

The background of the page is a white surface covered with numerous overlapping circles of various sizes and colors. The colors include yellow, orange, pink, red, purple, blue, teal, and green. Some circles are solid, while others are split horizontally into two different colors. The overall effect is a vibrant, artistic pattern.

Wellbeing

POLICY STATEMENT

SCOIL BHRÍDE

Scoil Bhríde Athgarvan



Wellbeing Policy Statement

Policy Rationale

This policy endeavours to nurture the wellbeing of the children in our care. Staff endeavour to create positive environments in Scoil Bhríde which provide the foundation for children to flourish and thrive while feeling safe, secure, seen, heard and valued. We believe, within this culture, children can reach their full potential. An effective wellbeing policy is central to this core objective.

Aims and Objectives

The purpose of this policy is to:

- promote mental health awareness.
- promote wellbeing in our school.
- build on the existing good practice already in place in our school.
- develop a coherent whole school approach to mental health that focuses on children, their parents and teachers, which is integrated into core school structures and practices.

Principles

- A multi-component, preventative, whole school approach to the promotion of well-being, with interventions at both universal and targeted levels, is the priority for Scoil Bhríde.
- A whole school approach to mental health promotion is taken so as to involve students, staff and parents and to ensure sustainability over time.
- This whole school approach involves the school environment and ethos, organisation and management structures, and relationships with parents and the wider community.
- Effective and consistent delivery of SPHE as part of a whole school approach to mental health promotion is central to implementation.
- Our school adopts the NEPS three tiered continuum of support model as a structure for the promotion of well-being and mental health. The continuum can be represented by three levels as follows: (i) School Support for ALL (ii) School Support for SOME (iii) School Support for a FEW
- Our school currently provides a range of evidence based supports and interventions that address the emotional well-being of young people across this continuum of support.

What is Wellbeing?

In Scoil Bhríde we believe wellbeing is present when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being comfortable, healthy and happy and needs nurturing throughout life.

What is Mental Health?

According to the World Health Organisation (WHO, 2001, p.1) “Mental Health is: A state of well-being in which the individual realises his or own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.

The Mental Health Foundation (2002) suggests that children who are mentally healthy possess the ability to:

- develop psychologically, emotionally, socially, intellectually, spiritually
- initiate, develop and sustain mutually satisfying interpersonal relationships
- use and enjoy solitude
- become aware of others and empathise with them
- play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks satisfactorily and learn from them (Alexander, 2002)

Our Wellbeing Policy is:

- **Child-centred:** The wellbeing needs and the best interests of our children are a central focus of this policy. This requires us to respect and value the voice of children and young people and foster their belonging and connectedness to our school community.
- **Fair and inclusive:** All children receive fair and inclusive opportunities to develop their wellbeing in ways that are responsive and suitable to their particular needs and contexts. Practices are tailored and relevant, building on the existing strengths of children, school staff, families and school communities.
- **Evidence-informed:** This policy promotes the use of evidence-informed practice, which brings together local experience and expertise with the best available evidence from research.
- **Outcomes focused:** This policy promotes continuous improvement practices and the use of data relating to outcomes to guide practice in our school in relation to the promotion of wellbeing for all children.
- **Collaborative:** The wellbeing of our children is a shared responsibility. Working in partnership with parents, guardians, school staff and external agencies is key to ensuring this policy is implemented.

Documents which have informed our Wellbeing Policy planning:

- ✓ Wellbeing Policy Statement and Framework for Practice 2018-2023
- ✓ Oide:Primary Wellbeing Webinars: Exploring the Policy Framework for Practice
- ✓ Guidelines for Mental Health Promotion: Well-Being in Primary Schools
- ✓ Draft Wellbeing Curriculum - NCCA (March, 2024)
- ✓ Aistear: The Early Years Framework - NCCA (2024)

- ✓ Looking at Our Schools: A Quality Framework for Primary Schools (DES, Inspectorate, 2022)
- ✓ Well-Being in Primary Schools Guidelines for Mental Health Promotion (DES, DOH & HSE, 2015)
- ✓ Schools for Health in Ireland: Framework for Developing a Health Promoting School (HSE, 2013)
- ✓ Aistear: The Early Childhood Curriculum Framework (NCCA, 2009)

Policy Content

The Department's Wellbeing Policy Statement and Framework for Practice assists schools in ensuring that well-being promotion is embedded within the school's existing practice in the areas of:

- culture and environment
- curriculum (teaching and learning)
- policy and planning
- relationships and partnerships

Each Key Area will now be explored individually.



