

# The Red Door School



## SPHE & Stay Safe School Plan

**Developed:** 2020-2021

**Next Review date:** 2021-2022



School Plan: Social, Personal and Health Education

Month	Theme	Year 1	Year 2
S E P T E M B E R	Myself	<b>Strand: Myself</b> <b>Strand units: Self-Identity</b> <b>Differentiated activities:</b> <ol style="list-style-type: none"> <li>Be exposed to their own name, and the features that make them unique at group. (Group time, name song, saying hi etc)</li> <li>Recognise their own name and respond to the question what is your name in Group, with language or functional communication</li> <li>Examine a range of photos of themselves and identify where they are in the photos. Build a book of photos of themselves, choose the photos and text to include.</li> </ol>	<b>Strand units: Self-identity</b> <b>Differentiated activities:</b> <ol style="list-style-type: none"> <li>Respond to their own name at Roll Call, and be supported to greet their classmates, and recognise their names.</li> <li>Engage in comparison with their classmates, comparing their features, and colour in a template face with the correct eye/ hair colour.</li> <li>Recognise how they have changed: compare baby and childhood photos to current self, add a 'growing and changing' page to their class scrapbook.</li> </ol>
		Linkage/Integration: Maths (Time), ICT, Literacy, History	Linkage/Integration: Maths (Time), ICT, Literacy, Art, History
	My Family	<b>Strand: Myself</b> <b>Strand units: Taking Care of My Body</b> <b>Differentiated activities</b> <ol style="list-style-type: none"> <li>Indicating needs and desires with verbal or functional communication: Kim's Game with sensory items, or Are You Hungry? With bag of preferred foods.</li> <li>Become aware of hot and cold in school- and the need to put on and take off their coat, hat etc at different times during the day. Be supported to independently identify the correct times to wear more or less clothing.</li> <li>Engage in a project about taking care of their bodies. What they need at different times of the day. Compare and contrast what they need with what their peers need, e.g, We all need food, but Tim likes biscuits, and Joe likes satsumas.</li> </ol>	<b>Strand units: Taking Care of My Body</b> <b>Differentiated activities</b> <ol style="list-style-type: none"> <li>engage in healthy physical activity: following a simple PE schedule for fifteen minutes each day.</li> <li>Seeking out exercise activity throughout the day- engage in daily movement breaks with an emphasis on the body-identifying body parts, and using the Alert programme or the incredible five point scale to have their emotions identified before and after exercise.</li> <li>Try out different forms of exercise: daily movement breaks with a new movement kind of movement to be introduced/ added each week: Go Noodle, Yoga, Dance, Jogging, Aerobics, etc. Language relating to body parts and emotions to be targeted during the movement breaks.</li> </ol>
		Linkage/Integration: ICT, Art, SESE, Drama	Linkage/Integration: ICT, Art, Math, PE, Drama
O	Autumn	<b>Strand: Myself and Others</b> <b>Strand units: Myself and My Family</b>	<b>Strand units: Myself and My Family</b>



