



Rialtas na hÉireann
Government of Ireland

Catalogue of Resources for Primary Schools



Prepared by the Department of Education and Skills

Catalogue of Resources for Primary Schools

The Catalogue of Resources provides a non-exhaustive list of documents and supports that are provided by the Department of Education and Skills (DES) and the Health Service Executive (HSE) to assist the promotion of wellbeing across school communities. This resource can be used alongside the Directory of Continuous Professional Development (CPD), which lists relevant CPD provided by the DES and the HSE to support the implementation of the Wellbeing Policy and Framework for Practice. These documents are divided into the four key areas of wellbeing promotion: Culture & Environment, Curriculum (Teaching & Learning), Policy & Planning and Relationships & Partnerships.

*There is repetition of resources listed in this catalogue as some resources are relevant to more than one area.

Key Area 1 - Culture and Environment

Resource	Description	Other relevant key areas
Anti-Bullying		
Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013): https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf	The Anti-Bullying procedures for primary and post-primary schools are mandatory and each school must have an anti-bullying policy which is reviewed annually.	Curriculum (Teaching & Learning) Policy & Planning Relationships & Partnerships
The National Anti-Bullying Website: www.tacklebullying.ie	A national anti-bullying website to support young people, parents and teachers affected by bullying.	Curriculum (Teaching & Learning) Relationships & Partnerships
Child Protection		
Child Protection Procedures for Primary and Post-Primary Schools (DES, 2017): https://www.education.ie/en/Schools-Colleges/Information/Child-Protection	Child Protection Procedures for schools are mandatory. Compulsory templates for Child Safeguarding Statements, Annual Reviews and Risk Assessments must be used as per DES guidelines on the DES website.	Policy & Planning Relationships & Partnerships
Classroom Management		
Incredible Years Teacher Classroom Management (TCM) Programme http://incredibleyears.com/programs/teacher/classroom-mgt-curriculum/	The Incredible Years' programme is a primary whole school-based prevention and early intervention programme designed to reduce conduct problems and promote children's pro-social behaviour.	Curriculum (Teaching & Learning) Relationships & Partnerships
NEPS Guidelines, Hand-outs and Tips for teachers and Parents: https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Org-Motor-Skills/NEPS-Organisational-Skills-Staff-Room-Notice.pdf	NEPS have produced guidelines, handouts and tips for teachers and parents of pupils. These include for example, listening to young people and promoting dialogue, mentoring, restorative practice and information on sensory classroom activities.	Relationships & Partnerships Curriculum (Teaching & Learning)

Curriculum Documents and Frameworks		
<p>The Stay Safe Programme for Primary Schools: http://www.staysafe.ie/</p>	<p>Implementation of the Stay Safe programme is mandatory. It aims to reduce vulnerability to child abuse and bullying through the provision of a personal safety education for children at primary school level.</p>	<p>Curriculum (Teaching & Learning) Policy & Planning Relationships & Partnerships</p>
Guidelines and Circulars		
<p>Behavioural, Emotional and Social Difficulties: A continuum of support (NEPS) https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf</p>	<p>These guidelines accompany the publication Special Educational Needs: A Continuum of Support which was circulated to all teachers in 2007. The guidelines reflect best practice in working with children with behavioural, emotional and social needs.</p>	<p>Curriculum (Teaching & Learning) Policy and Planning</p>
<p>Critical Incident Guidelines (NEPS, 2017): https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Critical-Incidents.html</p>	<p>These guidelines help schools to plan for and to cope with the various challenges that arise from critical incidents.</p>	<p>Policy & Planning Relationships & Partnerships</p>
<p>Leadership and Management in Primary Schools Circular 0070/2018 https://circulars.gov.ie/pdf/circular/education/2018/70.pdf</p>	<p>This circular sets out a leadership and management framework for posts in recognised primary schools.</p>	<p>Curriculum (Teaching & Learning) Policy & Planning</p>
<p>NEPS Continuum of Support Guidelines and Documents: https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Model-of-Service.html</p>	<p>This resource outlines the process schools and teachers may use to identify and cater for the special educational needs of individual pupils in proportion to the impact of those needs on their learning and socialisation. The process moves from simple classroom-based interventions to more specialised and individualised interventions.</p>	<p>Curriculum (Teaching & Learning) Policy & Planning</p>
<p>School Refusal – Good Practice Guide (HSE/NEPS, 2015): https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/School-Refusal/School-Refusal.pdf</p>	<p>This pack is intended to support students, parents and schools in working together to prevent school refusal occurring. In addition, if school refusal does happen, this pack attempts to seek and provide successful solutions so that the student can once again become part of the school community and enjoy a positive experience of school.</p>	<p>Curriculum (Teaching & Learning) Policy & Planning Relationships & Partnerships</p>

