

Setanta School Policy on PERSONAL AND INTERPERSONAL SKILLS – incorporating SPHE (Social, Personal and Health Education) and RSE (Relationships and Sexuality Education)

1. Overview of the Programme

1.1 Introduction:

The SPHE programme addresses the personal, emotional and social development of the students. It includes:

- issues of health
- personal communication
- expression of emotions and feelings
- safety and protection issues
- relationships
- sexuality
- assertiveness and aggression

This programme is based on the requirements for FETAC, Levels One to Three, Personal and Interpersonal Skills and the NCCA Guidelines for SPHE (Primary and Post-Primary) for students with Mild and Moderate Learning Difficulties. The contents of this programme represent a significant part of the students' learning. The programme addresses areas which are essential in terms of personal development and the development of skills essential for other learning. The subject areas included in this programme permeate into all the other subject areas. Personal and social development for all students, leading to independent living, is the ultimate goal of education in Setanta School. It is hoped to achieve this through:

- development of positive self-esteem
- establishment of good social and communication skills
- enabling students to express and deal with feelings and emotions
- promoting awareness of safety and personal protection issues
- guidance in forming and maintaining relationships
- providing the basic necessary knowledge on procreation and parenting

- providing information on social issues such as substance use and personal healthcare through adolescence and into adulthood

1.2 Based on a Positive Code of Behaviour:

A positive Code of Behaviour, based on mutual respect, is central to all activities in Setanta School. Students are encouraged and given positive reinforcement for satisfactory behaviour. The structure of this programme can be extended to the home through daily home-school contact using school journals. The development of good social skills, personal habits and attitudes is promoted through the Positive Code of Behaviour in Setanta School. It is hoped that this will result in students developing a good level of social competence necessary for further learning and future work-related activities.

1.3 Social Skills:

The development of good social skills is seen as crucial for students with Mild or Moderate Learning Difficulties (ref. NCCA Guidelines). These skills are the foundation for building and maintaining friendships in school and the community. These skills will be explicitly taught, as part of the overall programme, through group activities, modelling and interactive learning experiences in Communication, Sport and Leisure Activities and the Personal and Interpersonal Skills programme. Other social skills will include:

- Assertiveness training
- Decision making
- Distinguishing between assertiveness and aggression
- Recognising and managing aggression
- Self-care and presentation skills
- Dealing with loss/separation
- Engaging in positive behaviour and using good manners
- Development of self-awareness
- Awareness of others (including awareness of diversity)
- Development of a positive self-image
- Appropriate expression of needs/wants
- Ability to function independently as a person

1.4 Personal Care and Health Issues:

Students will be taught about illness and medical intervention. They will also be encouraged to monitor their own health and seek help when they feel it is necessary. The role of doctors and medical personnel will be explored and clarified. Setanta School promotes a healthy lifestyle through:

- Training in basic self-care/hygiene
- Opportunities for sporting activities and physical education
- Programme of nutrition and healthy eating (as part of Food and Cookery lessons)
- Monitoring of students welfare and health-related needs (by school-staff and HSE personnel)

1.5 Relationships and Sexuality:

A stated policy on RSE is applied in Setanta School (see 5. Policy Statement on RSE.) This is a collaborative approach and may involve parents and outside professional input from time to time. The programme is classroom based, but certain students are ‘targeted’ for extra individual tuition on aspects of RSE through individualised teaching. Special arrangements among teachers may involve team-teaching or shared teaching in order to accommodate expressed difficulties with certain subject matter. Knowledge is given on a ‘need to know’ basis and as appropriate in terms of age/maturity. A copy of the entire programme is available for parents and professionals on request.

1.6 Substance Use Policy:

Students are made aware of the restrictions related to substance use. A programme of information on the various substances which have both health and legal implications is included in the school programme. Students are reminded of their responsibilities in relation to the use of substances both in school and in the community.