C T O B E R		<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Be exposed to photographs of family members and be supported to sign/ say/ point to ‘Mum, Dad, Brother, sister, Grandmother, Grandfather’ as appropriate.</li> <li>2. Examine a family picture and identify their place there: oldest, youngest, in the middle. Are they a brother or a sister? Are they a son or a daughter?</li> <li>3. Make a family tree display and compare and contrast each other’s families. How are they the same? How are they different?</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Communicate who they are going to see at home time. Putting Mom/ Dad as appropriate on the first next board after bus.</li> <li>2. Identify family members outside the family circle and construct a simple family tree, adding grandparents and preferred relatives to it as appropriate.</li> <li>3. Explore and discuss different types of families, and how the number of people or kinds of people who are your family can differ. (A picture book like And Tango Makes three could be a good way to develop this understanding)</li> </ol>
		Linkage/Integration: Literacy, communication, Maths, ICT, Art, History	Linkage/Integration: Literacy, Communication, Art, ICT, History
	Halloween	<p><b>Strand: Myself and Others</b></p> <p><b>Strand units: My Friends and Other People</b></p> <p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Choosing who goes next in group using visuals, or language.</li> <li>2. Explore turn-taking games, and games one can play alone (Maybe a choice at Golden time of playing by myself or with a friend)</li> <li>3. Look at the qualities a friend should have, in general and for themselves personally. The book A friend For Henry might be a good way to explore this.</li> </ol>	<p><b>Strand units: My Friends and Other People</b></p> <p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Parallel play with a friend, with the same set of materials, or different ones. What does your friend like?</li> <li>2. Identify activities friends can do together, and explore a range of them, with a checklist that indicates whether or not they were fun.</li> <li>3. Play the board game ‘Socially speaking’ or something else, with a chosen friend. List the qualities that make their friend good to play with.</li> </ol>
		Linkage/Integration: Attention Autism, ICT, Literacy, Music, Drama, Visual Art, History	Linkage/Integration: ICT, Literacy, Music, Drama, Visual Art, History
N O V E M B E R	Planet Earth In Space	<p><b>Strand: Myself</b></p> <p><b>Strand units: Growing and Changing</b></p> <p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Compare baby clothes and big clothes (their own if possible), and be exposed to language around size, and the concept that they themselves are growing.</li> <li>2. Realise that growing can mean different things- look at their baby photos, and be supported to recognise that they have grown bigger but also that they are capable of doing more. Design a sky full of stars where every star is something they have learned to do.</li> </ol>	<p><b>Strand units: Growing and Changing</b></p> <p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Make a ‘proud cloud’ full of the skills that they have acquired over the past year.</li> <li>2. Track their own progress for a week, become part of the data collection, and graph their progress in an area of strength for them.</li> <li>3. Continue learning about puberty, and how it takes place at different times for different people. Work on specific skills related</li> </ol>



		<p>3. Do a project on the changes that occur from childhood to adulthood, including some simple social stories on how puberty presents in different genders.</p>	<p>to puberty e.g. putting on deodorant, learning about skincare. Make instructional materials for their peers where appropriate.</p>
		<p>Linkage/Integration: Science, Visual Art, Drama, Attention Autism ,History</p>	<p>Linkage/Integration: Science, Visual Art, ICT, Literacy, Drama, History</p>
D E C E M B E R	Winter Celebrations	<p><b>Strand: Myself and Others</b></p>	
		<p><b>Strand units: Relating to others</b></p>	<p><b>Strand units: Relating to others</b></p>
		<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Use an 'who I am working with board to identify who they will be working with.</li> <li>2. engage in a scavenger hunt that takes them to people in the school (Principal, BCBA, Other teachers, Secretary, etc.) to familiarise themselves with staff members outside their own classrooms.</li> <li>3. Project on the people they work with outside their classroom: Principal, Secretary, Caretaker, etc. Reading short social stories about their roles. Making a holiday card to thank them for the work they do.</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Making Holiday cards for the bus escorts and drivers. Being given visuals of their escort and driver to familiarise themselves with the ancillary staff.</li> <li>2. Safety issues- people we know and people we don't know. Sorting staff members from their class and people unknown to them to familiarise themselves with adults who are safe and strangers who may not be.</li> <li>3. Conversation challenge: complete a social skills scavenger hunt, where they must greet certain members of staff appropriately, and ask a question, to access clues to the next person in the hunt.</li> </ol>
		<p>Linkage/Integration: Literacy, SPHE, ICT, Visual Art, Geography, PE</p>	<p>Linkage/Integration: Literacy, Communication, Art, Geography, PE ICT, Mathematics</p>
J A N U A R Y	Winter- hot and cold	<p><b>Strand: Myself and Others</b></p>	
		<p><b>Strand units: My friends and Other People</b></p>	<p><b>Strand units: My friends and Other people</b></p>
		<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Work on recognising his/ her own classmates, visit another classroom for a party/ fun activity, and host a fun activity/ party in their base classroom.</li> <li>2. Practice lining up with their class at the end of garden/ yard time, or assembling in their class group for transitions. Participate in daily roll call.</li> <li>3. Recognise/ Write the name and location of their school. Become familiar with a safety-skills social story about their school and the people who work there.</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Look at their class and their family, and be supported to recognise those two groups that they belong to: My Family Song, and Name Song for morning group/ Roll Call.</li> <li>2. Be supported to work on a My Class tree and compare it with their family tree.</li> <li>3. Promote a sense of belonging, participate in a star of the week or a student of the week award to celebrate the members of their school community.</li> </ol>
	<p>Linkage/Integration: Communciation and Language, Geography, PE</p>	<p>Linkage/Integration: Communication and Language, Music, Art, Geography, PE</p>	
	Weather	<p><b>Strand: Myself and the wider world</b></p>	
		<p><b>Strand units: Developing Citizenship</b></p>	<p><b>Strand units: Developing Citizenship</b></p>



		<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Class Responsibility rota: each student will assume responsibility for one thing during the school day, and work towards increasing independence with their 'class job'.</li> <li>2. Following visual schedules for morning or going home routines.</li> <li>3. Proud Cloud: recognising the achievements of their classmates, finding a reason to be proud of the people around them and celebrate what makes them unique.</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Class to have a special emphasis on sharing, with stories on the theme of sharing, and turn-taking being facilitated with timers at group.</li> <li>2. Visual School rules/ behavioural supports to be displayed in classroom, and the class to begin to remind each other of them independently (with language, or by pointing to the visual) where appropriate.</li> <li>3. Work towards independently taking out, completing and putting away an activity during the school day (TEACCH strategies may really help with this)</li> </ol>	
		<p><b>Linkage/Integration:</b> Visual Art, Geography, PE (outdoor and adventuring), Language and Communication</p>	<p><b>Linkage/Integration:</b> ICT, Maths, Language and Communication.</p>	
<b>F E B R U A R Y</b>	Love	<p><b>Strand: Myself and Others</b></p>		
		<p><b>Strand units: Myself and My Family</b></p>	<p><b>Strand units: Myself and my Family</b></p>	
		<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Communicate about the members of their family- family member matching tasks and a 'my family' core board for group time. Work on the lamh signs that go with their immediate family members.</li> <li>2. Placing themselves on their family tree, and identifying preferred family members outside the immediate unit (grandparents or a favorite relative, for example). Lamh signs can be taught to support this.</li> <li>3. Communicate about their families, and recognise that homes and families can vary- comparing and contrasting their families and the role they play within them.</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. My News: To have a picture or two sent in from home, so they can share some of their home routines in school, at group times. Special emphasis on family occasions, and the ways we celebrate with the people we love.</li> <li>2. do a project in their scrapbooks on things families do together, using pointing and sticking, mark making or cutting and pasting to identify the family routines that apply to their family. Emphasis on verbs (The colourful semantics programme may be a strategy that works to teach this) and the language of daily routine.</li> <li>3. To engage with a more complex project on their family, and build their own social story on what belonging to a family means, with an emphasis on loving relationships, roles and responsibilities and being kind to each other.</li> </ol>	
		<p><b>Linkage/Integration:</b> Language and Communication, Visual Art, ICT, History</p>	<p><b>Linkage/Integration:</b> Language and Communication, Visual Art, ICT, History</p>	
	Animals	<p><b>Strand: Myself and Others</b></p>		
		<p><b>Strand units: Myself and my Family</b></p>	<p><b>Strand units: Myself and My Family</b></p>	
<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Identify Resources used for common household tasks, and have the opportunity to engage with them, in free-play or supported 'class jobs'</li> </ol>		<p><b>Differentiated activities:</b></p>		



		<p>2. Look at the jobs people do in the house, and become aware that there are certain jobs they can help with. Families help each other. Look at wiping the table or emptying the dishwasher: who does it? Who can do it? Who can help?</p> <p>3. Gather resources, and practice with their classmates, the steps necessary to complete some simple household or self care tasks, which can become 'homework'.</p>	<p>1. Begin to understand that his behaviour can have a positive or negative influence on the family through gentle social stories, e.g When My Worries Get Too Big.</p> <p>2. Identify and be rewarded for positive behaviour at home, sharing, turn-taking, saying thank you, waiting etc.</p> <p>3. Be exposed to changes in family relationships, and how we become increasingly independent as we grow and change. Set themselves a goal for something they would like to be able to do more independently, whether it's walking in the community without a link, or getting their own lunchbox at snack time.</p>
		Linkage/Integration: communication and language, Drama	Linkage/Integration: Communication and Language, drama
M A R C H	Mother's Day St Patrick's Day	Strand: Myself	Strand units: Safety and Protection
		Differentiated activities	Differentiated activities:
		<p>1. Work on sorting people they know and people they don't know, and be exposed to a social story and some role play on safe ways of being touched.</p> <p>2. Visit a range of familiar and unfamiliar places, and discuss the safety rules for going somewhere they have never been before (perhaps on a walk to a different part of the community)</p> <p>3. Read a social story about getting lost, and strategies that can help you in that situation, for example memorising your parents phone number.</p>	<p>1. Build the skill of saying no, through reinforcing and non reinforcing activities. Experience having their refusal honoured throughout the school day.</p> <p>2. Identify people we can trust within the school, and read a story about community helpers. Perhaps a visit from the guards of the fire brigade could compliment this.</p> <p>3. Do a project on people we can ask to help us, and role play situations where they can ask for help, or refuse to engage with someone.</p>
		Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art	Linkage/Integration: SPHE, Attention Autism, Drama, Literacy, Art, Geography
Spring		Strand: Myself	Strand units: Safety and protection
		Strand units: Safety and Protection	Differentiated activities:
		<p>Differentiated activities:</p> <p>1. Practice walking within the community, and following the rules of safety on community walks: hand holding, using their functional communication in the community, staying close to their helpers.</p> <p>2. Use role-playing and contrived opportunities to practice saying 'NO', and making safe choices.</p> <p>3. Develop, as a class, a set of personal safety rules for community visits and revisit them regularly before and after all community outings.</p>	<p>1. Practice road safety skills when getting on and off the buses, and use visual supports to remind them of the rules of the road.</p> <p>2. Play the traffic light game, and role play road safety skills in the yard, using visual supports.</p> <p>3. Learn the safe cross code, and become aware of the potential hazards when walking, using a scooter or a bike in their community.</p>



		Linkage/Integration: Geography, Mathematics (Time), Language and Communication, PE	Linkage/Integration: Language and Communication, Maths (Time), Geography, ICT, PE
A P R I L	Air and Water	Strand: Myself	
		Strand units: Safety and Protection	Strand units: Safety and Protection
		Differentiated activities: 1. Safety in school- helping to declutter the hallways, and being supported to pick up after themselves. 2. Following safety rules when trying a new activity, generalising the skills they have been working on over the past month. 3. Develop an awareness of Health and Safety within the school, and complete a project identifying areas in the school that could be made tidier or safer.	Differentiated activities: 1. Be exposed to stories about dangers in the home environment and engage in some cooking activities, with an emphasis on personal safety, and not touching things that are too hot. 2. Explore the dangers of ingesting dangerous substances, and make some sensory play slime (unsafe to ingest), and edible play-dough. Play with food items, and non-food items and practice labelling and sorting them as 'safe and dangerous' 3. Role play dangerous situations in the home, and community where their actions can prevent injury to another person, and practice wearing some safety equipment, for example a hard hat, goggles or a mask.
	Linkage/Integration: Geography, Maths, Drama	Linkage/Integration: Geography, Language and Communication, ICT Drama	
Easter	Strand: Myself		
	Strand units: Taking Care of My Body	Strand units: Taking Care of My Body	
	Differentiated activities: 1. Use Lamh Signs and action songs to familiarise themselves with the names of body parts. 2. Develop awareness of the parts of the body that need to be kept private, and the need to show respect for other people's bodies, through social stories and modelling, for example on the Need to keep door closed, where appropriate in bathroom, and the need to look away when other people are changing etc. 3. To work on the concepts of private and public places, and the different rules that apply to them through role play, social stories and opportunities to go into the community.	Differentiated activities: 1. Becoming aware of hygiene around food, through natural opportunities and being reminded of the rules around lunch time. Opportunities for hand washing before eating and where necessary throughout the school day. 2. To become aware, through Kim's Game, of the uses for different toiletries and the body parts/ functions they are associated with. Have the opportunity to use some common toiletries e.g. toothpaste, soap, shower gel in school. 3. To engage with a social story and role plays about necessary personal hygiene throughout the day, and complete a project on their morning or evening self care routine at home, to discuss with their clas.	
Linkage/Integration: PE, Language and Communication, Drama, Music	Linkage/Integration: Language and Communication, Drama		
M A	Outdoors	Strand: Myself and the wider world	
		Strand units: Developing citizenship	Strand units: Developing citizenship



Y		<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Use the litter bins in the school yard. Put three things in the bin at the end of every yard time</li> <li>2. use the bins in the community on a community visit.</li> <li>3. Do a community clear-up walk, using gloves/ pick-up sticks to gather litter and place it in a bin bag.</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Work on sharing and turn taking with the equipment in the yard: swings, slides, etc.</li> <li>2. Work on giving someone else a turn, and develop a set of rules for sharing the things we enjoy with our classmates, and students from other rooms.</li> <li>3. Make a small book/ video about turn taking where they model it for the other classes.</li> </ol>
		<p><b>Linkage/Integration: PE, Mathematics, Language and Communication</b></p>	<p><b>Linkage/Integration: Literacy, Language and Communication, Drama</b></p>
J U N E	Holidays and Summer	<p><b>Strand units: Developing Citizenship</b></p> <p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Identify and choose favourite videos, television programmes, and participate in developing a media choiceboard.</li> <li>2. begin to use and explore different forms of technology, doing some work with apps on the iPad, taking videos of their classmates or being supported to do a simple search on youtube or google for example.</li> <li>3. Communicate with students from another school using email, with adult assistance.</li> </ol>	<p><b>Differentiated activities:</b></p> <ol style="list-style-type: none"> <li>1. Visit a place in the local community, e.g. the Shop, The Post Office, The Swimming Pool, and meet the people who run it.</li> <li>2. Engage in role play on the topic of community helpers, and using social stories, become familiar with the items associated with their jobs e.g. Stethoscope, White coat, High Vis Jacket, Garda Hat, etc.</li> <li>3. Be visited by, or pay a visit to a place where helpers work in our community e.g. The Fire Station, and complete a project, making a scrapbook or video story book on the experience.</li> </ol>
		<p><b>Linkage/Integration: Music, Language and communication, Drama</b></p>	<p><b>Linkage/Integration: Visual Art, Language and Communication, drama, Literacy, Maths, geography.</b></p>





## **STAY SAFE ADAPTED ACTIVITIES RED DOOR SCHOOL**

All Classes will follow the Stay Safe programme where possible, adapted for the students' current level.

Full Curriculum can be found: [http://www.staysafe.ie/teachers\\_dlssp.htm](http://www.staysafe.ie/teachers_dlssp.htm)

### **Topic One: Feeling Safe and Unsafe (September, October)**

- Labelling own emotions with strategies like the ALERT programme and at natural opportunities throughout the school day.
- Communicating comfort/ displeasure in different situations
- Holding hands when necessary for safety- e.g. in car park, not in yard.
- Hearing labelled the language of safety and danger, in different areas of the school. 'Lovely safe playing with your friends'.
- Colouring green and red.
- Hearing Tom's story at Storytime.
- Having times they need to be aware of their safety labelled 'We need to be safe on the walk to the swimming pool'.
- Having personal safety and strategies to promote same included in social stories to prepare them for new experiences/ trips.

### **Topic Two: Friendship and Bullying (November, December)**

- Being gentle with their friends to be reinforced and praised at natural opportunities.
- Friendly behaviour to be labelled as such.
- Appropriate ways of showing friendship: sharing, turn-taking.
- Signing/ Communicating refusal. The importance of the word NO.

### **Topic Three: Touches (January, February)**

- Respond to appropriate touch
- Be redirected when they touch inappropriately, e.g. climbing into a lap.
- Refuse unwanted touch- e.g. hand-cream massage by indicating refusal.
- Engage in sensory play with a feely bag, exploring textures and things they do and do not like touching.
- Contrived opportunities to have their refusal honoured throughout the school day.



**Topic Four: Secrets and Telling (March, April)**

- Emphasis on telling. 'Thank you for telling/ Showing me'
- 'We don't keep secrets in this classroom.'

**Topic 5: strangers (May, June)**

-People the child works with.

-Unfamiliar staff to be introduced at the beginning of the day by name to the children. Compare and contrast, e.g.

'You know Deirdre, she's your teacher. You don't know Joe. He's a visitor.'