different types of touches and how to protect ourselves and be safe.*

TR17: Invite pupils to look at this picture and study it carefully.

Development

What's happening in this picture? How do you think people are feeling? How are people showing that they care? They are all using touch to express their feelings of happiness, celebration, caring and sympathy.

These are all touches that we like. Can you think of any other touches that we like - touches that make us feel happy and loved? (Hugs, pats, kisses, high fives)

However, there are also touches that we don't like. Invite children to give examples of touches that we don't like, such as a hit, a kick, a punch or a burn. How might touches that we don't like make us feel? Feelings that might be associated with touches I don't like could include being scared, embarrassed, sad, hurt or angry.

But there are some touches that leave us feeling confused and unsure about how we should feel. Can you think of any touches that might make you feel uncomfortable and confused? For example, someone touches you in a way you don't like; hugs that are too tight; tickling that won't stop; high fives that are too hard.

What kind of feelings might be associated with a confusing touch? (Unsure, mixed up, embarrassed)

So, if someone is touching you in a way that you don't like or that makes you feel uncomfortable, what could you do or say?

Take suggestions from the class. Examples of what can be said:

- "Stop touching me like that"
- "I don't like it when you touch me like that – don't do it"

- “Stop touching me. It is not right”
- “Please do not touch me. Leave me alone”
- “My body belongs to me. It is not yours to touch”
- “If you touch me like that, I will tell...”

Now model a role play of a forceful clap on the back or a very hard high five with one pupil and let the pupil practice one of the appropriate responses. Then, in pairs, all children role-play similar scenarios. Encourage the children to use good body language and to be assertive.

Conclusion

Remember, it’s your body – no one has the right to touch you in a way that makes you feel unsafe or that worries you. Remember the Stay Safe rules – Say No, Get away and Tell, and you keep telling until you get help.

Topic 3 Lesson 2

Touches

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Teacher's Note:

The following content objective is stated under the Strand unit Taking care of my body in the SPHE curriculum for Infants:

“The child should be enabled to name parts of the male and female body, using appropriate anatomical terms”.

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

Key Messages

Pupils should be enabled to:

- Understand that no one has the right to touch a child inappropriately
- Recognise that when abuse occurs, it is never the child's fault
- Identify specific grown-ups/adults to go to for help.

Resources

TR 18: Emma's Dilemma

Worksheet 7/HSL: Stay Safe Safety Rules

Introduction

Learning Intention: Today we are going to learn more about touches and that no one has the right to touch us in a way that makes us feel confused or worried.

Invite pupils to recall what they learned from the previous lesson – touches we like, touches we don't like and touches that make us feel worried or confused. Also, remind them of what we can do if we are touched in a way we don't like. Reinforce the Stay Safe rules – Say No, Get Away and Tell, and keep telling until someone helps you

Development

TR17- Emma's Dilemma: Read or listen to the following story and discuss with the class.

Emma looked up in surprise as her Mum came into the kitchen. “Mum, why are you wearing your new suit today?” she asked. Usually, Mum's work outfit was trousers and a top, not this glam suit and high heels.

“Oh! I forgot to tell you – there's a leaving ‘do’ after work for Mary – she's going off to join her boyfriend in Australia. I'll probably be late home, but don't worry, Gerry will pick you up from the minder's at six, make you some supper and get you to bed. Now, would you ever stop picking at that cereal and get organised for school?” Mum said.

Emma felt like she had just been punched in the stomach. This couldn't happen today! Today she needed Mum to listen. She needed to tell her about... but now Mum was on the phone to Gerry, giving him directions to the minder's house and hurrying her into the car. Then with a big hug outside the school and a wave, Mum drove off.

Emma's legs dragged as she moved across the schoolyard to the bench where she always waited for her two friends. Emma loved reading and she usually arrived earlier than her friends so she could read for a while. But there would be no book today – Emma could only think about what happened last night, and what if it happened again tonight?



She thought about Gerry picking her up this evening. He and her Mum have been together nearly a year now. In the beginning, they just went out to dinner or to the cinema, but in the last few months he has been coming over to the house more, having dinner with them, watching TV or videos, and now he sometimes stayed over. Emma was ok with that – she could see that her Mum was very happy when he was around and he was always nice to Emma too.