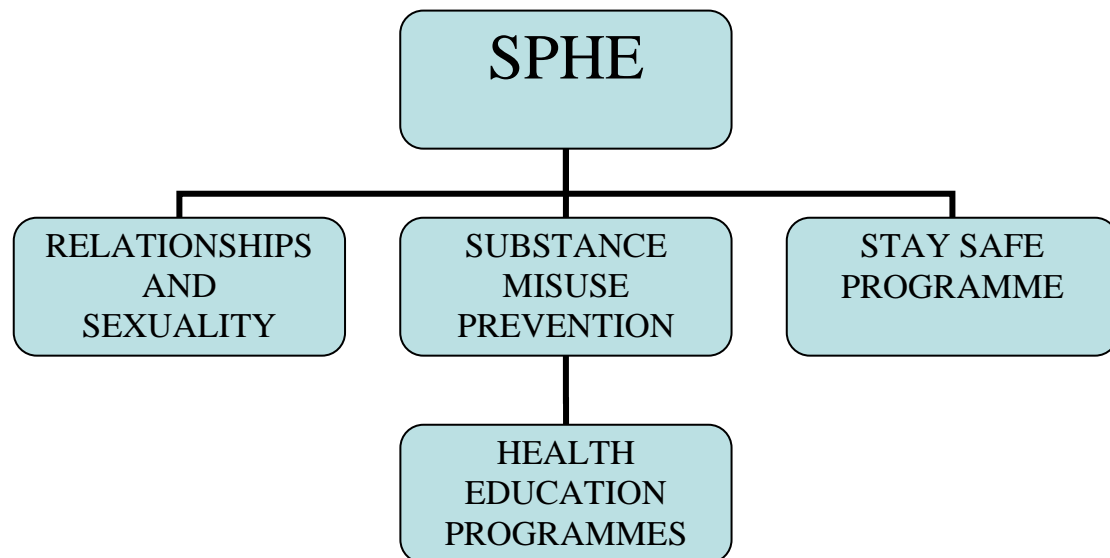
Approved by Setanta Board of Management 29.09.09

2. Content and Details

Introduction

The programme is defined and comprehensive and will be delivered both within the structures of SPHE lessons and incidentally through religious education, communication, sport and other subject areas. Dedicated social-skills sessions and circle-time activities will provide a secure forum for addressing the major issues which require intensive teaching and learning. Healthy and meaningful relationships will be promoted through sport and break-time activities.

The Framework for SPHE is illustrated below:



2.1 Content of the SPHE Programme:

Unit 1. Self-Awareness, including personal identity, rights and responsibilities, personal care routine, safety awareness, cultural identity and diversity, sexuality and development and understanding of a personal learning plan

Unit 2. Decision-Making, including choice/decisions/consequences, decision-making styles and reflection on the experience of decision-making

Unit 3. Relationships: friendships, love, loyalty.

Unit 4. Assertive Communication, including exploration and understanding of assertive, passive and aggressive behaviour, listening, negotiation, peer-pressure, anger and conflict resolution

Unit 5. Feelings and Emotions

Unit 6. Substance awareness, including personal health, eating habits, useful and harmful substances, personal choice

Unit 7. Self-esteem, influences, hopes and ambitions, positive and negative thoughts, praise and criticism

Unit 8. Growth and Change incorporating physical, emotional, social and spiritual factors which influence growth, privacy, puberty and adolescence, conception, human development, birth and parenting

2.2 Suggested Resources:

Teachers will use ‘core’ text books as follows:

- **Walk Tall Series**
- **Relationships and Sexuality Education (Infants – Senior Cycle Secondary)**
- **‘On my own two feet’ series (Assertiveness, Decision making, Substance use)**
- **‘Not behind the bike shed’ (RSE)**
- **North Western Health Board publications (for health and personal care especially)**
- **Stay Safe Programme**
- **Be Safe – Safety Awareness (National Safety Council)**
- **‘Lift Off’**

Teachers will use support material from existing/personal resources, as appropriate, in order to supplement lessons.

2.3 Details of Programme

(based on previous programme document and updated 2007, following a review in which draft was circulated, agreed and amended)

Unit 1.

