

## Social, Personal and Health Education and the Stay Safe Programme

The following table outlines how the core Stay Safe concepts can be incorporated into the SPHE curriculum.

	<i>Myself</i>	<i>Myself and others</i>	<i>Myself and the wider world</i>
SENIOR INFANTS	<p>Identifying safe and unsafe feelings.</p> <p>If I am bullied it is not my fault.</p> <p>Touches I like.</p> <p>Touches I don't like.</p>	<p>My friends.</p> <p>I am a good friend when ....</p> <p>What is bullying.</p> <p>What to do if bullied.</p> <p>I must not bully, it hurts others.</p> <p>If I see it happening to someone else ....</p> <p>My special helpers.</p>	<p>My 5 senses.</p> <p>Good secrets.</p> <p>Bad secrets.</p> <p>Getting lost – what to do.</p> <p>Knowing my name, address, telephone number.</p>
1ST OR 2ND CLASS	<p>Identifying “yes” and “no” feelings.</p> <p>Touches I like/dislike.</p> <p>Unsafe touches – inappropriate touches.</p> <p>Touches and secrecy.</p> <p>If someone makes me feel unsafe it's not my fault.</p>	<p>Friendship.</p> <p>Bullying - safety rules.</p> <p>The rule is never bully anyone – being considerate.</p> <p>What to do if others are being bullied.</p> <p>My Helpers – adults I can trust – telling</p>	<p>Strangers – who are they?</p> <p>The rules about strangers.</p> <p>Other safety rules.</p> <p>Answering the door and telephone.</p> <p>How to make a telephone call.</p>
3RD OR 4TH CLASS	<p>Feelings and emotions with specific reference to safety.</p> <p>My right to privacy – personal boundaries.</p> <p>Unsafe touches, inappropriate touches.</p> <p>My right to be safe - if someone touches me in a way that makes me feel unsafe it is not my fault.</p>	<p>Treating others with respect – their right to privacy.</p> <p>What to do about bullying.</p> <p>Telling – asking for help – who, when, where, how.</p> <p>Safety strategies to deal with unsafe or inappropriate touches.</p>	<p>At home alone – answering door/telephone.</p> <p>How to contact emergency services.</p> <p>Rules for being out and about.</p> <p>Rules if in a large gathering.</p> <p>Strangers – safety strategies.</p> <p>Threats and bribes and what to do.</p>
5TH OR 6TH CLASS	<p>My feelings.</p> <p>If I don't feel safe I can ....</p> <p>My right and that of others to personal boundaries and body space.</p> <p>My safety strategies.</p>	<p>Friends and different groups.</p> <p>Making and changing friends – friends confiding in one another.</p> <p>Bullying -understanding and dealing with it as the injured party, the onlooker, the perpetrator.</p> <p>Difficult secrets – it's still OK to ask for help.</p> <p>Choosing the appropriate time to talk, the best person to help.</p> <p>Dilemmas about telling – feel culpable, won't be believed, it's disloyal, adults not listening, telling and nothing happens.</p>	<p>Safety strategies when I'm out and about; alone; in large crowds; travelling.</p> <p>What to do about approaches or requests from strangers, adults I know, friends.</p>