But last night... well, they all had dinner together, watched TV for a while and then Emma went upstairs to finish a bit of homework and get ready for bed. She had just put on her new cool PJs when her door opened and Gerry's head appeared.

"Just thought I'd check if you'd hit the bed yet?" he'd said as he came further into the room.

"Wow! I like those PJs! That's your favourite group on the front, isn't it?" he said.

As he spoke he ran his hand slowly over the front of her PJs. Emma stiffened in surprise, and felt herself blush as she realised he could probably feel her nipples under the thin material.

"Well, I may as well tuck you in and kiss you goodnight, so!" he laughed.

Emma scrambled into bed, cringing with embarrassment. Next thing he was bending down to kiss her. She thought that it would just be a peck on the cheek, as Mum always did, but instead his mouth met hers briefly. Emma lay shocked as he left the room and pulled the door closed silently.

Emma lay in bed, scared and confused for ages. Had he really touched her there? Had he really kissed her on the mouth? It had seemed so normal for him. Was she panicking about nothing? And most of all, how was she going to tell Mum anything about this?

Maybe Mum would tell her not to be silly - that nothing happened? Maybe Mum would blame her? Maybe Mum would feel she has to send Gerry away, and be lonely again?

But, right now, the big question was... what would happen tonight?

Think, Pair, Share

- Invite children to stop and think about what Emma should do. Then, in pairs, children share their thoughts with their partner
- Invite whole-class feedback (Emma should be encouraged to tell a trusted adult).

Read the following to the class and then discuss

Imagine you are Emma's friend, Sophia. You come into school that morning and you see her sitting there waiting for you. She is not reading as she usually would be and she doesn't seem as cheerful as usual. When you get over to where she is sitting, she starts to cry and within a couple of minutes she has told you what happened but asks you to promise not to tell anyone.

What advice would you give her?

Emma has asked you not to tell anyone – what should you do?

Then pose the following question:

What would you do if a close family member touched you in this way?

Following discussion, remind pupils of the Stay Safe rules – Say No, Get Away and Tell.

Finish the Story

The arrival of her friend Sophia interrupted Emma's thoughts. "Hey Emma, no book today - what's up?" Sophia asked.

Emma looked at Sophia and there and then decided that she just had to talk to someone. "I've something to tell you", whispered Emma, "but you must promise to keep it a secret".

"Sure, no problem, Emma, I love secrets", said Sophia.

The two girls walked over to a quiet bench in the playground where Emma told her friend about what was bothering her.

"Oh, no Emma, you have to tell your Mum", Sophia said.

"I can't tell Mum – she's really happy since she met Gerry, she'll be devastated", cried Emma.

With that the school bell rang and the two girls went into class.

Later that day Sophia tried to convince Emma to tell her Mum but Emma refused. Even though Sophia had promised to keep the secret, she knew that the only way she could help Emma was to tell her own Mum who would know what to do.

Personal Safety Rules

Remember, no one, not even a friend or a family member, should ever touch you and ask you to keep it a secret. If you are touched in a way that you don't like or on the private parts of your body for no good reason, remember that it is not your fault. No matter what happened, it's not your fault! If this ever happens to you, you need to SAY NO, try to GET AWAY, and TELL someone that you trust. Sometimes it's hard to talk to people about these situations, but your parents, relatives, teachers and adults you trust are the people you can tell. It's important to keep telling until someone listens to you.

If you or someone you know is afraid or worried about touches, you must tell someone you trust or someone who is in charge so that they can do something about it.

Conclusion

We've learned about touches that are wrong or make us feel uncomfortable and we've learned what we can say and do if that happens. We know we must tell a trusted adult.

Remember, it's your body. No one has the right to touch you in a way that makes you feel unsafe or that worries you. No one should ever ask you to keep a touch a secret.

Now allow the pupils to take a few minutes to decide who the trusted adults are that they could tell, and then invite any child, who wishes, to share their choices with the class.

Worksheet 7/HSL - Stay Safe Safety Rules: Pupils write their safety rules and names of the trusted adults they identified. Pupils should bring this home to discuss with parent/guardian.





Home School Link

WORKSHEET 7

5th and 6th class

Stay Safe Rules

Design your own safety poster to remind you of how to keep safe.

If I had a problem,
I could talk to:

1. _____
2. _____
3. _____
4. _____
5. _____



Help your child to identify 5 people in their lives that they could tell if they feel unsafe or worried.