Self-awareness	Content and methodology	Resources
<i>Personal Identity</i>	Name, place in family, photographs, personal profile ('This is me', my own book, family tree, fill in personal details on form), place in the world,	Walk Tall, (all levels-Infants to 6 th class have units on Self-identity); Relationships and Sexuality Education (Infants through to senior cycle secondary) Lesson 5, page 27, 'On My Own Two Feet' (unit on Identity and self-esteem)
<i>Rights and Responsibilities</i>	Reference to School Code of Behaviour, difference between Rights and Responsibilities, Circle-time, discussion, role-play.	Setanta Code of Behaviour; 'Lift Off'- human right education in the Primary school; On My Own Two Feet, unit on Assertive Communication (p.12/13 overview) and p.24
<i>Personal Care – Health and Hygiene</i>	Basic routine of personal care and hygiene (body, hair, nails, feet, clothes etc.), teaching individual skills; promotion of good self-image; health and illness; hygiene awareness; healthy lifestyle; prevention, treatment of disease; use of drugs.	NWHB books for secondary level; Walk Tall (choose level according to ability); Junior Cycle RSE p.55-66; Not Behind the Bike Shed, Theme 4, Unit 3
<i>Safety Awareness</i>	Personal safety – 'safe' relationships, fire, first aid, accident prevention, road safety.	Be Safe; RSE, 3 rd /4 th . and 5 th /6 th . class; RSE Junior Cycle p.200;

		Road Safety booklets
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Unit 1 contd.

Self-Awareness contd.	Content and Methodology	Resources
<i>Cultural Identity And Diversity</i>	Through Geography and Religion, an understanding of cultural identity and diversity will be fostered	*Alive-O; * Geography; NWHB books; Refer to NCCA Guidelines 'Intercultural Education in the Primary School';
<i>Sexuality</i>	Growing up male/female – understanding puberty and human growth and development; sexual organs; sexual intercourse, pregnancy, birth, parenthood, sex and relationships, contraception, sexual health,	Unit 6, Not Behind the Bike Shed; RSE Programme – progressive from lower primary up to senior cycle
<i>Personal Learning Plan</i>	This will be an integral part of planning for learning in Setanta School; students will be encouraged to become actively engaged in planning/managing their own learning through the collaborative process; students will be taught good learning strategies and practices; as part of vocational preparation, students will be encouraged to express hopes and aspirations for the future and outline their role in this process.	FETAC Communication programme; IEP goals

Unit 2.

Decision Making	Content and Methodology	Resources
<i>Choices</i>	Recognising choice; everyday choices; Food, games, sport etc.	Page 8/9, 'On My Own Two Feet' – a good overview of lessons on decision-making
<i>Decisions and Decision Making</i>	Values, influences, options, decision making model,	As above + Walk Tall Programme; Theme 2, Unit 2 from 'Not Behind the Bike Shed'; RSE 1 st . & 2 nd . class p.181 RSE 5 th . & 6 th . class p.113&221
<i>Consequences</i>	Consequences for positive/negative decisions; specific consequences for drugs, violence and other anti-social behaviour; behaviour and consequences/sanctions; anger management skills	As above+ Walk Tall; School Code of Behaviour; RSE 1st. & 2 nd . Class p.87; On my own two feet, Unit on Feelings, p. 58.

Unit 3.

Relationships	Content and Methodology	Resources
<i>Friendship</i>	My Friends, Being Friends, Sometimes friends fight, qualities of friendships, loyalty	RSE Junior Cycle, p156-161; RSE 1 st .& 2 nd . class p.23, p.113 RSE 3 rd . & 4 th . class p.27; On my own two feet, Lesson 3 From Understanding Influences Book; 'Not Behind the Bike Shed' Theme 9, Unit 5.
<i>Love</i>	Love and Romance, Love and Commitment, 'Love is...'	Unit 6, Theme 11 'Not Behind The Bike Shed'; RSE, Senior Cycle, p.119., Developing Myself and Others, NWHB p.201.