<p>Wellbeing in Primary Schools Guidelines (DES/DOH, 2015):</p> <p>https://www.education.ie/en/Publications/Education-Reports/Well-Being-in-Primary-Schools-Guidelines-for-Mental-Health-Promotion.pdf</p>	<p>To access the opinions of learners on wellbeing promotion and other topics related to school life, schools may use the 'My Thoughts About School Checklist' and/or the 'Mental Health Promotion Self-Evaluation Questionnaire for Children and Young People'</p>	<p>Culture & Environment</p> <p>Relationships & Partnerships</p>
<p>Internet Safety</p>		
<p>Webwise: Primary</p> <p>https://www.webwise.ie/</p> <ul style="list-style-type: none"> • HTML Heroes https://www.webwise.ie/html-heroes • MySelfie https://www.webwise.ie/myselfie-wider-world/ • Safer Internet Day: https://www.webwise.ie/saferinternetday/ 	<p>The Webwise Primary School Programme is specifically designed for primary school teachers who wish to introduce internet safety when teaching the SPHE curriculum.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Promoting pupil voice</p>		
<p>Listening to Children and Young People</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Listening-to-Young-People-and-Promoting-Dialogue/Listening-to-Children-and-Young-People.pdf</p>	<p>This resource was developed to support adults in their work with challenging and vulnerable children and young people.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Pupil Health and Wellbeing</p>		
<p>All Together Now</p> <p>https://pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT_0.pdf</p>	<p>"All Together Now!" on Homophobic and Transphobic Bullying (4 lessons grounded in the SPHE curriculum for 5th and 6th Class teachers). Initiated under the National Action Plan on Bullying 2013.</p>	<p>Curriculum (Teaching & Learning)</p>

<p>FRIENDS Programmes</p> <p>'Fun Friends', 'Friends for Life' and 'My Friends Youth' are school-based anxiety prevention and resilience building programmes.</p> <p>http://www.friendsresilience.org/</p>	<p>The Friends programmes help students to develop resilience by teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. For further information about programmes that may be running in your locality, contact your school's NEPS psychologist.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Get Up, Stand Up</p> <p>Get Up, Stand Up, is a seven session social skills learning programme aimed at pupils in sixth class, developed by NEPS.</p>	<p>The programme is for sixth class primary school pupils. It covers themes such as 'Friendship', 'Dealing with Teasing and Intimidation' and 'Resilience and Coping'. For further information about programmes that may be running in your locality, contact your school's NEPS psychologist.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Setting Up a Social Skills Training Group</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Social-Skills-Groups/</p>	<p>This guide provides information for primary and post primary schools on starting and running a social skills training group. It also provides information about social skills programmes that were evaluated as effective as part of a two year action research project that took place in Waterford.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Zippy's Friends</p> <p>www.partnershipforchildren.org.uk</p> <p>www.hse.ie/schoolswellbeing</p>	<p>The Zippy's Friends Programme is designed to promote the emotional well-being of children aged five to eight years by increasing their repertoire of coping skills. The resource is only available through training provided by the HSE. For further information about programmes that may be running in your locality, contact your school's NEPS psychologist.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Get Active in the Classroom</p> <p>www.hse.ie/schoolswellbeing</p>	<p>A guide for classroom based physical activity for teachers. The resource consists of games and activities that children can do at their desks or that require a small rearrangement of furniture.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Active Playgrounds</p> <p>www.hse.ie/schoolswellbeing</p>	<p>Playground games for primary schools. The aim of the resource is to increase participation in physical activity during school break times.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Get Your School Walking</p> <p>www.hse.ie/schoolswellbeing</p>	<p>A guide for promoting walking in schools, including a six step guide, examples of walking initiatives and a range of useful tools to help schools implement walking initiatives.</p>	<p>Policy & Planning</p>