Parent/Guardian Signature

Date:

Topic 4

Secrets and Telling

Rationale for Topic

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





MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

MYSELF

Strand Units:

Self-identity

Developing self-confidence

- Become more independent and autonomous
-

Strand Units:

Safety and protection

Personal Safety

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
 - Identify situations and places that may threaten personal safety
 - Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
 - Realise 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
 - Discuss and appreciate the role each individual has in keeping others safe and identify occasions where his/her actions can threaten the safety of others
-

Strand Units:

Making decisions

- 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
 - Identify sources of help in solving problems
-

STRAND:

MYSELF AND OTHERS

Strand Units:

Relating to others

Communicating

- 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

Vocabulary

Infants	1st/2nd	3rd/4th	5th/6th
Surprise	Pranks		Testicles
Uncomfortable	Blamed		Uncomplicated
Unsure	Dare		
Bribe	By accident		
Threat	Responsible		

Topic 4

Secrets and Telling

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Key Messages

Pupils should be enabled to:

- Develop the skills, confidence and strategies to say No to touches they do not want
- Learn that it is always necessary to tell an adult about touches they do not like or want
- Understand that they should never keep secrets about touches.

Resources

TR 19: Colm's Story

TR 20: Parallel Talking Lines

WS 8/HSL: Secrets and Telling

Introduction

Learning Intention: *Today we will learn that we should never keep secrets about touches and that we should always tell a trusted adult about touches that worry, frighten or confuse us.*

Remind pupils of the last lesson on touch and that there are parts of our bodies that are touched a lot, but there are other parts of our bodies that do not get touched often – in particular the private parts of our bodies.

Remind the pupils of the correct anatomical names for the private parts of the body.

Development

We are going to hear a story about someone who is asked to keep a secret. Listen to the story and think about what you might do in this situation.

TR 19 – Colm's Story:

Colm aimlessly kicked a stone along the pavement, as he made his way home from school on Wednesday evening. His house was just round the corner from the school and now that he was in 6th class, he was allowed to walk home on his own. His Mum would have collected his little sister, Julie, from the girls' school and they were always home before him. Right now he didn't really want to talk to anyone, and he had been feeling like that since Saturday. Saturday seemed ages ago, not just four days, because Colm's happy, uncomplicated life had changed last Saturday.

He remembered how his Mum had dropped him at the clubhouse just before the big game. His team, the U-12s, had reached the area finals and were favourites to win, and indeed win they did, coming off the field whooping and cheering! The team coach, Sean, who was captain of the senior team, had been cheering the loudest of all! It had been the greatest thrill to be part of the winning team!



But somehow, afterwards, Colm seemed to be the last of his team into the showers, maybe because Sean had later sent him back to collect the balls and net.

Anyway, the shower room had seemed pretty quiet when Colm went in, except for Sean whistling in the next cubicle.

Then Sean came into Colm's cubicle to congratulate him on how well he'd played, but hadn't stopped at just patting him on the head, or his back, but had touched him on his penis and testicles, and asked Colm to touch him there also. He wanted to say no and get away, but he just couldn't.

As Colm backed out as quickly as he could, Sean had told him that this would be their secret and it would not be a good idea to tell anyone what happened. After all, he wanted to stay in the winning team, didn't he?

Colm couldn't remember much about the rest of the weekend. If only Dad was at home... but when there was no work locally, he and Colm's uncle had gone to Scotland, where they did get work. He came home every month for a weekend, but Colm missed him loads, as he knew his Mum and sisters did too.

On Monday, Colm couldn't wait to see his best friend, Leo. Surely he would help him somehow! But when he tried to tell Leo what had happened and that Sean had told him to say nothing and stay on the team, Leo had just looked real embarrassed and said he thought that would be the best thing to do!

But Colm knew he had to tell someone. This was a secret he must not, could not, keep to himself.

That afternoon he had started to tell Mum, but he knew he had picked a bad time because she was getting the dinner ready and the baby started crying and Julie was moaning that she couldn't do her homework sums, so, though he had tried to be brave and tell, it hadn't come out right and Mum just thought he was talking about the match again.

It was such a hard thing to tell about. It was embarrassing and what words could he use to make Mum understand quickly?