Unit 4

Assertive Communication	Content and Methodology	Resources
<i>Assertive, Passive and Aggressive Behaviour</i>	Recognising, understanding and categorising behaviour under assertive, aggressive and passive; Who influences me, acting on impulse, making choices, assertiveness, bullying, making requests, asking for help, accepting and giving criticism, saying 'no';	Developing Myself and Others, NWHB, Pre-Leaving Cert classes (red book) p.7/8 & 83-98; RSE, Senior Cycle, p.21; Bullying – identify, cope, prevent Prim Ed(very comprehensive book on Bullying); On my own two feet, Book on Assertive Communication
<i>Listening</i>	This will be covered in Communication programme; NWHB books; Circle Time;	Circle-time activities (CD-Rom); Listening comprehension exercises; Walk Tall 4;
<i>Negotiation</i>	Conflict resolution, giving and taking advice	'On my own two feet' book on Assertive Communication, p.110

Unit 5

Feelings and Emotions	Content and Methodology	Resources
<i>Feelings and Emotions</i>	Recognising, labelling and understanding feelings and emotions; what triggers feelings and emotions; positive and negative feelings; expressing feelings and emotions; self-esteem; how would you feel? Anger and anger management	Full unit on 'Feelings' in On my own two feet; Walk Tall 3, p. 63; Walk Tall 4, p.69; RSE 1 st &2 nd class p.49 And p.141; RSE 3 rd . &4 th . Class, p.57 and p.155; RSE Junior Cycle, p.37 and 47; RSE Senior Cycle, p. 135 To 146; NWHB books; Not behind the bike shed, Unit 2, Theme 1; Assertive communication. Book from 'On my own two feet', page 110;

Unit 6.

Substance Awareness	Content and Methodology	Resources
<i>Useful/Harmful Substances</i>	Recognising the value of drugs in healthcare; doctors and medication; safety issues (storage, dosage, not taking other people's medication etc.); 'all medicines are drugs, but not all drugs are medication'; smoking, alcohol, substances, drugs, 'making choices', connection between substance abuse/drug misuse and social issues, legal issues related to substances/drugs/alcohol/smoking	Walk Tall Series at appropriate level; NWHB books; booklets from Dept. of Health on individual issues;
<i>A Healthy Body</i>	Basic needs for health; food and nutrition; rest; exercise; disease prevention; health and environmental issues.	NWHB books (at appropriate level);
<i>Food and Eating Habits</i>	Identification, classification and labelling of food; the food pyramid; nutritional value of food;	*These elements will be included in Food and Cookery classes
<i>'Health is a personal Choice'</i>	Relationship of health to personal habits; what we can do to promote a healthy body; hygiene and health (infection, personal hygiene routine etc.); 'To exercise or not'.	NWHB Books; HSE Resources

Unit 7.

Self-Esteem	Content and methodology	Resources
<i>Influences</i>	What is self-esteem? what affects self-esteem? how can I improve my self-esteem? do I compare myself with others? how do I describe myself? am I easily hurt by things which other people say? am I afraid to try new challenges? Can I list my own skills and abilities? do I have friends?	NWHB books; 'Self-Esteem' – Skills to build self-worth, Prim Ed.
<i>Hopes and Ambitions</i>	My Learning Plan; understanding how/why we learn; what helps me to learn; goals and ambitions (short-term/long-term); identifying possibilities for my future;	Module from Communications programme
<i>Positive and Negative Thoughts and Influences</i>	Attitude to others; identification of positive and negative thoughts/statements; good manners; Understanding and forgiveness; asking for help or items from others; teasing and bullying; expression of personal opinions, taking responsibility; showing positive interest in others.	Setanta School Code of Positive Behaviour; 'Self-Esteem' Prim Ed; Walk Tall programme; Communication programme for Setanta.
<i>Praise and Criticism</i>	Giving and accepting praise; giving and accepting criticism; recognition of criticism as a necessary tool of appraisal; making changes as a result of criticism.	This part of the programme will be delivered, mainly through social skills and communication.

Unit 8.

