

SPHE Plan – Junior Infants

Strand 1 – Myself

Unit 1 – Self Identity

a) Self Awareness

- ✓ Discuss and appreciate all the features that make a person special and unique
- ✓ Begin to understand, appreciate and respect personal abilities, skills and talents
- ✓ Recognise and record personal preferences
- ✓ Become aware of his/her immediate world through the senses

b) Developing Self Confidence

- ✓ Express own views, opinions and preferences
- ✓ Become more self-reliant and independent
- ✓ Begin to learn how to cope with various changes as they occur

c) Making Decisions

- ✓ Identify some everyday choices made by himself/herself and those that are made by others
- ✓ Begin to develop some awareness of factors that may influence decisions or choices taken

Resources

Walk Tall

- The name game 31
- This is me 34
- There's no one quite like me 37
- This special person's name 40
- I taste with my tongue 56
- Blindfold walk 61
- The feely box 64
- Noisy places 66
- Our giant book of senses 74

RSE

- This is me 15
- Who are you? 23

Other Resources

Self-Awareness (First Steps NWHB).
Personal & social development (Unit 4, Theme D, Bí Folláin).

Walk Tall

- Storm 87
- Celebration 138

RSE

- This is me 15

Other Resources

Personal & social development (Unit 4, Theme A, Bí Folláin).
Having a voice & being heard (What do you say?)

Walk Tall

- I taste with my tongue 56
- Which sense? 70
- Things I put on my body 93
- What would you do? 101

RSE

- Making choices 85

Unit 2 – Taking Care of my Body

a) Knowing my Body

- ✓ Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well
 - ✓ Respect his/her own body and that of others
 - ✓ Name parts of the male and female body, using appropriate anatomical terms
 - ✓ Explore and discuss the different things the body can do
 - ✓ Recognise and practice basic hygiene skills
 - ✓ Realise that each individual has some responsibility for taking care of himself/herself
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b) Food and Nutrition

- ✓ Become aware of the importance of food for growth and development
 - ✓ Explore food preferences and their role in a balanced diet
 - ✓ Discuss and explore some qualities and categories of food
 - ✓ Realise the importance of good hygiene when preparing food to eat
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Unit 3 – Growing and Changing

a) As I grow I change

- ✓ Identify some of the factors that promote growth
 - ✓ Realise that growth and change are part of the process of life and are unique to each individual
 - ✓ Recognise that the ability to take responsibility for himself/herself and others increases as he/she grows older
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b) New Life

- Become aware of new life and birth in the world
- ✓ Develop an awareness of human birth
 - ✓ Identify what babies need to help them to grow and develop

Resources

Walk Tall

- I taste with my tongue 56
- Blindfold walk 61
- The feely box 64
- Our giant box of senses 74
- Things I put on my body 93

RSE

- I grow 77

Other Resources

- Hygiene (Unit 2, Bí Folláin).
 - The Seaside (Lesson 4, Action for Life).
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Walk Tall

- I taste with my tongue 56

Other Resources

- Food for my Body (First steps, NWHB).
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RSE

- I grow 77

Other Resources

- Growth & development (First steps, NWHB).
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RSE

- New life 67

c) Feelings and Emotions

- ✓ Name a variety of feelings and talk about situations where these may be experienced
 - ✓ Explore the variety of ways in which feelings are expressed and coped with
 - ✓ Begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
 - ✓ Explore and discuss occasions that can promote positive feelings in himself/herself
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Unit 4 – Safety and Protection

a) Personal Safety

- ✓ Explore appropriate safety strategies
 - ✓ Identify situations and places that are safe and those where personal safety might be at risk.
 - ✓ Realise how other people can persuade him/her to engage in unsafe behaviour
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b) Safety issues

- ✓ Identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian
- ✓ Realise and understand that rules are necessary in order to protect people and keep them safe
- ✓ Explore how accidents might be prevented at home, in school, on the farm, or in the water
- ✓ Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents
- ✓ Identify some of the substances or things that are put onto the body and their associated functions
- ✓ Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine

Resources

Walk Tall

- Feeling faces 109
- The big happy picture 115
- Things that go bump in the night 119
- I'm lonely 124
- Little Miss Angry 129
- Caring and sharing 132

RSE

- We have feelings 59
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Walk Tall

- What would you do? 101

Other Resources

- Keeping myself safe (First steps, NWHB).
 - Safety (Unit 3, Bí Folláin).
 - Inclusion –“The Bell” (What do you say?)
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Walk Tall

- Which sense 70
- Things I put on my body 93
- Miss Polly's sick dolly 97
- What would you do? 101

RSE

- People who teach us about keeping safe 51

Other Resources

- Road Safety (Be Safe, Lesson 1, 2, 3, National Safety Council).
- Fire Safety (Be Safe, Lesson 1, 2, National Safety Council).
- Water Safety (Be Safe, Lesson 1, 2, National Safety Council).

Strand 2 – Myself and Others

Unit 1 – Myself and my Family

- ✓ Identify and name the people who constitute a family and appreciate that all family units are not the same
 - ✓ Realise that he/she belongs to a family and that each person has a place and role within a family
 - ✓ Explore the things that families do together
 - ✓ Realise how families take care of, support and love each other
 - ✓ Explore and acknowledge many of the things that can be learned in the home
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Unit 2 – My Friends and Other People

- ✓ Identify, discuss and appreciate his/her own friends
 - ✓ Discuss and examine the different aspects of friendship
 - ✓ Identify and appreciate friends at school and how they can help and care for each other
 - ✓ Discuss and appreciate all those considered special, both within and outside the family circle
 - ✓ Recognise and appreciate differences in people and know how to treat others with dignity and respect
 - ✓ Recognise and explore bullying behaviour, who is involved and the effects on different people
 - ✓ Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else
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Unit 3 – Relating to Others

- ✓ Listen and respond to the opinions and views of others
- ✓ Use verbal and non-verbal behaviour to perform social functions
- ✓ Practise care and consideration, courtesy and good manners when interacting with others
- ✓ Resolve conflicts with others

Resources

Walk Tall

Who lives inside my front door? 81

RSE

This is my family 43

Walk Tall

There's no one quite like me 37

My important people 42

Bear hugs 48

Who lives inside my

front door? 81

Jack's Story 84

RSE

We are friends 33

Other Resources

Personal & Social Development (Unit 4, Theme C, Bí Folláin).
Santa's Elves (Lesson 7, Action for Life).

Walk Tall

Jack's Story 84

I am lonely 124

Little Miss Angry 129

Caring and sharing 132

RSE

We are friends 33

Other Resources

Robots & Rabbits (Lesson 8, Action for Life).

Strand 3 – Myself and the Wider World

Unit 1 – Developing Citizenship

a) My School Community

- ✓ Recognise the name of his/her own school and the people who contribute to the life of the school
 - ✓ Realise that each person is important and has a unique and valuable contribution to make to the class
 - ✓ Recognise the importance of sharing and cooperating and being fair in all activities in the class and school
 - ✓ Realise and understand the necessity for adhering to the class and school rules
 - ✓ Explore and respect the diversity of children in the class and school
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b) Living in the Local Community

- ✓ Recognise and appreciate people or groups who serve the local community and how their contribution enhances the quality of life of others
 - ✓ Recognise and become familiar with the rules within a group or wider community, those who safeguard these rules and the importance of obeying the rules in order to keep people safe
 - ✓ Suggest ways of helping other people at home, in school and in the local community
 - ✓ Recognise that each person has an important contribution to make to the life of the community
 - ✓ Begin to become aware of local identity and to participate in and enjoy celebrating local events
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c) Environmental Care

- ✓ Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment

Resources

Walk Tall

There's no one quite like me 37

Bear hugs 48

Jacks story 84

Other Resources

Looking after my World (First steps, NWHB).

Walk Tall

Which sense 70

Celebration 138

New shoes for Ben – The Garda (What do you say?)

World of Leisure (First steps, NWHB).

Environmental Care (Unit 5, Bí Folláin).

Old McDonald's Playground (Lesson 9, Action for Life).

Unit 2 – Media Education

- ✓ Realise that he/she receives information from many different sources
- ✓ Identify favourite television programmes, videos and video games and indicate reasons for preference
- ✓ Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits
- ✓ Begin to use and explore the various kinds of information technology available
- ✓ Begin to explore and talk about the difference between advertisements and programmes

Resources

Walk Tall

[Suggested stories, rhymes and songs 51](#)

[Suggested stories, rhymes and songs 90](#)
[Suggested stories 135](#)

Other Resources

Media Education (Unit 6, Bí Folláin)

Meet Emily Logan (What do you say?)