Later that evening, Colm's Dad had Skyped Mum on her phone and she and Julie had a chat with him, then Mum gave Colm the phone while she put the baby to bed. Dad wanted to hear all about the match, but as Colm went upstairs and sat on his bed to talk, looking at his Dad, he couldn't stop his voice from shaking. Pretty soon Dad said quietly, "What's wrong, son?" and it was so simple for Colm to say, "He told me to keep it a secret, but I want to tell!"

Colm's Dad listened carefully and told him it would be all sorted and that he was the bravest boy to tell. He told Colm to give the phone to his Mum, that he would be home on Saturday and not to worry about anything.

When Mum finished the call she came back into his room and opened her arms. He hugged her tightly as she said, "You are the smartest and bravest boy I know. This will all be sorted".

TR 20 – Parallel Talking Lines: Divide the class into two groups and ask them to form two lines, facing each other. Name them Line A and Line B. Pose one of the questions below. Child in Line A gives his/her opinion and then listens to the opinion of the child in Line B. Allow one minute or less for each question. All children in Line B move one place to the right so that they face someone new. Pose next question and so it continues.

This activity continues over the questions and gives each child an opportunity to think about and verbalise their response to questions posed.

- Why do you think Colm was asked to collect the balls and net?
- Why was it difficult to tell Mum the night before?
- When would have been a good/bad time to tell?
- What would be a good sentence to start this kind of conversation?
- Why do you think Leo said he shouldn't tell?
- What made it difficult for Colm to tell?
- What if his Dad did not believe him/did not listen to him? What could he do?

Conclusion

Now take general feedback from the class and remind them that they should always tell an adult about any touch that makes them feel worried, frightened or confused.

No one should ever ask them to keep touch a secret.

WS 8/HSL: Secrets and Telling

Never keep a secret about touch.

Always tell a trusted adult.

Pupils are asked to bring home worksheet to discuss with parent/guardian.





Secrets and Telling

What if you were being bullied on the way home from school by some others from your class. They've warned you not to tell. What would you do?

? ? ? ? ? ? ? ? ?

What if you see a girl stealing money from someone's bag and she asks you to keep it secret. What would you do?

? ? ? ? ? ? ? ? ?

What if your friend told you that an adult had touched his private parts and warned him to keep it secret? He says you can't tell anyone about it. What would you do?

? ? ? ? ? ? ? ? ?

What if someone knocked your phone from your hand and broke it while you were outside the local shops. But you weren't supposed to go there at that time of the evening. What would you do?



Topic 5

Strangers

Rationale for Topic

As children get older and are given a greater degree of independence, they interact with a greater number of people in the course of everyday life. Some will be people they know and some will be strangers.

In this topic, children discuss the definition of a stranger, and the rules for dealing appropriately with strangers are clearly presented and practiced in the safe environment of the classroom.

Children regularly interact online with others whom they don't know and therefore strategies for dealing appropriately with people in the virtual world are addressed.





MAPPING TO THE SPHE CURRICULUM

Social Personal and Health Education

STRAND:

Strand Units:

MYSELF

Safety and protection

Personal Safety

- Explore rules and regulations at home, in school and in society and the importance of adhering to them
- Identify people, places and situations that may threaten personal safety
- Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
- Realise 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
- Discuss and appreciate the role each individual has in keeping others safe and identify occasions where his/her actions can threaten the safety of others

Strand Units:

Making decisions

- 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
- Identify sources of help in solving problems

STRAND:

Strand Units:

MYSELF AND OTHERS

My friends and other people

- Practice and recognise the importance of care and consideration, courtesy and good manners with others

Strand Units:

Relating to others

- 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

STRAND:

Strand Units:

MYSELF THE WIDER WORLD***Media education***

- Explore and understand how information is conveyed and practice relaying messages using a variety of methods (p66)
-

Vocabulary

Infants	1st/2nd	3rd/4th	5th/6th
Stranger	Comments	Steward	Appropriately
Rules	Behave		Wary
Say No	Option		
Get Away	Directions		
Tell	Nasty		

Topic 5

Strangers

Teacher Resources available on accompanying DVD or online at www.staysafe.ie/teachers/resources.htm and www.pdst.ie/staysafe

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

Key Messages

Pupils should be enabled to:

- Know how to deal appropriately with strangers
- Develop confidence in interacting with strangers
- Learn the safety skills necessary for their protection in self-care situations.

Resources

TR 21: Strangers – What would you do?