Growth and Change	Content and Methodology	Resources
<i>‘As I grow I change’</i>	Milestones in growth (first steps, learned to ride a bicycle, first days in school etc.); increasing height; physical changes at puberty; difficulties associated with puberty; becoming a man/woman; physical attraction to others; sexual organs; privacy issues; finding information;	RSE Programme for Primary and Second level; ‘Not Behind the Bike Shed’
<i>Sexual activity</i>	Outlining the various contexts in which sexual activity occurs; the nature of sexual activity; what is acceptable/unacceptable; respect and moral values;	“
<i>‘Female Cycle’</i>	Menstruation/periods – management; stages of the female cycle;	“
<i>Sexual Health</i>	STDs – Awareness, Protection and Prevention methods;	“

3. Classroom Planning and Teaching Strategies

3.1 Classroom Planning:

An atmosphere of security and co-operation will facilitate students to contribute both individually and as part of a group. Ground-rules are established so that students are not permitted to make personal statements about each other during classroom teaching sessions. Circle-time facilitates full participation of students in discussion and group forums without fear of ridicule or judgement. Opportunities to practice social skills will be facilitated through regular classroom activities and social interaction. Accepting responsibility and organisational skills will be constantly encouraged. Acceptance of individuality will be promoted along with tolerance of abilities and diversity of opinions. Promoting independence through responsibility for personal organisation will feature prominently across all classroom activities.

3.2 Teaching Strategies/Methodology:

A combination of teaching methods will be employed with this programme, dependant on the subject matter. Some topics require a one-on-one or small group approach, while much of the programme will be delivered within whole-class group structures. Activities such as 'circle time' will provide a secure forum for discussion with defined ground rules regarding personalised comment or judgement. Parents will be consulted and informed regarding sensitive issues as appropriate, in accordance with the stated policy on RSE. Each class-teacher will take responsibility for RSE education for all students in his/her class, within a supportive and secure structure. Outside professionals may occasionally become involved in teaching targeted areas of the programme (e.g drug misuse, child abuse etc.)

Suggestions for teaching strategies are included in the NCCA Guidelines for MLD (Primary and Post-Primary)

Collaboration with support services, such as HSE personnel, will be a feature of the approach to SPHE. This will facilitate up-to-date information on health-related issues. Students will be instructed on accessing health-services and other sources of information and support as appropriate.

The use of ICT, such as short video-clips and films which feature issues of relevance to the SPHE programme, will add an alternative and supportive perspective to teaching

methodologies. Reference to age-appropriate issues which appear on the media will sometimes form a basis for exploration and discussion

4. Policy Statement on Relationships and Sexuality, Setanta School, 2009

*** refer to existing policy statement**

4.1 The Statement – an overview:

The RSE programme has been planned to take account of students' age, maturity, physical, social and emotional development. Information will be introduced in a structured way while taking account of individual students' level of prior knowledge. Parents will be consulted regarding sensitive issues. A copy of the programme will be available to all members of the school community (including parents) on request. Class-teachers will take prime responsibility for each student's tuition in RSE. Lessons will be presented in a safe, secure environment with defined ground-rules which protect individuals' dignity, respect and privacy. Outside professionals may become involved in certain aspects of the course. Parents have the right to withdraw their children from aspects of the RSE programme. Individual teachers will advise parents about their children's particular programmes. Materials used in this programme will be carefully selected and listed. Videos containing sexually explicit material will not be used. Issues of child protection and sexual abuse are covered under the child - protection policy. If a staff-member considers that a child is at risk from sexual abuse, the principal will be informed and procedure as outlined in the child-protection policy will be adhered to. There will be regular review of this policy through observation and feed-back from students, parents and teachers.

4.2 Aims of the RSE Programme:

- **To present a comprehensive programme of instruction in Relationships and Sexuality Education which meets the individual needs of students**
- **To build on prior knowledge of each individual student**
- **To present information that is appropriate to the individual students' maturity level and stages of personal development**
- **To address issues of personal development and growth**
- **To uphold the highest moral standards in keeping with the overall ethos of the school**
- **To enable students to engage in successful and meaningful relationships in school, home, community and social settings**
- **To respect individuals' rights, views and opinions**
- **To ensure and promote confidentiality in dealing with sensitive personal and social issues**
- **To highlight issues of personal safety**

Contents of Programme

Description and Overview of Programme document:

This document outlines the detailed content of the SPHE/RSE Programme along with facilitating assessment and documentation of work covered in a progressive way. Through use of the tick-lists, teachers will be aware of the work already covered. This will inform further planning for individuals and groups. Each student will have a copy of this tick-list in his/her individual folder and it will serve as a record of work/progress.

The programme also satisfies the requirements for the FETAC Level 3 Personal and Interpersonal Skills

Teachers will date each entry and may use abbreviations as follows:
S = Satisfactory; N.I. = Needs Input

Teachers Names:

Year 1: _____
Year 2: _____
Year 3: _____
Year 4: _____
Year 5: _____

Note: Additional notes may be added by enclosing an extra sheet between sections

Student: _____

Unit 1. SELF AWARENESS	Year 1	Year 2	Year 3	Year 4	Year 5
1.1 Compile a Personal Profile					
a. Design a simple personal profile					
b. Name and identify body parts					
c. Can explain the different functions of the body					
d. Recognises the existence of two sexes					
e. Demonstrate awareness of own sexuality					
f. Show awareness of personal presentation					
g. Maintain a personal hygiene routine					
h. Identify personal clothing and shoe size					
i. Demonstrate awareness of a healthy lifestyle					
j. Demonstrate an awareness of personal safety issues					
k. Recognise danger in the immediate environment (school, home)					
l. Access and contact emergency services					
m. Show an awareness of other people's safety					
n. List personal likes and dislikes					
o. List own skills					
p. Draw a simple family tree					
q. Illustrate self in circle of friendship -self in centre, immediate family next, extended family, friends, neighbours, acquaintances					
r. Recognise and name positive values- friendly, helpful, kind etc.					
s. Recognise and name negative values dishonest, unkind, greedy etc.					
t. Summarise personal achievements					

u. Recognise the achievement of others,					
1.2 Compile a Personal Learning Plan	Year 1	Year 2	Year 3	Year 4	Year 5
a. Collaborate with teaching team to draft a personal learning plan					
b. Establish a realistic time-frame					
c. Record resources needed					
d. Evaluate and self-reflect on plan					
1.3 Distinguish between personal Rights and Responsibilities					
a. List personal rights					
b. List personal responsibilities					
c. Outline the difference between rights and responsibilities (family-life, social, community)					
1.4 Recognise the Main Social and Cultural Factors which can influence Identity					
a. Express personal identity					
b. Recognise diversity (race, nationality, ethnicity, religion, age, gender etc.)					
c. List some external factors which can influence identity e.g. family values, gender values etc.					

Notes:

Personal and Interpersonal Skills contd.

Student: _____

SLO –Specific Learning Outcome; The student can...

Unit 2 DECISION MAKING	Year 1	Year 2	Year 3	Year 4	Year 5
2.1 Illustrate that Decisions are a Normal Part of Everyday Life					
a. Understand the concept of choice					
b. Recognise decision making as necessary to life					
c. Realise and identify consequences of decisions					
d. Follow decision-making procedure					
e. Identify decisions which result in negative consequences					
f. Identify decisions which result in positive consequences					
g. Make informed decisions in various social settings					
h. List two decisions taken in the past 24hours					
i. List two decisions taken in the past week					
j. List two decisions taken in the past year					
k. Recognise the importance of decision-making in a global context					
2.2 Identify a range of decision-making styles					
a. Describe at least four decision-making styles (avoidance, self-protection, impulsivity); outline case-studies to illustrate each style, stating advantages and disadvantages					
2.3 Reflect on the experience gained from personal decisions taken					
a. Write an outline of a personal decision taken, the process, help/consultation with others, particular approach and outcome					
b. Outline learning/insight gained from experience					

Student: _____

Personal and Interpersonal Skills contd.

Unit 3 *RELATIONSHIPS *This section is not required for FETAC Personal and Interpersonal Skills in its present form	Year 1	Year 2	Year 3	Year 4	Year 5
a. Explain the difference between acquaintance/friendship/partner/marriage					
b. Recognise other people's ideas and feelings					
c. Accept affection and love where appropriate					
d. Distinguish between known and unknown people when meeting them					
e. Instigate and Maintain a relationship.					
f. Recognise/accept that a relationship should be ended					
g. Recognise and respect others' opinions					
h. Recognise and respect others' feelings					
I Recognises own talents and limitations					
j. Accept disappointment in a relationship					
k. Take responsibility for own contribution to a relationship (honesty, openness etc.)					
l. Identify and outline diversity in others					
m. Explain possible reasons for others' behaviour					
n. Understand and demonstrate an understanding of loyalty					
o. Understand and demonstrate an understanding of confidentiality					
p. Recognise Peer Pressure					
q. Exert positive influence on others					
r. Recognise negative influences of others					

Notes:

Student: _____

Personal and Interpersonal Skills contd.

<i>Specific Learning Outcome (SLO; the student can...)</i>	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 4 ASSERTIVE COMMUNICATION					
4.1 Explore the nature of Passive Behaviour					
a. Recognise and record some verbal and non-verbal characteristics of passive behaviour					
b. Give two examples of passive behaviour drawn from real-life or fictional situations (role-play, comic-strip, written account)					
c. Describe and evaluate the behaviour in each case above					
4.2 Explore the nature of Aggressive Behaviour					
a. Recognise and record some verbal and non-verbal characteristics of aggressive behaviour					
b. Give two examples of aggressive behaviour drawn from real-life or fictional situations					
c. Describe the behaviour in each case					
4.3 Explore the nature of Assertive Behaviour					
a. Recognise and record some verbal and non-verbal characteristics of assertive behaviour					
b. Give two examples of assertive behaviour drawn from real-life or fictional situations					
c. Describe the behaviour in each case					
4.4 Demonstrate the effectiveness of Aggressive, Passive and Assertive behaviour					
a. Model passive, aggressive and assertive behaviour in a structured situation e.g role play					
b. List the implications of these different behaviours for the person displaying them					

Student: _____

Personal and Interpersonal Skills contd.

<i>Specific Learning Outcome (SLO; the student can...)</i>	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 4; 4.4 contd.					
c. List the implications of these different behaviours for the person receiving them					
d. Evaluate the effectiveness of each type of behaviour in achieving the desired outcomes					
4.5 Outline the characteristics of effectiveness listening					
a. List the basic components of effective listening (making eye contact, concentrate, show interest)					
b. Suggest possible barriers to effective listening (noise level, poor eye-contact, lack of interest/respect)					
c. Express an awareness of sounds and their effects in the immediate environment					
d. Express an awareness of the effects of sound on our personal demeanour e.g music in the supermarket					
e. Express awareness of the effect of silence as a means of communication e.g a minute's silence					
f. Understand and outline the relationship between the volume and tone of voice and the message being transmitted					
g. Show an ability to distinguish between passive and active listening					
h. Give examples of situations where effective listening is important					
i. Describe a personal experience of listening					
j. Describe a personal experience of being listened to					
k. Outline the importance of listening as a means of showing personal respect					
l. Describe the effects of active listening on the giver and the receiver of messages					

Student: _____

Personal and Interpersonal Skills contd.

<i>Specific Learning Outcome (SLO; the student can...)</i>	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 4 contd.					
4.6 Identify the key stage involved in the negotiation process					
a. Identify a range of conflict situations drawn from real life or fiction					
b. Describe and analyse the specific behaviour causing one of the conflicts					
e. Discuss how conflict can arise with different people and in different situations					
f. Explore and practice how to handle conflict without being aggressive					
g. Outline the steps towards a resolution of a given conflict					
h. Identify and discuss various responses or approaches to conflict situations					
i. Evaluate the impact of the resolution on those involved in the conflict					
Unit 5. FEELINGS and EMOTIONS					
5.1 Appreciate the uniqueness and dignity Self and Others					
a. Identify and name (label) feelings					
b. List feelings with corresponding antecedent (what causes such feelings)					
c. Express a variety of personal feelings as appropriate					
d. Associate feelings with facial expressions					
e. Identify and distinguish between needs and wants and recognise the limitations of instant gratification					
f. Recognise other people's feelings					

g. Respect other people's feelings					
5.2 Explore and understand Feelings associated with Relationships in our lives					
a. Understand and accept feelings as a consequence of own or other's actions					
b. Deal effectively with feelings of anger					
c. Understand that love is reserved for very special relationships					
d. Understand that anger is a consequence of displeasure at own or other's actions					
e. Recognises and respect the feelings of the other person in a two-way relationship					
f. Recognises and understands the feelings associated with family events (birth, separation, illness, death etc.)					
5.3 Positive and Negative Feelings. Recognises and respect the feelings of the other person in a two-way relationship					
a. Can identify a feeling as positive or negative depending on circumstances					
b. Can control expression of anger					
c. Understand the limitations of physical expression of feelings of anger in public					
d. Understand the limitations of physical expression of feelings of love in public					
e. Can discuss different types of love as portrayed in the media					
f. Can identify and recognise fear as a consequence of certain action/actions					
g. Can deal with feelings of fear relating to failure in life					
h. Can choose an appropriate response to fear					
i. Can choose an appropriate response to anger					
j. Can accept and give affection and love					

Notes:

Student: _____

Personal and Interpersonal Skills contd.

<i>Specific Learning Outcome (SLO; the student can...)</i>	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 6 Substance Awareness					
6.1 Personal Health					
a. Recognise and examine behaviour which is harmful to health					
b. Recognise and examine behaviour which is conducive to health					
c. Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others					
d. Identify and discuss the roles of various people who are concerned with the health of others					
e. Recognise the direct relationship between health and eating-habits					
f. Recognise the direct relationship between health and an active lifestyle					
g. Recognise the direct relationship between health and substance misuse					
h. Know and understand the meaning of the word 'drug' and when it is appropriate or inappropriate to take drugs					
i. Identify and categorise a variety of substances that are taken into or on to the body into those that are helpful or harmful, legal or illegal					
j. Distinguish between legal and illegal substances					
k. Identify those that are most commonly used and examine and understand the effects that they have					
l. Discuss some of the reasons why people smoke, drink alcohol, misuse any kind of substance or take drugs that have no medical use					
m. Explore and recognise the role of personal choice, risk-factors and the influence of others when choosing to use non-prescribed substances					

Student: _____

Personal and Interpersonal Skills contd.

<i>Specific Learning Outcome (SLO; the student can...)</i>	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 7 SELF ESTEEM					
7.1 Developing a Personal Identity					
a. Introduce themselves (I'm ___ from ___)					
b. Complete personal details regarding physical attributes					
c. Identify people who influence their life					
d. Express hopes/dreams for the future					
e. Identify at least three positive personal attributes					
f. Accept personal limitations					
g. Accept own role in relation to gender					
h. Accept personal uniqueness					
i. Accept personal diversity					
7.2 What Influences Self-Esteem					
a. Can recognise positive thoughts about self and others					
b. Can recognise negative thoughts about self and others					
c. Can accept praise or criticism appropriately					
d. Objectively evaluate own performance					
Unit 8. GROWTH and CHANGE					
8.1 As I Grow I Change					
a. Recognise that growing and changing are continuous throughout life					
b. Realise that growth takes place in many different ways and is unique to each individual					
c. Recognise the physical, emotional, social and spiritual factors that promote growth					
d. Identify and discuss the changes that are experienced from childhood to adulthood					
e. Appreciate and respect the individual space and privacy as he/she is growing and developing					
f. Realise that growing up brings increased					

responsibility for self and others					
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Student: _____

Personal and Interpersonal Skills contd.

<i>Specific Learning Outcome (SLO; the student can...)</i>	Year 1	Year 2	Year 3	Year 4	Year 5
Unit 8 contd.					
8.2 The Miracle of Life					
a. Express awareness of birth and new-life in the world					
b. Express an awareness and understanding of the entire life-cycle from birth to death					
c. Understand sexual intercourse, conception and birth within the context of a committed loving relationship					
d. Discuss the stages and sequence of development of the human baby from conception to birth					
e. Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent					

Notes:

Chairperson, Setanta School Board of Management: Michael McCabe

Date Approved: 29/09/09.