<p>Healthy Eating Toolkit for Primary Schools</p> <p>www.hse.ie/schoolswellbeing</p>	<p>A toolkit to guide and support schools to either develop and implement a new policy or to review and improve an existing policy.</p>	<p>Policy & Planning</p>
<p>Websites of resources</p>		
<p>HSE Schools Team</p> <p>www.hse.ie/schoolswellbeing</p>	<p>Information on the resources and professional development provided by the HSE Health Promotion and Improvement schools team.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Policy & Planning</p> <p>Relationships & Partnerships</p>
<p>HSE Schools and Young People</p> <p>https://www.hse.ie/eng/services/list/4/mental-health-services/nosp/resources/communities/schoolsyouth/</p>	<p>The HSE website provides information and resources including booklets on areas including suicide, self-harm and mental health. The website also provides information on initiatives such as MindOurMinds which outlines how young people are promoting the importance of mental health among their schools and local communities.</p>	<p>Curriculum (Teaching and Learning)</p>
<p>Professional Development Service for Teachers</p> <p>https://pdst.ie/primary/healthwellbeing</p>	<p>This resource provides information and resource documents on anti-bullying, child protection, physical education, RSE, SPHE, Walk Tall and teacher wellbeing.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Policy & Planning</p> <p>Relationships & Partnerships</p>

Key Area 2 - Curriculum (Teaching and Learning)

Resource	Description	Other relevant key areas
Anti-Bullying		
Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013): https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf	The Anti-Bullying procedures for primary schools are mandatory and each school must have an anti-bullying policy which is reviewed annually.	Culture & Environment Policy & Planning Relationships & Partnerships
The National Anti-Bullying Website: www.tacklebullying.ie	A national anti-bullying website to support young people, parents and teachers affected by bullying.	Culture & Environment Relationships & Partnerships
Classroom Management		
Incredible Years Teacher Classroom Management (TCM) Programme http://incredibleyears.com/programs/teacher/classroom-mgt-curriculum/	The Incredible Years' programme is a primary whole school-based prevention and early intervention programme designed to reduce conduct problems and promote children's pro-social behaviour.	Culture & Environment Relationships & Partnerships
Curriculum Documents and Frameworks		
Aistear: The Early childhood Curriculum Framework (NCCA 2010) - for children from birth to six years: https://www.ncca.ie/en/early-childhood/aistear	The framework is built on four main themes, one of which is Wellbeing. It aims to support children in becoming strong psychologically and socially and to have a positive outlook on learning and on life.	Policy & Planning
The Relationships and Sexuality Education (RSE) Primary School programme : https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Links.html	Implementation of the Relationships and Sexuality Education (RSE) Primary School programme is mandatory.	Policy & Planning Relationships & Partnerships