TR 22: Tony's Story

TR 23: Stranger on the Internet

TR 24: Stand Up/Sit Down

WS 9/HSL: Safe Use of the Internet

Introduction

Learning Intention: *Today we are going to talk about strangers in the real world and about strangers that we might meet online, and learn how to deal with them appropriately.*

Begin by revising what children have already learned about strangers and reinforce the following points:

- A stranger is anyone you don't know, old or young, male or female
- You can't tell by looking at someone whether they can be trusted or not.

Remind them of the rules:

- You never go anywhere with a stranger and you never take anything from a stranger unless you have permission from the adult in charge
- You Say No, Get Away and Tell if a stranger does anything to make you feel unsafe.

Ask children if they have any other rules about strangers.

Development

Use some/all of these for whole-class questioning in a quick-fire format:

Quick-fire question 1: You're outside school and it's raining hard. A classmate's dad rolls his window down and asks you if you need a lift. You have not met him before but it's absolutely spilling and your classmate is in the car. What would you do?

Quick-fire question 2: You're in a shop with your friend looking at T-shirts. An older teenager says, "They're cool, aren't they, but look at price of them". He says he knows where you can get them at a knock-down price, and invites you to come along with him. You say no, but then he laughs and says, "Come on guys, you're not 6 year olds". What would you do?

Quick-fire question 3: You get separated from your uncle at a football match. It's very crowded and you can't see him anywhere. What would you do?

TR 21 – Strangers – What would you do? Divide class into groups of four or five and invite alternate groups to role-play the following, focussing on an appropriate response:

Scenario 1: It's raining and you're walking home. A man pulls up and calls you by name and says he lives a bit further along the road and he can give you a lift to your house. You've seen him talking to your dad a couple of times.

Scenario 2: You call to the house of one of your friends when you're out walking. A teenager answers the door. He says your friend is out right now but he will be back in a while. He says, 'Why don't you wait inside. I'll get you a cold drink.' It's a very hot day and you would like something to drink, but you know that your friend is not at home.

Invite one or two groups to role-play the scenarios for the class and discuss the responses given.

Then elicit from children a range of appropriate responses that could be used in such situations.

For example:

- I'm not allowed to take lifts unless my parents give me permission
- My parents don't allow me to go to anyone's house unless I ask them first
- Let me check with my parents
- I can't. I'm in a hurry
- I can't because my dad is waiting for me
- I'd love to help, but I will have to check with my parents first

Now choose one of the following stories for pupils: TR 23 – Tony's Story or TR 24 – Stranger on the Internet.

TR 22 – Tony's Story:

The wheels of the bike hummed as Tony cycled along the quiet road. It was such fun to be off by himself on this beautiful day. School would start again in two weeks, so it would be back to the city soon, but he'd have loads of stories to tell his mates about this great holiday in Donegal. Mum and Dad had let him come to stay with Gran and Grampa on his own. He was supposed to practice speaking Irish with them so he would understand it better this year in secondary school. The thought of a new school and so many new subjects was a little scary, but Tony was looking forward to meeting his pals again. And his Irish had improved – he had been listening and talking in Irish with his Gran most evenings, although it still seemed strange to hear the neighbours all chatting in Irish in the local shop.

He was on his way there now to pick up some sugar and flour - Gran had promised to make him her famous pancakes if he fetched them quickly!

He steered the bike close to the edge of the country road as a rather large SUV came towards him, then disappeared behind him.

A few minutes later he heard the sound of a car from behind and glanced back. He thought it looked like the one he had just met, but didn't have much time to think as it pulled up just in front of him and the driver rolled down his window.

Tony instantly felt wary, moved back a little and slipped his hand into his pocket. The man stuck his head out of the window. "Thank goodness I met you! You'll need to help me! There's been a bad accident just down the road, somebody's hurt and I was told to go for the doctor, but I'm a stranger here. Will you jump in quickly and direct me to his house?"

Tony relaxed a bit. It was an accident, his help was needed, this was exciting! He could boast to all his mates about how he saved the day!

"I'll cycle in front of you... It's not far!" he shouted to the man.

"No! No! No!" he answered quickly. "You must get in!"

Those words made Tony think again. Why did he have to get into the car? Tony's hand in his pocket fingered his mobile. He knew he had Gran on speed dial. One touch and he could talk to her.

"Get in, boy, and hurry!" called the man again.

