

Social Personal and Health Education

Curriculum 'Glance Cards'

A fundamental principle of the curriculum is that children's current understanding and knowledge should form the basis for new learning. The curriculum is designed to follow an incremental approach to teaching and learning by increasing the complexity of concepts as the child progresses through the primary school. The content objectives outlined in each of the strand units observe a spiral progression as the curriculum advances from infants to sixth class.

These curriculum "glance cards" were designed to provide a one-page overview of the content objectives in each strand unit for all class levels. **It is not intended that these glance cards replace the curriculum documents** but that rather they will provide an immediate snapshot of how particular concepts are developed from infants to sixth class.

Teachers are advised to pay particular attention to this feature of the curriculum when planning their work. It is important that teachers are fully aware of the level of knowledge and understanding required of the child in previous class levels as it will inform current planning. It is also important that teachers are familiar with what the children will be learn after the present class level so that they can prepare the child adequately for further learning. Awareness of the curriculum content which precedes and follows the current class content ensures progression in teaching and learning, and minimises unnecessary duplication.

Teachers may find this useful when they are engaging in continuing professional development, or when they are planning for teaching and learning. However, **it is essential that teachers consult the curriculum documents when engaging in planning as the content objectives are expanded upon in the context of the various class levels.**

It is also assumed that every content objective in these cards is preceded by "**The child will be enabled to....**" as is stated in the curriculum. Where it appears that a content objective applies to junior classes and is discontinued in higher class levels, it is intended that teachers continue to explicitly teach these concepts if the required level of understanding has not been reached. If the learning objective has been realised, the teacher will endeavour to maintain and consolidate the learning.

Strand: Myself
Strand unit: Self identity

Infants	First and second	Third and fourth	Fifth and sixth
<i>Self-awareness</i>	<i>Self-awareness</i>	<i>Self-awareness</i>	<i>Self-awareness</i>
Discuss and appreciate all the features that make a person special and unique	Develop an appreciation of and talk about personal strengths , abilities and characteristics	Recognise , describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities	Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways
Begin to understand, appreciate and respect personal abilities, skills and talents	Recognise and appreciate the similarities and differences between people.	Realise that each person has a unique contribution to make to various groups, situations and friendships	Reflect on his/her experience and the reasons for taking different course of action
Recognise and record personal preferences	Identify and talk about personal preferences, dreams for the future and hopes.	Identify realistic personal goals and targets and how these can be achieved in the short term Identify personal preferences, dreams for the future and hopes	Identify realistic personal goals and targets and the strategies required ti reach these
Become aware of his/her immediate world through the senses	Become aware of his/her immediate world through the senses	Explore the factors that influence his/her self image	Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about him/herself
<i>Developing self –confidence</i>	<i>Developing self -confidence</i>	<i>Developing self -confidence</i>	<i>Developing self -confidence</i>
Express own views, opinions and preferences	Express personal opinions and preferences and acknowledge those of others and comment on them	Express personal opinions, feelings, thoughts and ideas with growing 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
Become more self reliant and independent	Become more self reliant and independent	Become increasingly responsible and autonomous	Take increasing personal responsibility for him/herself Become more independent and autonomous
Begin to learn how to cope with various changes as they occur	Explore different ways of coping with change	Become more confident in coping with change and with situations that are unfamiliar.	
		Enhance skills to improve learning	Enhance skills to improve learning

<i>Making decisions</i>	<i>Making decisions</i>		
Identify some everyday choices made by him/herself and those that are made by others	Recognise and reflect on choices that are made every day		
Begin to develop some awareness of factors that may influence decisions or choices taken	Discuss the factors that may influence personal decisions or choices Realise that being involved in decision making demands more personal responsibility		

Strand : Myself
Strand unit : Taking care of my body

Infants	First and second	Third and fourth	Fifth and sixth
<i>Knowing about my body</i>	<i>Knowing about my body</i>	<i>Knowing about my body</i>	<i>Knowing about my body</i>
Appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well	Appreciate the need, and understand how to care for the body order to keep it strong and healthy		
Respect his/her own body and that of other	Recognise the importance of treating the body with dignity and respect	Realise the importance of caring for and treating his/her own body and that of others with dignity and respect	Realise the importance of treating his/her own body and that of others with dignity and respect
Name parts of the male and female body using appropriate anatomical terms	Name parts of the male and female body using appropriate anatomical terms and identify some of their functions	Understand the physical changes taking place in both the male and female body. Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal. Recognise the adverse effects of sexual stereotyping and realize that these effects can become more exaggerated as the physical differences between male and female become more apparent	Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone
Explore and discuss the different things the body can do	Explore the various things the body can do		Understand the reproductive system of both male and female
Recognise and practice basic hygiene skills	Develop and practice basic hygiene skills	Recognise and practice good personal hygiene, know how it is maintained and understand its importance in social interaction Understand and explore the relationship between health and hygiene	Realise how increased physical activity or involvement in physical activities can require increased attention to body care
Realise that each individual has some responsibility for taking care of him/herself	Realise that each individual must take some responsibility for self care		Recognise some physical disabilities and how they affect people's lives

	<p>Become aware of how infection spreads easily and the importance of adhering to a code of hygiene</p> <p>Recognise and examine some of the substances that are taken into the body and the purpose and function of each one</p>	<p>Understand and explore the relationship between health and hygiene</p>	<p>Become aware of some communicable diseases and explore how diseases and infections spread</p> <p>Identify and be aware of the different ways in which the body may be protected against disease and infection</p>
<i>Food and nutrition</i>	<i>Food and nutrition</i>	<i>Food and nutrition</i>	<i>Food and nutrition</i>
Become aware of the importance of food for growth and development	Explore the importance of food for promoting growth, keeping healthy and providing energy		Appreciate the importance of good nutrition for growing, developing and staying healthy
Explore food preferences and their role in a balanced diet	Appreciate that balance, regularity and moderation are necessary in the diet	Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation	Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet
Discuss and explore some qualities and categories of food	Identify some of the foods that are derived from plant and animal sources	Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid	Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found
		Examine the dietary needs of his/her own age groups in society	Explore and examine some of the illnesses particularly associated with food intake or special health conditions
		Explore some factors that influence the consumption of different food products	Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet
Realise the importance of good hygiene when preparing food to eat	Recognise and practise good hygiene when dealing with food		Become aware of the importance of hygiene and care in the preparation and use of food
		<i>Health and well being</i>	<i>Health and well being</i>
		Understand and appreciate what it means to be healthy and to have a balanced lifestyle	Recognise and examine behaviour that is conducive to health and which is harmful to health

		Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older	Recognise that there is a personal and communal responsibility for the health and wellbeing of him/herself and others
		Begin to develop strategies to cope with various worries or difficulties that he or she may encounter	Recognise causes of personal worry and identify appropriate coping strategies
		Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink	Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use
		Know and understand the word 'drug' and when it is appropriate or inappropriate to take drugs	Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind
		Identify and categorise a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal	Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have
		Recognise and discuss some people who are concerned with health and welfare	Identify and discuss the roles of various people who are concerned with the health of others

Strand : Myself
Strand unit : Growing and changing

Infants	First and second	Third and fourth	Fifth and sixth
<i>As I grow I change</i>	<i>As I grow I change</i>	<i>As I grow I change</i>	<i>As I grow I change</i>
Identify some of the factors that promote growth	Begin to understand the physical, emotional, social and spiritual factors that promote growth	Recognise the emotional changes that have taken place since infancy Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty Recognise how spiritual development has taken place in recent years	Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
Realise that growth and change are part of the process of life and are unique to each individual	Realise that growth takes place in many different ways and is unique to each individual	Realise that growing and changing are continuous throughout life	Identify and discuss the changes that are experienced in growing from child to adult
Recognise the ability to take responsibility for him/herself and others increases as he/she gets older	Realise that growing up brings increased responsibility for him/herself and others	Recognise how independence and responsibilities are continually increasing	
		Identify the skills and abilities acquired and the interests and pursuits taken up in recent years	
		Begin to appreciate the need for space and privacy in life	Appreciate the need for individual space and privacy as he/she is growing and developing
<i>Birth and new life</i>	<i>Birth and new life</i>	<i>Birth and new life</i>	<i>Birth and new life</i>
Become aware of new life and birth in the world Develop an awareness of human birth	Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle	Discuss the stages and sequence of development of the human baby from conception to birth	Understand sexual intercourse, conception and birth within the context of a committed , loving relationship
Identify what babies need to help them to grow and develop	Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world	Identify the care that needs to be taken while waiting for a baby to be born	Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent
	Realise the various roles parents and other family members have in providing for new-born babies.	Develop an appreciation of the wonder of a new born baby.	

<i>Feelings and emotions</i>	<i>Feelings and emotions</i>	<i>Feelings and emotions</i>	<i>Feelings and emotions</i>
Name a variety of feelings and talk about situations where these may be experienced.	Name and identify a wide range of feelings and talk about and explore feelings in different situations.	Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how these may be expressed	Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
Explore the variety of ways in which feelings are expressed and coped with	Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable	Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner	Discuss and practice how to express and cope with various feelings in an appropriate manner
Begin to be sensitive to the feelings of others and to realize that the actions of one individual can affect the feelings of others	Recognise that individual actions can affect the feelings of others		Understand how feelings help in understanding himself/herself.
Explore and discuss occasions that can promote positive feelings in him/herself	Become aware of and be able to choose healthy ways of feeling good about him/herself		Identify and learn about healthy ways to help him/her feel positive about himself/herself
	Explore the various feelings that change as one grows Identify people with whom he/she can discuss feelings and emotions	Explore how feelings can influence one's life	Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media
		Identify and recognize the difference between needs and wants and come to realize that some rewards or experiences may be or should be postponed until later	Differentiate between needs and wants and recognize and explore the concept of delayed gratification

Strand: Myself
Strand unit: Safety and protection

Infants	First and second	Third and fourth	Fifth and sixth
<i>Personal safety</i>	<i>Personal safety</i>	<i>Personal safety</i>	<i>Personal safety</i>
		Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping himself/herself and others safe	Explore rules and regulations at home, in school and in society and the importance of adhering to them
Explore appropriate safety strategies	Discuss and practise appropriate strategies for dealing with these situations		
Identify situations and places that are safe and those where personal safety might be at risk	Recognise and explore situations where children feel safe and those where safety might be at risk	Begin to assess the consequences of risky behaviour	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 how other people can persuade him/her to engage in unsafe behaviour	Explore how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted	Identify people, places and situations that may threaten personal safety	Identify situations and places that may threaten personal safety
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.			
	Identify risky behaviour and examine its positive and negative consequences	Begin to 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	Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual

<i>Safety issues</i>	<i>Safety issues</i>	<i>Safety issues</i>	<i>Safety issues</i>
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	Develop and practise strategies for keeping safe when travelling	Be aware of potential travel hazards and the need for responsible behaviour when travelling	Know how to keep safe when travelling and to understand how individuals can keep others safe
Realise and understand that rules are necessary in order to protect people and keep them safe	Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for his/her own safety and that of others		Develop an awareness of health and safety in the school, home and work-place
Explore how accidents might be prevented at home, in school, on the farm, or in the water	Recognise how accidents might be caused and what can be done in order to prevent accidents happening	Explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs	Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident
Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents	Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them	Identify items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them	Identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that he/she has learned a safety strategy for dealing with unknown and dangerous substances
Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine	Recognise and explore occasions when medicines are needed	Explore and examine the use of medicines	Explore and examine the use of medicines
	Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing	Adopt responsible behaviour at play and know the appropriate safety measures to take while playing	Recognise places where it is safer to play and how to behave in a responsible manner when playing
		Identify some potential risks to health and safety in the environment	Identify and explore some potential risks to health and safety in the environment

Strand: Myself
Strand unit : Making decisions

Infants	First and second	Third and fourth	Fifth and sixth
		Become aware of and think about choices and decisions that he/she makes every day	Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decision she/she has to make
		Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision	Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.
		Discuss why and how adults can make decisions and set boundaries for young people	Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people
		Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned	Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned
		Recognise and explore the risks and the consequences of making a particular decision	Recognise that decisions have consequences and that not all people will make the same decisions all the time
		Learn and begin to devise a simple decision-making strategy	Discuss and practise a simple decision making strategy
		Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions	Identify sources of help in solving problems
		Make individual and group decisions	
			Distinguish between assumption, inference, fact, rumour and opinion in making a decision

Strand: Myself and others

Strand unit : Myself and my family

Infants	First and second	Third and fourth	Fifth and sixth
Identify and name the people who constitute a family and appreciate that all family units are not the same	Identify and talk about those who live at home and recognise that homes and families can vary	Explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time	Explore and discuss families and homes and how they can vary in many ways
Realise that he/she belongs to a family and that each person has a place and role within a family	Recognise his/her role and place in the family unit and the contribution made by each member to the family	Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit	Discuss and identify behaviour that is important for harmony in family life
Explore the things that families do together			
Realise how families take care of, support and love each other	Appreciate his/her own family and identify ways in which members of families can help, support and care for each other	Explore how belonging to a family means that family members love, protect, provide and care for each other	Explore what belonging to a family means
Explore and acknowledge many of the things that can be learned in the home	Explore many of the things that are learned in families, both practical and otherwise		
		Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland	Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.
		Understand that families often undergo planned or unplanned changes that may be pleasant or difficult	Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them
			Examine some factors that can affect family life
			Critically examine the media portrayals of families and family life

Strand: Myself and others
Strand unit: My friends and other people

Infants	First and second	Third and fourth	Fifth and sixth
Identify, discuss and appreciate his/her own friends	Discuss personal friends and why he/she enjoys being with them	Appreciate the need for and the importance of friendship and interacting with others	Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing
Discuss and examine the different aspects of friendship	Identify, explore and discuss qualities and skills associated with friendship	Explore the different aspects of friendship	Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances
Identify and appreciate friends at school and how they can help and care for each other	Explore how friends can influence personal actions and decisions	Examine different types of friendship	
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	Know how to treat people with dignity and respect	Respect and show consideration for the views, beliefs and values of others	Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively
Recognise and explore bullying behaviour, who is involved and the effects on different people	Recognise and explore bullying behaviour, who is involved and the effects on different people		Recognise, discuss and understand bullying and its effects
Know that bullying is always wrong and know what should be done if one is being bullied or sees it happening to someone else	Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else	Recognise, discuss and understand bullying	Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully
		Explore and examine ways of dealing with bullying	
		Respect and show consideration for the views, beliefs and values of others	
		Begin to cope with disharmony in, or loss of, friendship	Consider problems that can arise in friendships and other relationships and how these could be handled
		Acknowledge that friends often circulate in groups, which can be healthy or unhealthy	Identify the different groups to which friends can belong and recognise what constitutes a healthy group
		Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with	Practise and recognise the importance of care and consideration, courtesy and good manners with others

		others	
			Explore the differences between boy-and girl friendships and same-sex friendships

Strand: Myself and others
Strand unit: Relating to others

Infants	First and second	Third and fourth	Fifth and sixth
		<i>Communicating</i>	<i>Communicating</i>
Listen and respond to the opinions and views of others	Express and record experiences, opinions, feelings and emotions in a variety of ways	Listen carefully and reflectively to others	Listen actively to others and respect what each person has to say
Use verbal and non-verbal behaviour to perform social functions	Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions	Recognise and explore various verbal and non-verbal means of communicating	Explore and practise the many verbal and non-verbal ways in which people communicate with each other
Practise care and consideration, courtesy and good manners when interacting with others			
		Use language, gestures and other appropriate behaviour to perform social functions	
		Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively	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
		Give and receive compliments and constructive criticism in different situations	
		Recognise and explore how language can be used to foster inclusiveness	Examine the various ways in which language can be used to isolate and discriminate against people
Resolve conflicts with others	Explore and practise how to handle conflict without being aggressive		Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
		<i>Resolving conflict</i>	<i>Resolving conflict</i>
		Identify reasons for conflict in different situations	Discuss how conflict can arise with different people and in different situations
		Identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable	Identify and discuss various responses to conflict situations
			Explore and practise how to handle conflict without being aggressive

Strand: Myself and the wider world
Strand unit: Developing citizenship

Infants	First and second	Third and fourth	Fifth and sixth
<i>My school community</i>	<i>My school community</i>	<i>My school community</i>	<i>Living in the local community</i>
Recognise the name of his/her own school and the people who contribute to the life of the school	Recognise and write the name and location of his/her own school and identify those who constitute the school community	Identify the people who constitute the school community and the role of individuals in contributing to the life of the school	Explore the concept of the class or school as a community
Realise that each person is important and has a unique and valuable contribution to make to the class	Explore what it means to belong and recognise some of the different groups to which he/she can belong	Explore the various ways in which the school promotes a sense of belonging	Practise ways of working together and of developing a sense of belonging
Recognise the importance of sharing and co-operating and being fair in all activities in the class and school	Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone	Discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner	
Realise and understand the necessity for adhering to the class and school rules	Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all	Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline	
Explore and respect the diversity of children in the class and school	Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together	Develop and practise leadership roles and learn to work together in different group situations	
		Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others	
		Examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping	
		Explore and recognise the rights and responsibilities of both adults and children in the school community	
<i>Living in the local community</i>	<i>Living in the local community</i>	<i>Local and wider communities</i>	<i>Local and wider communities</i>
Recognise and appreciate people or groups who serve the local community	Begin to appreciate how people depend on each other in many aspects of life	Realise what it means to belong to a group	

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		Examine how justice, fairness and equality may or may not be exemplified in a community	Explore how inequality might exist in the local community and suggest ways in which this might be addressed
Suggest ways of helping other people at home, in school and in the local community	Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich his/her experiences	Appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony	Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals
Recognise that each person has an important contribution to make to the life of the community	Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life	Recognise how each person has both an individual and a communal responsibility to the community	Recognise and understand the role of the individual and various groups in the community
Begin to become aware of local identity and to participate in and enjoy celebrating local events	Develop a sense of belonging to his/her own local community	Become aware of his/her own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country	Explore local traditions and folklore and develop a sense of pride in his/her local community
	Develop an awareness of people in other places		
		Explore some of the issues and concerns in the local or national community	Identify some local issues of concern and explore possible action that could be taken to address these issues
		Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have	
		Begin to develop an awareness of the lives and culture of some people in the European Union	
<i>Environmental care</i>	<i>Environmental care</i>	<i>Environmental care</i>	<i>Environmental care</i>
Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment	Appreciate the environment and realise that each individual has a community and individual responsibility for protecting and caring for the environment	Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations	Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations

Strand: Myself and the wider world
Strand unit: Media education

Infants	First and second	Third and fourth	Fifth and sixth
Realise that he/she receives information from many different sources	Become aware of and learn about the different ways in which information can be communicated	Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes	Explore and understand how information is conveyed and practise relaying messages using a variety of methods
Identify favourite television programmes, videos and video games and indicate reasons for preference		Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media	Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included
Explore popular stories, books and rhymes and discuss some of the characters and their appealing traits	Begin to distinguish between fact and fiction in stories or situations in different media forms		Identify the audiences at which different aspects of the media are aimed
Begin to use and explore the various kinds of information technology available			
Begin to explore and talk about the difference between advertisements and programmes	Discuss and explore advertising that is specifically aimed at children	Become aware of advertising and its purpose and nature	Become aware of the different forms of advertising, its purpose and the messages it promotes
			Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas
		Begin to explore some of the techniques that are used in marketing and advertising	
		Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations	
			Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media
			Explore various recreation and leisure activities as an alternative to watching

			television
			Explore and use some simple broadcasting, production and communication techniques