Key Area 1-Culture and Environment

Key Area 1 -Culture and Environment

Scoil Bhride aims to foster an environment that enhances competence and well-being; one that consciously fosters warm relationships, encourages participation, develops pupil and teacher autonomy and cultivates clarity about boundaries, rules and positive expectations. Scoil Bhride provides a safe, secure and stimulating environment that encourages and supports pupils, staff and members of the whole school community, both in and out of school. Scoil Bhride adheres to statutory requirements and is accessible to all pupils. We encourage and promote self-esteem and self-confidence by providing opportunities for all members of the school community to contribute to school life. The school community is encouraged to make healthy choices and to take responsibility for their own health. Scoil Bhride continues to provide a climate in which good relationships, respect and consideration for others prosper, and where individuals are encouraged to make a vital contribution through their personal skills and qualities.

Key Area 2 -Curriculum (Teaching & Learning)

The teaching and learning in Scoil Bhride aims to be democratic, inclusive, engaging, differentiated, fostering expectations of high achievement and providing opportunity for success while remaining grounded in our school ethos. We place a deliberate focus on the development of emotional and social competencies, through our “Welcome to Wellbeing” and “Weaving Wellbeing” programmes. Wellbeing promotion is addressed across the curriculum through: • SPHE • Literacy • Aistear • Physical Education • Religious Education • SESE subjects • Arts Education.

SPHE: Social, Personal and Health Education is central to pupil development in its broadest sense and is an essential part of a school’s curriculum. We explore issues around diversity, emotional regulation, bereavement and empathy through high quality picture books in our Wellbeing Resource library.

SPHE encompasses the development of emotional literacy which is the ability to understand emotions, listen to others and empathise. This includes provision of safe, secure and comfortable environments that enable children to share their concerns. The SPHE school plan is attached here as Appendix A.

Key characteristics of the SPHE programme delivered in our school:

- It is viewed as a continuous and developmental process.
- It comprises of high quality programmes such as Weaving Wellbeing, Stay Safe, RSE, Bí Folláin, Walk Tall, Food Dudes.
- We acknowledge a shared responsibility between family, school, health professionals and the community in ensuring children’s wellbeing.
- It is based on the needs of the child.
- It is effective and consistent in delivery.
- It has been developed in an integrated and cross-contextual way.
- It engages children in activity based learning (NCCA 1999).

Physical Education: Through physical education the child can experience the joy of physical exertion and the satisfaction of achievement while developing skills and positive attitudes that enhance self-esteem. Physical education provides opportunities to develop desirable personal and social attributes: the concept of fair play, the acceptance of success and failure, and the ability to co-operate in group situations. These opportunities contribute to the understanding and promotion of a healthy life-style. Physical education, as an integral part of the total curriculum, provides vital opportunities for the physical, social, emotional and intellectual development of the child. (Primary School Curriculum)

Scoil Bhride has a rich tradition of celebrating creativity and fostering the development of the imagination through our Visual Arts, Music and Drama programmes. In addition to curricular provision for Arts subjects, Scoil Bhride participates in a range of Arts related experiences which include, but are not limited to: • Amber Flag which celebrate themes around Inclusivity and Multiculturalism, Sustainability, Citizenship, Student Council, Green Schools, Active Flag, Creativity Week, CoCo Artist in Residence scheme, Participation in National Children's Choir, Seachtain na Gaeilge (Céilí, Banna Ceoil), Class plays and musicals, Participation in Art and Drama competitions, After-school programmes in Visual Art and Cumann na mBunscoile sports, STEM Week, Scór na bPaistí, Carol Services, Variety Shows, Chess Club

School Based Initiatives that Promote Wellbeing

Scoil Bhride implements a number of programmes and initiatives throughout daily school life that support the well-being of our pupils; this list is not exhaustive; • Aistear: The Early Childhood Curriculum Framework (NCCA, 2009) which encompasses four themes, Well-being, Identity and Belonging, Communication, Exploring and Thinking. • Project based learning from 1st class to 6th class • SPHE Curriculum • Positive Behaviour management strategies in our Code of Behaviour from Junior Infants to 6th Class • Welcome to Wellbeing programme (Junior Infants – 1st Class) • Weaving Wellbeing Programme (2nd – 6th Class) • Wellbeing Days • Continuum of Support Model • School Committees – School Council, Green Schools Committee, Amber Flag • Outdoor Learning in our outdoor classroom and sensory garden • Irish Centre for Cycling – 7 week programme for 6th class pupils • External teachers for different strands of PE to promote active living e.g. GAA, Dance • Voluntary school staff coaches for teams after school • School swimming lessons - 6 week block for all pupils from 3rd to 6th Class • Healthy Eating Policy • Weekly assemblies and whole-school assemblies and Masses • Themed Weeks (e.g. Maths Week, Science Week, Book Week, etc) • Promoting the Arts –infant plays, purchase of school instruments, Whole school Music programme (Dabbledoo) Tin Whistle programme for 1st to 6th Communicating with National Council for Special Education (NCSE) to gain SNA access for pupils • Education Welfare Officer – support for pupils with poor attendance • Links with HSE personnel e.g. Primary Care Team, Child Disability Network Team, Assessment of Need Team

Key Area 3- Policy and Planning

Scoil Bhride regularly reviews our school policies for staff and pupils to ensure that they are current and in accordance with the school's aims and ethos. (See Appendix B and C). All aspects of the school planning and self-evaluation process in our school incorporate a health and wellbeing dimension. Wellbeing promotion is addressed in school policies and plans including but not limited to: • Physical Education • Religious Education • SPHE • RSE • Code of Behaviour • Child Safeguarding • Critical Incidents • Health and Safety • Anti-bullying • Acceptable Use Policy • Special Educational Needs • Healthy Eating Policy • Homework Policy

Key Area 4- Relationships and Partnerships

Scoil Bhride continues to develop strong partnerships with parents/guardians and the wider community, which is a central part of the wellbeing process. We effectively engage with appropriate agencies and specialist services to advise, support and contribute to health and wellbeing, teaching and learning. The following stakeholders meet and collaborate regularly throughout the school year: • Parents/Guardians • Teachers • Board of Management • In-School Management Team • Parents' Association • Student Council Wellbeing Committee, Amber Flag Committee • Local school leaders • Voluntary/sports/arts groups • State Agencies • Community groups • Support services.

In line with best practice, the Continuum of Support model delivered within our school offers a flexible framework within which we can address all educational needs, including well-being needs of our pupils.

We provide challenges for pupils and staff through a wide range of physical, academic, social and community activities

Our In-School Management team strives to create a culture and climate which is accepting and supportive for students, staff and parents. Through nurturing quality relationships within the school we facilitate the wellbeing of students and staff members as well as fostering a shared responsibility for promoting positive wellbeing. We are proud of our school surroundings and the spacious setting in which our students can safely learn and be active. The grounds and building are well maintained and regular enhancements such as additional safety padding are made as required. The continued maintenance of our school grounds is a shared goal of our students, teachers and parents and will form part of our School Improvement Plan going forward.

Role and Responsibilities

The Principal has overall responsibility to ensure that all tasks and duties in this policy are delivered and completed in an effective way.

The Role of the Teacher

The role of the teacher has been found to be paramount to children's wellbeing and reaches beyond teaching and learning. The relationship that teachers develop with the child has a key influence on wellbeing development. Access to 'one good adult' that can guide and support a young person at a vulnerable time is an identified protective factor. The presence of one supportive adult is critically important to the child's wellbeing, sense of connectedness, self-confidence and ability to cope with difficulties. Teachers are sometimes that 'one good adult' acting as a protective force in a child's life.

The classroom teacher is the best placed professional to work sensitively and consistently with students and he/she can have a powerful impact on influencing students' attitudes, values, and behaviour in all aspects of wellbeing education. It is essential that all staff continue to develop their competence and confidence in the promotion of wellbeing. This can be achieved through accessing continuing professional development (CPD) which includes the sharing of expertise and learning, and having opportunities to model and engage in collaborative working. (Wellbeing Framework for Practice 2019) The teachers of Scoil Bhride strive to nurture and support all children in their care and to fulfil their role as a 'protective factor' in situations where their guidance and support is critical to a child's wellbeing.