Tony pressed the button, took the phone from his pocket, and said, "Gran, this man says there's been an accident. He wants me to get in the car. It's a big SUV".

As Tony finished the sentence, he heard the car revving up and with quite a screech it vanished around the next corner, but not before Tony's eyes caught the number plate. He might need to remember that, if his suspicions were correct.

Points for discussion:

- Why do you think the car passed him and then came back?
- Why was Tony wary at first?
- Why did he relax?
- Do you think there had been an accident? Why?
- What do you think about the idea of offering to cycle in front of the car?
- What would you do in this situation?

TR 23 - Stranger on the Internet:



Mary and Julie were exhausted when they came out of their hip hop dancing class. It was one of their favourite after-school activities, and they ran to Julie's Mum who was waiting in the car to take them home. Mary's Dad would pick Mary up later on his way home from work. Julie's Mum gave them some juice and biscuits in the kitchen and then they headed upstairs to the den where they usually watched a DVD, played games or went on the computer.

Last Wednesday had been rather exciting – when she turned on the computer, Julie had typed in some words about searching for friends and suddenly a message had come up from a girl called Ann, who asked their names and ages. She said she was a little older than them and they chatted on the computer for a while, talking about their favourite pop songs and TV shows, until Mary's Dad arrived outside. They told Ann they would be on-line together again next Wednesday.

So, the following week after dance class, they hurried upstairs to talk with their new friend again. This time Ann asked them to go on Skype so they could see each other, though when Ann's video came up it was rather blurry and dark. They couldn't see her very clearly, but she said she could see them, so that was OK.

Ann seemed very chatty and asked a lot of questions this week. She wondered would Julie's Mum come into the room while they were talking. She asked where they lived, and if they went into town on their own sometimes – it might be fun to meet up to shop.

It really was super to make a new friend in this way! Mary and Julie felt very grown-up, talking to this girl – it would be exciting to meet her, if they could only persuade their parents to let them get the bus to town next weekend.

Maybe Ann was right though, and it would be better not to mention that they were meeting her. After all, as she said, they were nearly all grown-up now and didn't have to tell their parents everything! Sure, what could go wrong?

Points for discussion:

- Do you think it would be a good idea to keep quiet about Ann?
- What do they know about Ann? For instance, what do you think Ann looks like?
- What do you think the girls should do?

Remind the children of the following rules for using the internet:

- Never talk to people on the internet that you don't know in real life
- Never post personal details about yourself (phone number, address, etc.)
- Never meet up with anyone you met online without bringing an adult with you
- Don't open emails or files from people that you don't know.

TR 24 – Stand Up/Sit Down: Call out a statement and ask any child who agrees with the statement to stand up.

- It's OK to arrange to meet up with someone you've met on the internet if it's a girl of your own age
- Your friend's Dad, whom you've never met before, has come to pick him up from school and offers you a lift home as well. It's OK to go with them
- You're on your way home, a car pulls up and a woman asks you for directions. It's OK to give her the directions
- It's OK to go with your friend to his cousin's house, even though you don't know the cousin
- If an elderly woman ask you to help her carry a heavy bag from her car to the house, it's OK to help.

Alternatively, these questions could be explored by means of a Walking Debate. (see Exemplar 18, page 82, SPHE Teacher Guidelines)

Pupils should be encouraged to talk about their reasons for making their choice. Pupils should realise that making decisions is not always easy. Talking to someone can help us to make the right choice.

Conclusion

To sum up, invite class to recall and name the rules for dealing with strangers in the real world and online.

Worksheet 9/HSL: Safe Use of the Internet: Pupils bring home worksheet to discuss with parent/ guardian.





Home School Link

WORKSHEET 9

5th and 6th class

Internet Safety

When you're online remember:

- **Do not put up personal information**, for example, full name, address or other personal details, online
- **Remember** that any photos or images you put online can never be fully removed
- **Do not** believe everyone you meet online is who they say they are
- **Always tell a trusted adult** if you are worried about something you see online
- **Never reply** to upsetting or frightening messages
 - save them, show them to an adult and get them to report the matter
- If you receive nasty messages or photos/pictures either by text or online, **avoid looking** at them over and over again as this can be very upsetting. **Block the sender** so they cannot have access to your photos or personal information and **tell a trusted adult**.

Talk to your child about internet safety.



Parent/Guardian Signature

Date: