



## Section 4e: SPHE & Visual Arts

*This is a working document that is being developed by the School Community.  
It is constantly reviewed at Staff Meetings, on Curriculum in-service and SDP days  
It is the process by which we educate our children in St. Paul's N.S.*

### Contents:

1. [SPHE Plan](#)
2. [RSE – Links to Manuals](#)
3. [Stay Safe – Links to Manuals](#)
4. [SPHE Class Curricula](#)
  
5. [Visual Arts Plan](#)
6. [Looking & Responding Plan](#)
7. [Visual Art Resources](#)

*Note: We do not have a core programme for each class but there are banks of lesson suggestions per class level in our teachers'-resource folder.*

## Introductory Statement and Rationale

### (a) Introductory Statement

This plan was formulated over a period of time including two in-service days, one in-school planning day and a number of staff meetings during the school years 2004-2005, 2005-2006 and 2006-2007. All teaching staff and principal were involved in the initial stages; while post holders and principal completed the curriculum planning on SPHE. The main responsibility for the curriculum planning in SPHE is with the post holders, Ms Margaret Bernard (SPHE), Muirne Bennis and Pádraig O'Brien (School Development Planning).

### (b) Rationale

To benefit teaching and learning in our school by creating a core programme in discrete lessons in SPHE for each class level

To provide a coherent approach to the teaching of SPHE across the whole school

To identify school policy in programme areas such as RSE, Stay safe

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## Vision and Aims

### (a) Vision

SPHE should foster personal development, health and well being of each child in St Paul's NS.

### (b) Aims

We endorse the aims of the Primary School Curriculum for SPHE

- To promote the personal development and well-being of the child
- To foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- To promote the health of the child and provide a foundation for healthy living in all its aspects
- To enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

## This SPHE plan will be addressed under the following headings

### Curriculum planning

1. Strands and strand units
2. Contexts for SPHE
3. Approaches and methodologies
4. Assessment
5. Children with different needs
6. Equality of participation and access

### Organisational planning

7. Policies and programmes that support SPHE
  - 7.1 Policies/Programmes
  - 7.2 Substance Use Policy
  - 7.3 Relationships and Sexuality Education/Stay Safe Programme
  - 7.4 Child Protection
8. Homework
9. Resources
10. Individual teachers' planning and reporting
11. Staff development

## 12. Parental involvement

## 13. Community links

### 1. Strands and strand units

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two-year period. The strand units not covered in year one must be included in the teacher's planning for the following year. It is essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.

#### Overview of content for SPHE over two years:

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity	Taking care of my body
	Safety and Protection	Growing and Changing
	Making decisions [3 <sup>rd</sup> to 6 <sup>th</sup> Class]	
Myself and others	Myself and my family	My friends and other people
		Relating to others
Myself and the wider world	Developing Citizenship	Media Education

- Teachers are to make themselves familiar with the content objectives for their own class
- Familiarity will be maintained if teachers change classes or if new teachers join the staff through receiving SPHE school plan including a core programme for each class standard.

### 2. Contexts for SPHE

SPHE will be taught through a combination of contexts

- Positive school climate and atmosphere
- Discrete time
- Integration with other subject areas

#### Positive school climate and atmosphere

- The values and principles of St Paul's NS, as outlined in our mission statement, will be upheld through teachers' example, practice and encouragement of such characteristics in our children.
- Each new teacher/support staff is given an edited version of the copy of the school plan which includes the mission statement on the first page.
- Families of junior infants are given a school-information booklet which includes the mission statement on the inside cover.
- In order to create a positive school climate and atmosphere we need to:
  - Build effective communication within the school
  - Cater for individual needs of the children
  - Create a health-promoting physical environment
  - Develop democratic processes
  - Enhance self-esteem
  - Foster respect for diversity
  - Foster inclusive and respectful language
  - Develop appropriate communication between home and school (*See home-school links policy*)
  - Develop a school approach to assessment (*See Assessment section of this plan*)

#### Discrete time

Discrete time will be timetabled ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate.

- The topics which will be addressed through discrete time are listed in our SPHE core programme
- SPHE will be written into each individual teacher's timetable

- Discretionary time will be used for SPHE as it is an integral part of school life and all the skills and practices of SPHE will be used incidentally throughout the school day e.g. conflict resolution on yard, bullying, waste-management
- When drafting timetables for withdrawal of pupils for supplementary teaching, teachers will include these pupils for as much of the SPHE programme as possible

### **Integration**

At each class level, teachers will integrate SPHE with as many other curricular areas as possible e.g. geography, science, religion, art, PE, English. Many aspects of SPHE can be dealt within the context of relevant subject areas.

## **3. Approaches and methodologies**

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies promoted in the school?

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children's work: portfolios, projects ...

The following approaches and methodologies are used for SPHE

- Talk and discussion
- Skills through content
- Collaborative learning
- Problem-solving
- Use of the environment

## **4. Assessment**

- The school assess the child's progress in SPHE by *teacher observation, classroom atmosphere, teacher designed tests and tasks, portfolios, projects, self-assessment by pupils, Conferencin, Portfolio Assesment (including e-portfolios, Concept Mapping, Questioning, Teacher Observation, Teacher-designed tasks and tests*
- As SPHE is an integral part of the revised curriculum information regarding the child's abilities, strengths and overall progress in SPHE is shared with the pupil and parents, e.g. parent teacher meeting, homework journal

## **5. Children with different needs**

- Teachers support and ensure the participation of children with special needs through the inclusive model. All programmes are adapted to suit the needs of individual children
- The supplementary teaching team and class teacher support the inclusive model of education by including all pupils and can create specific lessons for children with special needs. These lessons will help cater for the individual needs of these children in line with our SPHE policy.
- The role and responsibility of the special needs assistant (SNA) in relation to SPHE is to support and assist the special needs child reach their full potential. The SNA has a particular responsibility to ensure that the special-needs child receives a full education in SPHE.
- The resource materials used by children with learning difficulties or special needs are an adaption of the resources for the whole school as outlined in our SPHE plan.

## **6. Equality of participation and access**

- Equal opportunities are given to boys and girls to participate in discussion, debate, presentation etc

- Since we have over thirty different nationalities in our school diversity within the school community is recognised and valued e.g. international children's wall chart, specialised teaching of English to international children
- Because of our inclusive policy all children have access to services, facilities, and amenities in the school environment.

## 7. Policies and programmes that support SPHE

### 7.1 Policies/Programmes

- SPHE links with the following school policies/programmes – Substance Use, RSE, Stay Safe, Action for Life, Child Protection, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating, Care of the Environment.
- Food Dudes programme to be run in October 2018
- LEAF project to be run during school year 2018-19 – one class only can apply

### 7.2 Substance Use Policy

- Our substance Use Policy was ratified by BOM at their meeting on April 5<sup>th</sup> 2005
- Substance misuse is one of the topics that will be addressed in discrete time

### 7.3 Relationships and Sexuality Education (RSE)/Stay Safe

- RSE/Stay Safe is addressed in the context of SPHE and the topics to be covered in discrete time are listed in our core programme.
- An outside speaker is engaged to deal with the sensitive areas of the RSE elements of SPHE for 5<sup>th</sup> and 6<sup>th</sup> class children
- Children/parents have the opportunity to opt out of these lessons and are withdrawn from class if they are class lessons.

#### Dealing with questions

- If children have questions they are answered honestly and sensitively bearing in mind the ethos of the school.

#### Confidentiality

Where a child discloses alleged abuse to a staff member, the person receiving that information should listen carefully and supportively. Great care must be taken not to abuse the child's trust. This should not be a formal interview.

#### The following advice is offered:

- Listen to the child.
  - Do not ask leading questions or make suggestions to the child.
  - Offer reassurance but do not make promises.
  - Do not stop a child recalling significant events.
  - Do not over-react.
  - Confidentiality should not be assured - explain that further help may have to be sought.
  - Record the discussion accurately noting
    - *What, where and when?*
    - *Descriptions and possible sketches of physical injuries.*
    - *Explanations of injuries using direct quotations if appropriate.*
    - *Retain the record securely*
- The staff member should obtain only necessary relevant facts. It is not the responsibility of school personnel to investigate allegations of abuse.*
  - The DLP (Geraldine Stackpoole) should then be informed and given relevant records.*
  - If the suspected abuser is the DLP then the suspicion and any records will be passed on to the Chairperson who will proceed as per guidelines.*

#### Parental concerns

- If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they are welcome to ask questions and to opt out if they so wish

## **Teachers' concerns**

- If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss this with the principal
  - If teachers are uncomfortable with any RSE elements of SPHE they have the right to withdraw and the school must provide alternative arrangements to ensure the programme is covered.

## **7.4 Child Protection**

This school follows the Department of Education and Skills Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

- DLP for school is the John Tuohy (post holder – Health & Safety)
- Procedures are in place to inform present/new staff about the guidelines through edited school plan handed out to all school teachers on 7<sup>th</sup> September 2006 and are referred to at the first staff meeting of each year
- All staff are familiar with the procedures for dealing with incidents relating to child protection through staff meetings and curriculum days
- Parents informed that the school will follow the recommendations as laid down in the guidelines as all policies are on the school website

## **8. Homework**

- If SPHE homework is prescribed, it reflects the active learning approach as described in the curriculum

## **9. Resources**

- Resources/materials to be used in SPHE include:
  - Walk Tall
  - Be Safe
  - Bí Folláin
  - Intercultural Education
  - NWHB
  - NEWB
  - RSE
  - Development Educational Resources from Trocaire, Planet Earth etc.
- Resources are stored centrally in Margaret Bernard's (post holder) prefab.

## **10. Individual teachers' planning and reporting**

- The principal in consultation with staff, including SDP special-duty teachers (M Bennis and P. O'Brien) and SPHE special duties teacher (M Bernard), meet on an ongoing basis to create and review whole-school plan and curriculum documents for SPHE both short-term and long-term. Staff have met on three different occasions to discuss SPHE policy, planning and reporting. Each teacher should have a long and short-term plan.
- The Cuntas Míosúil serves as a review document for SPHE and shows what areas of SPHE has been covered

## **11. Staff development**

- A special-duties post has been formulated to cater for staff development in all areas of the curriculum. Any information on SPHE-related courses are circulated to staff and put on display in the staffroom

## **12. Parental involvement**

- Parents can contribute to the development and implementation of SPHE in the school providing themselves as outside agencies to help develop and SPHE programme e.g. lollipop lady, nurse, professionals etc
- Parents of all children are invited to elect a parents association from which two delegates sit on the Board of Management
- Parents are involved in reviewing aspects of SPHE within the school through the Board of Management, discussion with teacher, and policy formation

## **13. Community links**

- Members of the local community play a role in supporting the SPHE programme by talking to parents, parents association, sharing expertise with staff, guest speakers, visiting classrooms, assembly
- The local Health Promotion Unit of the local Health Board can deliver promotional materials to the school

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## **Success criteria**

- **How will we know that the plan has been implemented?**
  - *If teachers' preparation is based on the core programme and the cuntas míosúil reflects this*
  - *Procedures outlined in this plan consistently followed*
- **How will we know that the plan has achieved its aims?**
  - *Feedback from whole-school community*
  - *Whole-school inspection*

## Implementation

### (a) Roles and Responsibilities

The plan will be supported, developed and implemented by teachers, pupils and the whole-school community  
 The principal and special duties teachers (SDP and SPHE) will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings  
 The plan be monitored and evaluated once-a-year by post holder

### (b) Timeframe

The plan will be implemented by 7<sup>th</sup> December 2006

## Review

### (a) Roles and Responsibilities

The following are involved in the review

- *Teachers*
- *Pupils*
- *Parents*
- *Special-duties teachers/plan co-ordinator*
- *BoM/DES/Others*

SPHE special-duties teacher has responsibility for co-ordinating the review.

- *This plan was discussed at the staff meeting on September 30<sup>th</sup> 2005 – element discussed: Green School*
- *This plan was updated and entered into the school plan on 30<sup>th</sup> November 2006.*
- *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
- *This plan was reviewed and ratified at our staff meeting on June 6<sup>th</sup> 2008*
  
- *This policy was discussed at our staff meeting on October 22<sup>nd</sup> 2010 – Steps to formulate RSE policy and dates to implement for school year 2010-11; Road safety*
- *This policy was discussed at our staff meeting on September 19<sup>th</sup> 2011 – Healthy Eating Policy reminder; walking bus initiative*
- *This policy was reviewed by all staff on January 23<sup>rd</sup> 2012 – RSE and Stay-Safe lessons included in core programme*
- *This policy was discussed at our staff meeting on 16<sup>th</sup> April 2012 – Green School activities/spring clean up*
- *This plan was discussed at our staff meeting on 18<sup>th</sup> February 2013 – RSE Dates*
- *This policy was discussed at our staff meeting on January 11<sup>th</sup> 2016 – RSE dates to be confirmed*
- *This policy was discussed at our staff meeting on February 29<sup>th</sup> 2016 – RSE dates confirmed*
- *This policy was discussed at staff meeting on September 19<sup>th</sup> 2016 – LEAF project; Food & Nutrition potential project*
- *This policy was discussed at staff meeting on January 23<sup>rd</sup> 2017 – LEAF project*
- *This plan was discussed by all staff during Croke Park Hour April 3<sup>rd</sup> 2017– Cyber-Safety Workshop*
- *This policy was discussed at the staff meeting on March 20<sup>th</sup> 2017 – RSE Daes*
- *This policy was discussed at the staff meeting on 12<sup>th</sup> March 2018 – Dates for RSE & Stay Safe Lessons*
- *This policy was discussed at our staff meeting on September 10<sup>th</sup> 2018 – Food Dude Programme*

- *This policy was discussed at our staff meeting on September 24<sup>th</sup> 2018 – Food Dudes, LEAF Project; RSE*

This plan is reviewed annually by class groups refamiliarising themselves with plan's content  
Date for next whole-school review: 2019/20

# RSE & Stay Safe

<u>RSE Manuals</u>	
Naíonáin	<a href="http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-.pdf">http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-.pdf</a>
Rang 1 & 2	<a href="http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-1st-and-2nd-class-.pdf">http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-1st-and-2nd-class-.pdf</a>
Rang 3 & 4	<a href="http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-3rd-and-4th-Clas.pdf">http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-3rd-and-4th-Clas.pdf</a>
Rang 5 & 6	<a href="http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-5th-and-6th-Clas.pdf">http://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Resource-Material-for-Relationship-and-Sexuality-Education-5th-and-6th-Clas.pdf</a>
<u>Stay Safe Manuals</u>	
Naíonáin	<a href="http://www.staysafe.ie/teachers/Infants.pdf">http://www.staysafe.ie/teachers/Infants.pdf</a>  Teacher's Resources <a href="https://ispri.ng/VB6Bv">https://ispri.ng/VB6Bv</a>
Rang 1 & 2	<a href="http://www.staysafe.ie/teachers/1+2%20class.pdf">http://www.staysafe.ie/teachers/1+2%20class.pdf</a>  Teacher's Resources <a href="https://ispri.ng/3vYrv">https://ispri.ng/3vYrv</a>
Rang 3 & 4	<a href="http://www.staysafe.ie/teachers/3+4%20class.pdf">http://www.staysafe.ie/teachers/3+4%20class.pdf</a>  Teacher's Resources <a href="https://ispri.ng/8Kyll">https://ispri.ng/8Kyll</a>
Rang 5 & 6	<a href="http://www.staysafe.ie/teachers/5+6%20class.pdf">http://www.staysafe.ie/teachers/5+6%20class.pdf</a>  Teacher's Resources <a href="https://ispri.ng/zNpm5">https://ispri.ng/zNpm5</a>

## St. Paul's NS – SPHE Programme – Naíonáin Shóisearacha

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>		
MYSELF	Self-identity	1	Name, age, colour of hair/eyes, month of birthday, fingerprint	Taking care of my body	1	Hygiene, Bathroom, Teeth
		2	Things I am able to do		1	Sleep and Exercise
		3	Things I like/don't like		3	Use of hands/feet/eyes/ears/mouth
		4	5 senses		1, 7, 8	Nutrition/Healthy Lunch
	Safety and Protection	1, 2	Personal Safety	Growing and Changing	9	Food categories – fruit/vegetable/meals
		6	Safety in classroom/yard		1	Healthy Lifestyle
		4,6	Road safety		2	How I have grown (physical/social/intellectual); Compare
		6	Fire safety		4	Spring – new life – baby animals (farm animals – calf, chicken, foal, lamb)
		6	Water safety		6	A Baby's Needs
		6, 7	Home Safety		7	Feelings – identify emotions in a story
MYSELF AND OTHERS	Myself and my family	1-3	My Family	My friends and other people	1	My Friends
					2, 3, 5	How to be a friend
					6, 7	Bullying
				Relating to others	1	Classroom Rules – Turn taking, listening, etc
					2	Good manners – social stories and practice
					2	Answering the phone
MYSELF AND THE WIDER WORLD	Developing Citizenship	1	School Name and Class	Media Education	1	Identify sources of information
		3, 4	Class Rules		2	Favourite television programme
			School principal, secretary, caretaker/ tour of school		3	Discuss characters of stories/big books
		5	Local lollipop lady(visit), shopkeeper, guard, nurse		4	Look at TV ads – identify real and imaginary
		5	Dentist, doctor, postman			

## St. Paul's NS – SPHE Programme – Naíonáin Shinsearacha

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<i>All About Me</i>	Taking care of my body	<u>Body Parts</u>
		<i>Physical Features –Hand/Finger print</i>		<i>Hygiene –Washing of hands; Toilet Manners</i>
		<i>Introducing oneself</i>		<i>Dentist – Brushing Teeth</i>
		<i>Mistakes</i>		<i>General Hygiene</i>
		<i>Minding Property</i>		<i>Healthy Lunches/Eating</i>
		<i>Dilemma – making and justifying decisions</i>		<i>Fruit and Vegetables</i>
	Safety and Protection	<i>Personal Safety</i>	Growing and Changing	<i>Baby Box – Photos/personal baby items</i>
		<i>School/Class Rules</i>		<i>What can I do now that I couldn't do then (physical &amp; intellectual)</i>
		<i>Stranger Danger</i>		<i>Spring</i>
		<i>Road Safety – Term 2</i>		<i>Life Cycle of Butterfly</i>
		<i>Fire Safety – Term 1</i>		<i>Feelings</i>
		<i>Water Safety – Term 3</i>		
MYSELF AND OTHERS	Myself and my family	<i>Family – identification</i>	My friends and other people	<i>Friendships – in class/yard</i>
		<i>Home – who lives in my house: Family</i>		<i>How to be a good friend – hand of friendship</i>
		<i>Family Activities/Celebrations</i>		<i>Sharing</i>
MYSELF AND THE WIDER WORLD	Developing Citizenship		Relating to others	<i>Classroom Manners</i>
		<i>Who works in my neighbourhood</i>		<i>General Manners</i>
		<i>Visitor – doctor, garda</i>		<i>Favourite TV programme</i>
		<i>Respect for Elders/Adults</i>		<i>Discuss characters of stories and Big Books</i>
			Media Education	<i>How to pass on a message</i>
				<i>Look at a poster/newspaper/book/card and identify information it tells us</i>

## St. Paul's NS – SPHE Programme – Rang 1

<i>Strands</i>	<i>Strand Units 2018-19</i>	<i>Topics</i>	<i>Strand Units 2019-2020</i>	<i>Topics</i>
MYSELF	Self-identity	<i>Physical features/personalities</i>	Taking care of my body	<i>Good/Bad things to put in body</i>
		<i>What makes me a good friend</i>		<i>Different parts of body; senses</i>
		<i>Things I like/am good at</i>		<i>Healthy Body/Exercise</i>
		<i>Making Decisions – given scenarios</i>		<i>Baby to young child</i>
	Safety and Protection	<i>Safety at home &amp; at school</i>	Growing and Changing	<i>Spring – new animals, babies</i>
		<i>Things safe/not safe to stay with</i>		<i>Feelings</i>
		<i>Safe Cross Code</i>		
		<i>Swimming Safety</i>		
MYSELF AND OTHERS	Myself and my family	<i>Where children fit in family</i>	My friends and other people	<i>What makes good friends</i>
		<i>Why families are important</i>		<i>Who are their friends and why</i>
		Relating to others	<i>Sharing</i>	
			<i>Group Work</i>	
MYSELF AND THE WIDER WORLD	Developing Citizenship	<i>Who helps us in school: secretary/caretaker/principal</i>	Media Education	<i>Importance of newspaper, radio, television etc</i>
		<i>What is a community</i>		
		<i>Why is living in community important</i>		
		<i>Recycling; saving energy</i>		

## St. Paul's NS – SPHE Programme – Rang 2

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	Self-Awareness: - Senses: - Myself:	Taking care of my body	Hygiene: Skin Care, Body Care, Dental care, Hair, eye, ear, nose
		Developing Confidence: - Friends - Being Assertive - Intercultural Education		Food & Nutrition
		Making Decisions	Growing and Changing	fruit, seeds, plants; animal; human body
		- Friends		New Life
		- Bullying		Feelings and Emotions
		- Learning to use my own brain		
	Safety and Protection	Personal Safety		
		Road Safety		
		Fire Safety		
		Water Safety		
Safety at school				
MYSELF AND OTHERS	Myself and my family	My Family	My friends and other people	Influence of Friends
		Home, stories, animals, sharing, caring, jobs at home	Relating to others	Good manners Trust and Co-operation
MYSELF AND THE WIDER WORLD	Developing Citizenship	Identify people in school – staff, names, visitors	Media Education	Messages, Printed message, fact/fiction, broadcasting
		Class Rules		Advertising
		After school activities: in school/outside school		TV programmes

### St. Paul's NS – SPHE Programme – Rang 3

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> <li>• Images of me – mirror in box</li> <li>• Scenarios – thinking hats</li> <li>• You are unique too – Walk Tall Pg 54-55</li> <li>• Interviewing peers, professions</li> <li>• Let no one steal your dreams</li> <li>• Initial of name - stand for something positive</li> <li>• Discuss race, colour</li> <li>• Hot seating – celebrities, teachers, self</li> </ul>	Taking care of my body	<ul style="list-style-type: none"> <li>• Health and well being</li> <li>• Personal hygiene</li> <li>• Substances</li> </ul>
	Safety and Protection	<ul style="list-style-type: none"> <li>• Stay safe pg 18</li> <li>• Travelling – bus/planes/cars – belt up</li> <li>• Water safety</li> <li>• Safety in school</li> <li>• Safety at home – special occasions</li> </ul>	Growing and Changing	<ul style="list-style-type: none"> <li>• What makes me me</li> <li>• Ladder – characteristics, parents, teenagers</li> <li>• Recognising changes growing up – dealing with situations</li> <li>• Personal space – story</li> <li>• Alive-O: Birth, new life, pg 16 Advent</li> <li>• Circle Time: emotions; Walk Tall Pg 63</li> </ul>
	Making Decisions	<ul style="list-style-type: none"> <li>• Walk Tall – choices page 120</li> <li>• Thinking hats – taking responsibilities</li> <li>• Circle time – role play</li> <li>• Earthlink pg 74</li> </ul>		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> <li>• Belonging to a group</li> <li>• Alive-O: family, school, wider community</li> <li>• My Family, friends</li> <li>• A day in the life of a family member – diary</li> <li>• Lifestyles of families; Earthlink pg 60, 78</li> </ul>	My Friends and other people	<ul style="list-style-type: none"> <li>• Friendships – circle time</li> <li>• Values – Alive-O</li> <li>• Bullying (stay safe pg 6, 8)</li> <li>• Register – dealing appropriately with children, adults</li> <li>• Rainbow programme – dealing with loss</li> </ul>
			Relating to others	<ul style="list-style-type: none"> <li>• Yellow book – community</li> <li>• Verbal &amp; non-verbal</li> <li>• Conflict situations</li> </ul>
MYSELF AND THE WIDER WORLD	Developing Citizenship	<ul style="list-style-type: none"> <li>• Junior Achievement – roles</li> <li>• School Events – sense of belonging</li> <li>• Environment</li> <li>• Comenius</li> <li>• Stereotyping</li> </ul>	Media Education	<ul style="list-style-type: none"> <li>• Christmas – understanding campaigns</li> <li>• Media expert – streets ahead – Expert at English</li> <li>• Newspapers – different opinions; compare</li> <li>• Adverts – develop their own</li> <li>• Stars and the influences on morals</li> </ul>

## St. Paul's NS – SPHE Programme – Rang 4

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> <li>• Explore factors that influence self image</li> <li>• Identify realistic personal goals/ targets long and short term</li> <li>• Become more confident in coping with change</li> <li>• Become increasingly responsible and autonomous</li> </ul>	Taking care of my body	<ul style="list-style-type: none"> <li>• tobacco/ alcohol and drugs</li> <li>• health professionals</li> <li>• physical changes (body)</li> <li>• personal hygiene</li> <li>• food pyramid</li> <li>• food hygiene</li> <li>• bacteria and viruses</li> </ul>
	Safety and Protection	<ul style="list-style-type: none"> <li>• Rules/ regulations school law</li> <li>• Personal responsibility for safety</li> <li>• Medicines prescribed</li> <li>• Accidents home- kitchen/ school and prevention</li> </ul>	Growing and Changing	<ul style="list-style-type: none"> <li>• Appreciate need for time and space</li> <li>• Independence building trust-jobs responsibility</li> <li>• Stages/sequences of human baby</li> <li>• Caring for a baby-needs love / diet etc</li> <li>• Express feelings appropriate- classroom etc</li> <li>• Recognise/ distinguish between needs and wants</li> </ul>
	Making Decisions	<ul style="list-style-type: none"> <li>• Factors that influence personal decisions-peers and media</li> <li>• Devise simple decision making strategies</li> </ul>		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> <li>• Explore different types of family structures- single mothers, adopted , fostered</li> <li>• Changes families undergo- planned/ unplanned changes- death, moving house,</li> <li>• Importance of family- love, support etc</li> </ul>	My Friends and other people	<ul style="list-style-type: none"> <li>• Friendships- forming/loss/disharmony</li> <li>• Consideration for others views/ beliefs/ feelings</li> <li>• Bullying- types/dealing with/ reconciliation</li> </ul>
			Relating to others	<ul style="list-style-type: none"> <li>• Types/ appropriate behaviour in different settings home/ school</li> <li>• Conflict/ resolving it- variety of situations</li> <li>• Reconciliation- moving on / learning</li> </ul>
MYSELF AND THE WIDER WORLD	Developing Citizenship	<ul style="list-style-type: none"> <li>• Counteracting stereotypes</li> <li>• Children's rights/responsibilities</li> <li>• Comenius</li> <li>• Examine justice and fairness/ racisms and discrimination</li> <li>• School environment- litter/ green schools</li> </ul>	Media Education	<ul style="list-style-type: none"> <li>• How information is transmitted through various media</li> <li>• Authenticity and reliability of information-internet papers</li> <li>• Advertising/ marketing</li> </ul>

## St. Paul's NS – SPHE Programme – Rang 5

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> <li>• Uniqueness</li> <li>• Personal experiences</li> <li>• Personal goals</li> <li>• Factor affecting</li> </ul>	Taking care of my body	<ul style="list-style-type: none"> <li>• The food pyramid</li> <li>• Function and sources of nutrients</li> <li>• Importance of water in our bodies</li> <li>• Healthy and unhealthy behaviour e.g. substance abuse</li> </ul>
	Safety and Protection	<ul style="list-style-type: none"> <li>• Rules and regulations at home, in school and in society.</li> <li>• Situations that may threaten personal safety.</li> </ul>	Growing and Changing	<ul style="list-style-type: none"> <li>• RSE talk</li> </ul>
	Making Decisions	<ul style="list-style-type: none"> <li>• Types of decisions</li> <li>• Ways of deciding (factors that influence decisions)</li> <li>• Consequences of decisions</li> </ul>		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> <li>• Explore varying types of family</li> <li>• Characteristics of belonging to a family</li> <li>• Rules and regulations to promote harmony</li> <li>• Factors that affect family life</li> </ul>	My Friends and other people	<ul style="list-style-type: none"> <li>• Qualities of a friend</li> <li>• Friendship groups-what constitutes a healthy group</li> <li>• Problems that can arise in friendships</li> <li>• Bullying- cause and effect. Who to confide in</li> </ul>
			Relating to others	<ul style="list-style-type: none"> <li>• Practising ways of communicating with others e.g. introductions, expressing feelings and opinions</li> <li>• Responses to conflict situations</li> </ul>
MYSELF AND THE WIDER WORLD	Developing Citizenship	<ul style="list-style-type: none"> <li>• Communities</li> <li>• A sense of belonging</li> <li>• Sense of pride in a community</li> <li>• Having a sense of identity</li> </ul>	Media Education	<ul style="list-style-type: none"> <li>• Various ways of conveying info.</li> <li>• The role of bias</li> <li>• Different forms of advertising, its purpose and the message it promotes- children will watch selection of television advertisements</li> </ul>

## St. Paul's NS – SPHE Programme – Rang 6

<u>Strands</u>	<u>Strand Units 2018-19</u>	<u>Topics</u>	<u>Strand Units 2019-2020</u>	<u>Topics</u>
MYSELF	Self-identity	<ul style="list-style-type: none"> <li>Identify personal goals</li> </ul>	Taking care of my body	<ul style="list-style-type: none"> <li>Alcohol, anti-smoking</li> <li>Immune system-formation of antibodies</li> <li>Healthy diet and food pyramid</li> </ul>
	Safety and Protection	<ul style="list-style-type: none"> <li>Procedure if someone is being bullied</li> </ul>	Growing and Changing	<ul style="list-style-type: none"> <li>RSE</li> <li>Transfer from primary to secondary</li> <li>Portrayal of love in the media</li> </ul>
	Making Decisions	<ul style="list-style-type: none"> <li>Identify sources of help in solving problems</li> </ul>		
MYSELF AND OTHERS	Myself and my Family	<ul style="list-style-type: none"> <li>Compare and contrast life styles in different countries</li> </ul>	My Friends and other people	<ul style="list-style-type: none"> <li>Bullying</li> <li>Inclusion and integration of all children</li> </ul>
			Relating to others	<ul style="list-style-type: none"> <li>What I expect of the teacher</li> <li>Conflict and resolution</li> </ul>

# Visual Arts

## Introductory Statement and Rationale

### (a) Introductory Statement

State how the plan was formulated over the school years 2001-2007/8 during curriculum days, in-service days, school-planning days and staff meetings

### (b) Rationale

To benefit teaching and learning in our school

To conform to principles of learning outlined in the Primary School Curriculum

To review the existing plan for visual arts in light of changed emphases and new methodologies outlined in the Primary School Curriculum

To plan a core programme for each standard

To extend the development of visual arts education with outside agencies e.g. theatre groups, art galleries etc

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## Vision and Aims

### (a) Vision

We seek to assist the children in our school in achieving their potential by engaging them in as many experiences in visual arts throughout their time in St Paul's NS, keeping in line with our school ethos

### (b) Aims

We endorse the aims of the Primary School Curriculum for visual arts

- To help the child develop sensitivity to the visual, spatial and tactile world, and to provide for aesthetic experience
- To help the child express ideas, feelings and experiences in visual and tactile forms
- To enable the child to have enjoyable and purposeful experiences of different art media and to have opportunities to explore, experiment, imagine, design and communicate with different art materials
- To promote the child's understanding of and personal response to creative processes involved in making two and three-dimensional art
- To enable the child to develop the skills and techniques necessary for expression, inventiveness and individuality
- To enable the child to experience the excitement and fulfilment of creativity and the achievement of potential through art activities
- To foster sensitivity towards and enjoyment and appreciation of the visual arts
- To provide opportunities for the child to explore how the work of artists and craftspeople might relate to his/her own work

This Visual Arts plan will be addressed under the following headings

### Curriculum planning

1. Strands and strand units
2. Children with different needs
3. Linkage and integration
4. Assessment and record keeping
5. Equality of participation and access
6. Timetable
7. Displays
8. Resources and ICT

- 9. Health and safety
- 10. Individual teachers' planning and reporting
- 11. Staff development
- 12. Parental involvement
- 13. Community links

## 1. Strands and strand units

- Teachers are familiar with the strands/strand units/content objectives for the relevant class level as well as the content of the core programme of St Paul's NS
- Teachers choose a range of activities for all strands for each class
- Teachers plan to that there is a balance between 2D and 3D strands and between making and doing and looking and responding to art taking into account that Looking and Responding can be a stand alone lesson
- Teachers ensure that there is continuity and progression from class to class by following the recommended content for their class level from the school core programme
- The school creates opportunities for children
  - to look at and respond to their natural and living environment through exploration of line, shape, form, colour and texture within the classroom as well as the local outside environment
  - to see how artists, craftspeople and designers work with, within and in response to their environments through looking and responding to work of artists, to the design in the locality (buildings, clothes, school items etc) and visits to art galleries
  - to look at and respond to art works and to make connections between what they observe and their own work
  - to look at and respond to their own art and the art of their peers, including six whole-school displays; one per strand
- Activities in the strand unit Making & Doing naturally lead to activities in the strand unit of Looking & Responding
- Through whole-school, class groups and individual planning the programme is structured so that the subject matter for art stems from the children's life experiences, from their imagination and from observations
- We ensure that children have a choice in materials they may select for their own use in making art
- Children have opportunities children have to use other media, especially IT, in addition to the six strands
- Children are given plenty of opportunities to develop sensitivity, informally and in context, to the qualities of
  - line
  - shape
  - form
  - pattern and rhythm
  - colour and tone
  - texture and spatial organisation
- Children experience a variety of approaches, e.g. receive a stimulus and then create, experiment, discover, engage in whole class work, individual work, pairs, groups, projects
- Local, national, international artists are all included in looking and responding to artists work
- In each lesson time is spent on stimulus, activity and evaluation

## 2. Children with different needs

- Teachers support and ensure the participation of children with special needs. There is an inclusive education policy in our school and teachers differentiate within the subject to cater for their needs
- Children with exceptional ability/talent encouraged also

## 3. Linkage and integration

- Visual arts lends itself to integration with other subjects – either to one subject or through theme-based activities. These are recorded under each subject area and the themes are commented on in the cúntas míosúil
- Linkage occurs across the strands
- Language:
  - The school creates opportunities for pupils to discuss and talk about their own and others' work in visual arts
  - We enable children to develop a visual vocabulary for looking at and critiquing the visual arts through using the looking and responding questions/guidelines included in the core programme as a resource

#### **4. Assessment and record keeping**

- Teachers assess on completion of a strand through
  - Self-assessment
  - Conferencing
  - Portfolio Assessment (including e-portfolios)
  - Concept Mapping
  - Questioning
  - Teacher observation
  - Teacher-designed tasks
  - Work samples, portfolios, projects
- The information gained from the assessments is used by the class teacher to inform future planning and to assess the development of the children.
- This information is shared with parents at parent-teacher meetings and end of year reports and throughout the year through art displays on corridor and in halla etc
- Art is recorded in the yearly report
- All records are kept for a period of ten years.

#### **5. Equality of participation and access**

- Every child participates in visual arts activities. Each family is asked to pay a contribution for visual art resources and for visits to visual arts exhibitions, theatre groups etc. Non-payment of such contributions does not exclude children from participating.

#### **6. Timetable**

- Time is allocated at each level for visual arts according to the 2000 primary curriculum. Time can be blocked for project work when relevant. Discrete time can also be used for Visual Arts.
- We aim to cover the six strands as equally as possible. This is not over-restrictive allowing for flexibility for individual teacher's, class's or project needs. However all six strands will be covered each year. Each term we will look at an artist at a whole school level. We will chose a different style artist each time covering as many art styles as possible from classical to impressionism to surrealism. An exhibition will be held on a whole school level at the end of this project. Each teacher will be responsible for displaying and removing his/her class's work. Teachers can chose to do a month's work on the strand or just one lesson. Themes and timescale are included in the core programme below. Suggested themes are not obligatory.

#### **7. Displays**

- ***In school***
  - In the classroom, school corridor/hall, on window of school etc.
- ***Outside school***
  - In the church (sacraments), local library (competitions) etc.
- ***Other ways***
  - Website etc.

- The school has organised and will continue to organise open days where parents/community/others can be invited to view children's work – particularly after working with an artist in residence

## **8. Resources and ICT**

- Centrally stored resources are stored in a press downstairs in Phase 1. Mary Ryan (post holder) takes charge of these. These resources are listed below and must be signed out.
- Each teacher also stores materials and resources in their classroom.
- Materials are purchased by individual teachers at the beginning of each year. Money is collected from each family at the end of the previous year.
- If anybody wishes to add any resource/materials to a wish list for visual arts they can make this request to the co-ordinator for visual arts, Mary Ryan.

### **ICT**

- Children use ICT for visual arts in the following areas: *Microsoft Paint and other programmes, use of fonts, clipart, digital camera etc*
- Children use the Internet for virtual tours of galleries, museums etc. It is also used as a resource by teachers to locate famous artists, painters, sculptors etc (history of art) and their works
- All software appropriate to visual arts is located in the press in the computer room. Pat Kennedy is responsible for this.
- Use of the internet is governed by user safety policy which is both familiar to teachers and children alike. The internet system is screened and protected from inappropriate sites.

## **9. Health and safety**

- Teachers always remind children of health and safety issues pertaining to the visual arts, *e.g. use of scissors, toxic paint and inhalation of glues etc.* Children are always supervised during these lessons.

## **10. Individual teachers' planning and reporting**

- The whole school plan, teacher's pack and the curriculum documents for visual arts provide information and guidance to individual teachers for their long and short-term planning.
- Teachers plan by using both a strand and thematic approaches
- The Cuntas Míósúil serves as a means of recording the strands covered on a monthly basis by each class teacher and standard; and helps inform future planning by both individuals and the whole-school. They also serve as a means to monitor the visual arts plan.

## **11. Staff development**

- Ms Ryan informs teachers on an on-going basis of any new or interesting artistic displays in the Limerick area e.g. Dooradoyle Library, Pery Square, HuntMuseum, Belltable etc.
- Time is allocated at staff meetings to discuss aspects of the visual arts programme.

## **12. Parental involvement**

- Parents are involved in supporting the visual arts plan through encouragement of their children, visiting school displays and by displaying works at home
- The visual arts plan is communicated to parents through board of management and inviting parents into displays
- Parents can support their child in fostering interest in the visual arts by encouraging children to participate in all related activities by displaying their work and by inculcating a genuine appreciation of artistic talent in the wider world.

## **13. Community links**

- The Limerick County Council provides opportunities for the school to participate in the Artist-in-Residence scheme. We have already participated three times in this scheme. It gives the opportunity for local artists to work and share their ideas and experiences with children in the primary school.
- Children display their work locally in the church, art gallery of Dooradoyle library and on our website which can be viewed [www.stpaulsdooradoyle.com](http://www.stpaulsdooradoyle.com). Children are brought to view and

appreciate the visual aspect of the locality e.g. *riverbank, gallery, school and its immediate environment*

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### Success criteria

- **How will we know that the plan has been implemented?**
  - *Teachers' will prepare their visual arts programme based on the school plan and will follow the outlined core programme.*
- **Will we know that the plan has achieved its aims through**
  - *Feedback from teachers/parents/pupils/community*
  - *Feedback from inspectors' suggestions/report*

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### Implementation

#### (a) Roles and Responsibilities

The plan will be supported, developed and implemented by the visual arts co-ordinator, Mary Ryan.

Mary Ryan, principal and staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings

It will be monitored and evaluated each year

#### (b) Timeframe

Beginning September 2005.

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### Review

**It will be necessary to review this plan on a regular basis to ensure optimum implementation of the visual arts curriculum in the school.**

#### (a) Roles and Responsibilities

##### **Those involved in the review**

- *Teachers*
- *Pupils*
- *Parents*
- *Post holders (Muirne Bennis)/plan co-ordinator (Mary Ryan)*
- *BoM/DES/*

**Mary Ryan has the responsibility for co-ordinating the review.**

- 
- *This plan was discussed and ratified at the staff meeting on June 15<sup>th</sup> 2007 – element discussed: looking and responding*
  - *This plan was updated and entered into the school plan on 9<sup>th</sup> November 2007.*
  - *This plan will be communicated to staff at staff meetings and by distributing copies of the school plan*
  - *This policy was reviewed by all staff on over the school year 2009-2011 and the finished review was inputted to the teachers' resource folder on September 11<sup>th</sup> 2011 – store of ideas under each strand*
  - *This plan was mentioned at our staff meeting on January 29<sup>th</sup> 2010 – upcoming activities in school; class lists of ideas being recorded; money available for resources*
  - *This policy was discussed at our staff meeting on May 30<sup>th</sup> 2011 – conclusion of Artist in Residence Programme*
  - *This plan was discussed at our staff meeting 17<sup>th</sup> Spetember 2012 – upcoming activities*
  - *This plan was discussed at our staff meeting 16<sup>th</sup> October 2012 – upcoming activities*
  - *This policy was discussed at the staff meeting on 25<sup>th</sup> November 2013 – upcoming plays*
  - *This policy was discussed at staff meeting on September 19<sup>th</sup> 2016 – Gallery Project if interested*

- *This plan was mentioned at our staff meeting on November 20<sup>th</sup> 2017 – upcoming activities in school*
- *This policy was discussed at staff meeting on January 29<sup>th</sup> 2018 – upcoming shows*
- *This policy was discussed at our staff meeting on September 24<sup>th</sup> 2018 – Whole School response to an artist to be undertaken during first term of school year 2018-19*
- *This plan was reviewed and updated by Mary Ryan, Postholder in November 2018. The updated version was entered into school plan on 20/11/18*
- *This plan was discussed at the staff meeting on 11<sup>th</sup> June 2018 – feedback from response to Artist*
- *This plan was discussed at the staff meeting on 10<sup>th</sup> September 2018 – suggestions for theatre for coming year*

This plan is reviewed annually by class groups refamiliarising themselves with plan's content

Date for next whole-school review: 2021/22

# Looking and Responding Plan

## **Exhibitions in School:**

All classes in the school will look at the following artists at the same time. An exhibition will be held at the end of the month for the whole school. Each teacher will be responsible for displaying and removing his/her class's work.

- Term 3 2018: Piet Mondrian
- Term 1 2018: Joan Miró
- Term 2 2019: Claude Monet
- Term 3 2019: Georges Seurat

## **Exhibitions:**

Children will visit at least one art exhibition each year e.g.

- City Gallery – Pery Square
- HuntMuseum
- Library
- Limerick Print Makers (invite school children every now and then)
- Some exhibitions provide artists to interact with the children.
  - It is recommended that the teacher visits beforehand and draws up a questionnaire for the class.
  - Aim that children understand and see examples of portrait, landscape, impasto, oil painting, watercolours and acrylic.
  - It also opens art up – children will experience that art is not just paintings.

## **Architecture**

- Georgian Houses in Limerick
- Bridges in Limerick
- CelticGardens in Adare
- BunrattyFolkPark
- Pery Square

## **Photography:**(specific class level to be decided)

Buy disposal cameras and have an exhibition of children's work

## **Artists in School**

- Artist in Residence (we can apply again in 3 years)
- Theatre Companies
  - West Midlands
  - Clan Cluana
  - Cora Fenton
  - Spring Onion Puppet Theatre
  - Visit to school plays e.g. Catherine McAuley, Scoil Carmel

## Art Resources

- Kids Craft folders 1 and 2
- Books on the artists Picasso x2  
Monet x2  
Van Gogh  
Kandinsky
- ESB environmental photography awards 2002
- 265 things to make and do (seasonal etc)
- Amazing art attack stuff
- Crafts for kids (seasonal)
- The doodle book
- Paintings on rocks for kids
- The book of Kells painting book
- Step by step beadwork  
Creative lettering  
Printing  
Mosaics  
Origami  
Paperfolding  
Handmade cards  
Paper mache
- Art masterpieces to colour
- Culture encyclopaedia art
- Variety of colouring books
- Calendars/pictures/postcards  
The impressionists  
Van Gogh  
Monet  
Picasso  
Lemmen (pointalism)  
Caliari  
Stonehenge  
Bacio  
Klimt  
Rafael

## Resources

### *Visual Art*

- Discover art at Dublin City Gallery, The Hugh Lane
- Draw 50 animals  
Horses  
Dinosaurs and other prehistoric animals  
Flowers trees and other plants  
Cats  
Endangered animals
- Fun to do beads, badges and bangles
- Raymond Briggs “Father Christmas” colouring book.
- Reading 20<sup>th</sup> century Irish art
- Art explosion

- Discovering art 1
- Art and craft adventure 2
- How do you do?
- Paper crafts
- Lollipop stick crafts for children
- Doodle design
- Out and about
- Folders with various templates and art ideas for every season
- I am an artist DVD

### ***Drama/plays***

- The innkeepers daughter (Christmas)
- Woops a daisy angel (Christmas)
- The shepherds story (Christmas)
- Lets have a party (Christmas)
- Bald eagles Christmas (Christmas)
- Marion's self-written Christmas plays
- The night before Christmas
- Mummy's boy
- Collections
- Six winning plays
- On the fiddle
- Primary plays books 1 and 2
- The corner shop
- The truth about the tooth
- Terri
- Goodbye Kyrollis
- The selfish giant

### **Clay**

- Rolling pins
- Cutters

### **Printing**

- 5 ink rollers
- Rubber stamps
- Sponges in various shapes

### **Fabric and Fibre**

- Beads
- Wooden shapes
- Weaving cards
- Quilling paper
- Small amount of felt

### **Paint and colour**

- Small selection of acrylic paints