Teachers, SNAs and SET teachers collaborate to ensure all aspects of wellbeing are addressed for vulnerable children. Teachers and SNAs who have engaged in CPD regularly share new expertise in group planning sessions or staff meetings. Teachmeet is an ongoing practice in Scoil Bhride to facilitate the sharing of expertise. The curricular elements of wellbeing promotion are explicitly taught through SPHE programmes such as Weaving Wellbeing and Stay Safe

It is the responsibility of the class teacher to implement staged interventions at class level.

At Stage 2 in the continuum of support, the responsibilities are shared with the Special Education Team. The Principal is involved at all stages of the continuum of support and assumes a primary role at Stage 3 when an assessment may be required. Parents have a role at all stages and the lines of communication must be always kept open.

Two-tiered Approach to Wellbeing Promotion

In Scoil Bhride we adopt a preventative, two-tiered approach to wellbeing promotion, with interventions at both **universal whole school** and **individual targeted levels**. The Continuum of Support recognises that individual children and young people can have different needs at different times. Those at greater risk and with greater needs may require more specific and targeted support, in addition to the support provided to all children and young people in their class-based groups. Children and young people with additional needs and vulnerable groups are particularly at risk in the area of wellbeing (NCSE, 2014). The National Educational Psychological Service (NEPS) supports schools in promoting the wellbeing and mental health of all children and young people. While supporting all, NEPS prioritises support for those at risk of educational disadvantage and those with special educational needs.

Table 1: Continuum of Support



Tier 1 = Universal Whole School Approach

Our whole school approach involves all members of the school community engaging in a collaborative process of change and improvement to enhance specific areas of school life which impact on wellbeing. By adopting a whole school approach, we aim to produce a wide range of educational and social benefits for our pupils, including a culture of positive, pro-social behaviour, a feeling of inclusion, optimum learning experiences, strong social cohesion, increased social capital and ultimately, a strong foundation for mental health and wellbeing.

In Scoil Bhride, we embrace School Support for All as a whole school approach that focuses on promoting wellbeing for all members of the school community. School Support for All is a process of prevention, effective mainstream teaching, early identification and intervention for children who are showing mild or transient signs of difficulty. Students flourish where there is a whole school approach to supporting their growth and wellbeing.

Our Whole School Approach involves:

- Raising awareness of wellbeing promotion
- Regular review and development of policies relating to wellbeing such as critical incidents, bullying and child protection.
- Implementing the SPHE curriculum which includes a focus on whole school approaches to wellbeing and health promotion
- Professional development for school staff in wellbeing promotion
- Establishing school structures for supporting staff and students including the school support team
- Establishing mechanisms such as student councils to ensure that the voices of children are heard
- Planning, collaborating and appropriate sharing of information between schools when children are making the transition into primary school or moving into post-primary school
- Liaising with appropriate external agencies and services eg NEPS psychologists, NCSE etc.

Benefits of a Whole School Approach

In Scoil Bhríde, we believe that adopting a whole school approach will produce a wide range of educational and social benefits for individual children including: • Better learning results for pupils • Increased pupil self-esteem • Improved behaviour • Lowered incidence of bullying • Increased inclusion • School environment is safer and more secure • Improved relationships within the school • More involvement of parents/guardians • Better use of outside agencies • More proactive in promotion of staff wellbeing

Wellbeing Protective and Risk Factors

Risk and protective factors relating to wellbeing promotion that are specific to our school setting have been identified.

In Scoil Bhríde, we implement a preventative wellbeing promotion process that has a focus on strengthening school-based protective factors and minimising school based risk factors.

In Scoil Bhríde Wellbeing Protective Factors include:

- ✓ Positive relationships with peers and teachers - including positive teacher classroom management strategies and a sharing of positive behaviour management practices with parents
- ✓ A sense of belonging, security and connectedness to our school through the creation of a positive school climate and participation in school and community activities
- ✓ Opportunities for social and emotional learning including the development of attention and planning, self-awareness, emotional regulation, relationships, responsible decision making and problem solving skills
- ✓ Opportunities for the development of knowledge and skills providing a sense of mastery and self-efficacy
- ✓ Fostering expectations, recognising contributions, effort and achievement and providing opportunities for success
- ✓ Protocols and support systems that proactively support children and their families should difficulties arise
- ✓ Involvement of outside agencies when required
- ✓ Opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way
- ✓ Wellbeing of school personnel
- ✓ Opportunities to develop stress management skills that may be linked to school work
- ✓ Opportunities to develop the necessary skills to cope with using online technology in a safe and appropriate way

Wellbeing Risk Factors identified in Scoil Bhríde include but are not limited to:

- Disengagement, absenteeism, isolation and alienation
- Bullying and relationship difficulties
- Low achievement/learning difficulties/special educational needs including social, emotional and behavioural needs
- Cultural differences
- School transitions
- Poor connection between family and school
- Trauma responses impacting school life

- Inconsistent application of the Code of Behaviour
- Lack of opportunity to develop social and emotional learning, including problem solving and coping skills

Tier 2 - Individual Targeted Support with The Student Support Team

The Student Support Team (SST) consists of the Principal, Deputy Principal and the Special Education Team - who provide one to one and group support to pupils with identified needs. The purpose of the SST is to provide for students who have a greater need for a higher level of intervention from the school community. The SST meets regularly to discuss the needs of pupils in the school as a whole, under the continuum of support model. Children may be identified through this process that would benefit from further support in school, at home and/or from external agencies.

Objectives and Rationale for the Student Support Team

Students who experience difficulties in life will find it difficult to have cognitive space for learning. Therefore, the rationale of the SST is to strive to care in a genuine way to improve the lives of students and thereby ensure access to the curriculum and learning. The SST undertakes the following:

- To liaise with external professionals about the welfare of the child
- To liaise with the parents/ guardians of the child
- To share information in a confidential setting
- To coordinate a targeted response to the needs of a student
- To review and monitor the students with care needs

Referral to the School Support Team All staff members of the school community have a responsibility to be observant of the needs of our students. The process of referral to the school support team is as follows:

1. The class teacher will refer a student directly to the Special Education Co-ordinator
2. The Special Education Co-ordinator will forward information to the Principal
3. A parent may also raise concerns regarding their child to the class teacher, Principal or Deputy Principal
4. Once a student is referred to the Student Support Team:
 - a. The teacher may call home to arrange a meeting with the parents/guardians to discuss concerns and supports available
 - b. A classroom support or school support plan may be initiated for the child
 - c. Intervention plans and individual targets are developed
 - d. Specific needs may be discussed with external agencies or professionals such as National Educational Psychology Service (NEPs), HSE personnel (Primary Care Team, Assessment of Need Team, Early Intervention Team, School Age Team), TUSLA/National Educational Welfare Board, National Council for Special Education (NCSE)
 - e. Student support plans are reviewed twice throughout the year with parent and child input (child input where applicable/case by case basis).

- f. Support plans are drafted, shared with parents for consultation, and then finalised before a programme of support commences following written consent from parents
- g. Support plans are uploaded to the child's Aladdin profile and a hard copy is added to the Student Support File
- h. Information regarding additional support is included with the handover documents which are shared between teachers at the commencement of each school year
- i. Any confidential information or information which evokes the implementation of the Child Safe Guarding Policy are dealt directly by the Designated Liaison Person - DLP, (or Deputy DLP in their absence) and may be communicated with parents/guardians.
- j. Staff may be alerted on a wider scale if a concern arises regarding the wellbeing of a child.

External Agencies and Specialist Support Services

Some children will require additional support from specialist support services external to the school. In the event of a child presenting with mental health concerns, which are above and beyond the capacity and ability of the school to provide adequate support, the school may decide upon either of the following courses of action:

1. When deemed necessary, the school team, with the consent and collaboration of parents/guardians, may recommend a referral to the local General Practitioner (GP) or other appropriate professionals who can advise on referral pathways.
2. For children with mental health difficulties, the referral will likely be made to the local HSE Psychology Service/Primary Care Team or the Child and Adolescent Mental Health Service (CAMHS) through the family GP.

Indicators of Success

In Scoil Bhride, we use the Wellbeing Indicators of Success to identify our strengths and targets for improvement, and to actively monitor our progress and outcomes in relation to wellbeing promotion over time. We achieve this by accessing the opinions and views of all stakeholders throughout the process. We are committed to regularly reviewing practices affecting the four key areas of wellbeing using the Wellbeing Indicators of Success outlined below.

Key Areas	Indicators of Success
Culture & Environment	<ul style="list-style-type: none"> Children, young people and staff experience a sense of belonging and feel safe, connected and supported. Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.
Curriculum (Teaching & Learning)	<ul style="list-style-type: none"> Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all. Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.
Policy & Planning	<ul style="list-style-type: none"> Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion. Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.
Relationships & Partnerships	<ul style="list-style-type: none"> Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community. All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed.

(Table 5 Framework for Practice 2019)

School Self-Evaluation Wellbeing Promotion Process

Scoil Bhride is currently developing this policy using the six-step School Self-Evaluation (SSE) process together with the Wellbeing Policy Statement and Framework for Practice. We have considered our existing provision for wellbeing under each of the four key areas (culture and environment, curriculum, policy and planning, and relationships and partnerships). This reflection was essential in highlighting positive aspects and strengths in our collective practice and identifying areas for development. We will incorporate these actions into our School Improvement Plan (SIP).

Staff Wellbeing

Support for the wellbeing of staff is also an essential element in wellbeing promotion, and crucial to sustaining teacher/staff engagement, enthusiasm and the ability to model resilience. It builds staff capacity to cope with challenges and adapt to change, and creates conditions to support and motivate staff to be proactive and effective members of the school community.

Scoil Bhride is a safe and supportive environment for the people who work here. All staff members are supported in maintaining their personal health and wellbeing. We benefit from communally reflecting on our own wellbeing and general attitudes to mental health. All staff members have a role in promoting attitudes and modelling behaviour that is supportive of our collective wellbeing.

- We strive to create an inclusive, connected and caring setting for permanent, temporary and visiting staff.
- A collaborative approach to curricular planning, peer-mentoring systems, SET assistance and team teaching help ensure that teachers and SNAs feel supported in their classroom work.
- School leaders endeavour to assist and advise staff members when required.
- All staff members are made aware of supports for wellbeing which may be accessed through the Employee Assistance Service (EAS).


Ratification and Communication

This policy was drafted and reviewed by the school Wellbeing Committee. The policy was subsequently circulated to the whole staff for consultation. This policy was circulated to the Board of Management for consultation.

This policy was ratified by the Board of Management on 12/5/25 and communicated to parents thereafter.

Review Timetable

This policy will be reviewed in June 2027 and amended as necessary by means of a whole school collaborative process.



Chairperson, Board of Management

Appendix A

SPHE Whole School Plan 2024

	Term 1		Term 2		Term 3	
Junior Infants	Welcome to wellbeing A	Myself and my family (Walk Tall/ RSE book)	Growing and changing, Taking care of my body (RSE book)	Relating to others (Walk Tall) Safer Internet Day	Media Education	
Senior infants	Welcome to wellbeing B	Self identity (walk tall)	Safety and protection, Making decisions (Stay Safe)	My friends and other people (walk tall/ Stay Safe) Safer Internet Day	Developing Citizenship (Unit 6 walk tall)	
1st class	Welcome to wellbeing C	Myself and my family (Walk Tall /RSE)	Growing and changing, Taking care of my body (RSE book)	Relating to others (Walk Tall) Safer Internet Day	Media Education (unit 6 Walk Tall)	
2nd class	Weaving Well-Being: Character Strengths	Self identity (walk tall)	Safety and protection, Making decisions (Stay Safe)	My friends and other people (walk tall/ Stay Safe) Safer Internet Day	Developing Citizenship (unit 5 walk tall)	
3rd class	Weaving Well-Being: Positive Emotions	Self identity (walk tall) Fire safety (halloween)	Safety and protection, Making decisions (Stay Safe)	My friends and other people (walk tall/ Stay Safe) Safer Internet Day	Media Education (unit 6 walk tall)	
4th class	Weaving Well-Being: Tools of Resilience	Myself and my family (Walk Tall/ RSE book) Fire safety	Growing and changing, Taking care of my body (RSE book)	Relating to others (Walk Tall) Safer Internet Day	Developing Citizenship (unit 9 5th class Walk Tall)	
5th class	Weaving Well-Being: Positive Relationships	Self identity (walk tall)	Safety and protection, Making decisions (Stay Safe)	My friends and other people (walk tall /Stay Safe) Safer Internet Day	Growing and changing, Taking care of my body (RSE /busy bodies book)	Media Education (unit 10 walk tall)
6th class	Weaving Well-Being: Empowering Beliefs	Myself and my family (Walk Tall)	Safety and protection, Making decisions (Stay Safe)	Relating to others (Walk Tall) Safer Internet Day	Growing and changing, Taking care of my body (RSE busy bodies book)	Developing Citizenship (unit 10 Walk Tall)

Internet safety resources- My Selfie and The Wider World, The HTML Heroes, All Aboard for DigiTown, Webwise