<p>The Social, Personal and Health Education Curriculum (SPHE) - Primary:</p> <p>http://www.curriculumonline.ie/Primary/Curriculum-Areas/Social-Personal-and-Health-Education-Curriculum</p>	<p>Implementation of the SPHE Curriculum at primary level is mandatory.</p>	<p>Policy & Planning</p>
<p>The Stay Safe Programme for Primary Schools:</p> <p>http://www.staysafe.ie/</p>	<p>Implementation of the Stay Safe programme is mandatory. It aims to reduce vulnerability to child abuse and bullying through the provision of a personal safety education for children at primary school level.</p>	<p>Culture & Environment Policy & Planning Relationships & Partnerships</p>
<p>The Physical Education (PE) Curriculum Primary:</p> <p>https://curriculumonline.ie/Primary/Curriculum-Areas/Physical-Education</p>	<p>Implementation of the Physical Education Curriculum Primary is mandatory.</p>	<p>Policy & Planning</p>
<p>The Primary School Curriculum (DES, 1999):</p> <p>https://curriculumonline.ie/Primary/Curriculum</p>	<p>The Primary School Curriculum specifies the development of an appreciation of health and wellbeing as one of its aims.</p>	<p>Policy & Planning</p>
<p>Guidelines and Circulars</p>		
<p>Assessment in the Primary School – Teacher Guidelines:</p> <p>https://www.ncca.ie/media/1351/assessment-guidelines.pdf</p>	<p>These guidelines support teachers’ knowledge and understanding of assessment, and to assist schools in developing and implementing an assessment policy</p>	<p>Policy & Planning</p>
<p>Behavioural, Emotional and Social Difficulties: A continuum of support (NEPS)</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/neps_besd_continuum_teacher_guide.pdf</p>	<p>These guidelines accompany the publication Special Educational Needs: A Continuum of Support which was circulated to all teachers in 2007. The guidelines reflect best practice in working with children with behavioural, emotional and social needs.</p>	<p>Culture & Environment</p>

<p>DES Circular 07/2019 'Circular to the Management Authorities of all Mainstream Primary Schools - Special Education Teaching Allocation':</p> <p>https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0007_2019.pdf</p>	<p>DES Circular 07/2019 provides information on the allocation of special educational teaching resources.</p>	<p>Policy & Planning</p>
<p>DES Circular 42/2018 'Best practice guidance for primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice'</p>	<p>DES Circular 42/2018 provides comprehensive and strengthened guidance for schools on the effective use of programmes and external facilitators in line with the Wellbeing Policy Statement and Framework for Practice.</p>	<p>Policy & Planning</p>
<p>Guidance for developing an Acceptable Usage Policy for Information and Communications Technology (ICT)</p> <p>https://www.pdsttechnologyineducation.ie/en/NEWS/How-to-develop-an-Acceptable-Use-Policy.html</p>	<p>The PDST Technology in Education guidelines support schools in developing Acceptable Usage policies for ICT</p>	<p>Policy & Planning</p>
<p>Guidelines for Primary Schools - Supporting Pupils with Special Educational Needs in Mainstream Schools (DES, 2017):</p> <p>https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Primary-Schools-Supporting-Pupils-with-Special-Educational-Needs-in-Mainstream-Schools.pdf</p>	<p>These documents provide guidance to schools on the use, organisation and deployment of additional teaching resources for pupils with special educational needs</p>	<p>Policy & Planning</p>
<p>Looking at our Schools 2016 - A quality framework for Primary Schools (DES, 2016):</p> <p>https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-Our-School-2016-A-Quality-Framework-for-Primary-Schools.pdf</p>	<p>Looking at our Schools 2016 – A Quality framework for Schools is designed to give a clear picture of what good or very good practices in a school look like. It allows schools to look at their own practices and to identify what they are doing well, and what aspects of the school's work could be further developed to improve pupils' learning experiences and outcomes.</p>	<p>Policy & Planning</p>

<p>NEPS Continuum of Support Guidelines and Documents:</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Model-of-Service.html</p>	<p>This resource outlines the process schools and teachers may use to identify and cater for the special educational needs of individual pupils in proportion to the impact of those needs on their learning and socialisation. The process moves from simple classroom-based interventions to more specialised and individualised interventions.</p>	<p>Culture & Environment</p> <p>Policy & Planning</p>
<p>School Refusal – Good Practice Guide (HSE/NEPS, 2015): https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/School-Refusal/School-Refusal.pdf</p>	<p>This pack is intended to support students, parents and schools in working together to prevent school refusal occurring. In addition, if school refusal does happen, this pack attempts to seek and provide successful solutions so that the student can once again become part of the school community and enjoy a positive experience of school.</p>	<p>Culture & Environment</p> <p>Policy & Planning</p> <p>Relationships & Partnerships</p>
<p>Setting Up a Social Skills Training Group</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Social-Skills-Groups/</p>	<p>This guide provides information for primary schools on starting and running a social skills training group. It also provides information about social skills programmes that were evaluated as effective as part of a two year action research project that took place in Waterford.</p>	<p>Relationships & Partnerships</p>
<p>Wellbeing in Primary Schools Guidelines (DES/DOH, 2015):</p> <p>https://www.education.ie/en/Publications/Education-Reports/Well-Being-in-Primary-Schools-Guidelines-for-Mental-Health-Promotion.pdf</p>	<p>To access the opinions of learners on wellbeing promotion and other topics related to school life, schools may use the ‘My Thoughts About School Checklist’ and/or the ‘Mental Health Promotion Self-Evaluation Questionnaire for Children and Young People’.</p>	<p>Culture & Environment</p> <p>Relationships & Partnerships</p>
<p>Internet Safety</p>		
<p>Webwise: Primary</p> <p>https://www.webwise.ie/</p> <p>HTML Heroes</p> <p>https://www.webwise.ie/html-heroes</p> <p>MySelfie</p> <p>https://www.webwise.ie/myselfie-wider-world/</p> <p>Safer Internet Day:</p> <p>https://www.webwise.ie/saferinternetday/</p>	<p>The Webwise Primary School Programme is for primary school teachers who wish to introduce internet safety when teaching the SPHE curriculum.</p>	<p>Culture & Environment</p> <p>Policy & Planning</p> <p>Relationships & Partnerships</p>

Promoting pupil voice		
<p>Listening to Children and Young People</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Listening-to-Young-People-and-Promoting-Dialogue/Listening-to-Children-and-Young-People.pdf</p>	<p>This resource was developed to support adults in their work with challenging and vulnerable children and young people.</p>	<p>Culture & Environment</p> <p>Relationships & Partnerships</p>
Pupil Health and Wellbeing		
<p>All Together Now</p> <p>https://pdst.ie/sites/default/files/All%20Together%20Now%20Educational%20Resource%20LGBT_0.pdf</p>	<p>“All Together Now!” on Homophobic and Transphobic Bullying (4 lessons grounded in the SPHE curriculum for 5th and 6th Class teachers). Initiated under the National Action Plan on Bullying 2013.</p>	<p>Culture & Environment</p>
<p>FRIENDS Programmes</p> <p>‘Fun Friends’, ‘Friends for Life’ and ‘My Friends Youth’ are school-based anxiety prevention and resilience building programmes.</p> <p>http://www.friendsresilience.org/</p>	<p>The Friends programmes help students to develop resilience by teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. For further information about programmes that may be running in your locality, contact your school’s NEPS psychologist.</p>	<p>Culture & Environment</p> <p>Relationships & Partnerships</p>
<p>Get Up, Stand Up</p>	<p>Get Up, Stand Up, is a seven session social skills learning programme aimed at pupils in sixth class, developed by NEPS. The programme is for sixth class primary school pupils. It covers themes such as ‘Friendship’, ‘Dealing with Teasing and Intimidation’ and ‘Resilience and Coping’. For further information about programmes that may be running in your locality, contact your school’s NEPS psychologist.</p>	<p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p><i>HSE Schools and Young People</i></p> <p>https://www.hse.ie/eng/services/list/4/mental-health-services/nosp/resources/communities/schoolsyouth/</p>	<p>The HSE website provides information and resources including booklets on areas including suicide, self-harm and mental health. The website also provides information on initiatives such as MindOurMinds which outlines how young people are promoting the importance of mental health among their schools and local communities.</p>	<p>Culture & Environment</p>
<p>Setting Up a Social Skills Training Group</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Social-Skills-Groups/</p>	<p>This guide provides information for primary schools on starting and running a social skills training group. It also provides information about social skills programmes that were evaluated as effective as part of a two year action research project that took place in Waterford.</p>	<p>Culture & Environment</p> <p>Relationships & Partnerships</p>

<p>Zippy's Friends</p> <p>www.partnershipforchildren.org.uk</p>	<p>The Zippy's Friends Programme is designed to promote the emotional well-being of children aged five to eight years by increasing their repertoire of coping skills. For further information about programmes that may be running in your locality, contact your school's NEPS psychologist.</p>	<p>Culture & Environment</p> <p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Transitions</p>		
<p>Education Passport (NCCA, 2014):</p> <p>https://www.ncca.ie/en/primary/reporting-and-transfer/education-passport</p>	<p>The Education Passport materials support the transfer of pupil information from primary to post-primary school. From 2014/2015, schools should use these materials.</p>	<p>Policy & Planning</p>
<p>Transfer from Primary to Post-primary – Department of Education and Skills</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Transfer-from-Primary-to-Post-primary/Transition-to-Post-Primary-School-Staff-Room-Notice.pdf</p>	<p>This resource includes a NEPS transfer profile, a resource pack outlining how to prepare students with additional needs for the transition from primary to post primary school and a sample of transfer programmes and workbooks.</p>	<p>Policy & Planning</p>
<p>Transition to Post Primary - Transfer Profile</p> <p>https://www.sess.ie/sites/default/files/inline-files/Transition-to-Post-Primary-Transfer-Profile_0.pdf</p>	<p>The Transfer profile can be used for all / any young person with additional needs transferring to post primary school, to facilitate the sharing of information between schools.</p>	<p>Policy & Planning</p>
<p>Transition to Post-Primary - Sample Transition Programmes</p> <p>https://www.sess.ie/sites/default/files/inline-files/Transition-to-Post-Primary-School-Sample-Transition-Programmes.pdf</p>	<p>This guide provides a sample of transfer programmes and workbooks, which can be used to prepare a student with additional needs (including ASD) for the transfer from primary to post primary school.</p>	<p>Policy & Planning</p>
<p>Transition from Primary to Post Primary - Resource Pack</p> <p>https://www.sess.ie/sites/default/files/inline-files/Transition-from-Primary-to-Post-Primary.pdf</p>	<p>This good practice guide was developed to support students with Autism Spectrum Disorders (ASDs) who are transitioning from primary to post-primary school. It includes information on preparing for the transition, supporting the transition process, a checklist for parents and a Post-Primary Transfer Profile.</p>	<p>Policy & Planning</p>

Websites of resources		
<p>HSE Schools Team</p> <p>www.hse.ie/schoolswellbeing</p>	<p>Information on the supports and resources provided by the HSE Health Promotion and Improvement schools team.</p>	<p>Culture & Environment</p> <p>Policy & Planning</p> <p>Relationships & Partnerships</p>
<p>HSE Schools and Young People</p> <p>https://www.hse.ie › eng › services › list › nosp › resources › communities</p>	<p>The HSE website provides information and resources including booklets on areas including suicide, self-harm and mental health. The website also provides information on initiatives such as MindOurMinds which outlines how young people are promoting the importance of mental health among their schools and local communities.</p>	<p>Culture & Environment</p>
<p>Professional Development Service for Teachers</p> <p>https://pdst.ie/primary/healthwellbeing</p>	<p>This resource provides information and resource documents on anti-bullying, child protection, physical education, RSE, SPHE, Walk Tall and teacher wellbeing.</p>	<p>Culture & Environment</p> <p>Policy & Planning</p> <p>Relationships & Partnerships</p>
<p>Scoilnet</p> <p>https://www.scoilnet.ie</p>	<p>Scoilnet is the official education portal of the Department of Education and Skills in Ireland. This website provides curriculum-focused resources and support for primary teachers</p>	<p>Policy & Planning</p>

Key Area 3 - Policy and Planning

Resource	Description	Other Relevant Key Areas
Anti-Bullying		
Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013): https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf	The Anti-Bullying procedures for primary schools are mandatory and each school must have an anti-bullying policy which is reviewed annually.	Culture & Environment Curriculum (Teaching & Learning) Relationships & Partnerships
The National Anti-Bullying Website: www.tacklebullying.ie	A national anti-bullying website to support young people, parents and teachers affected by bullying.	Culture & Environment Curriculum (Teaching & Learning) Relationships & Partnerships
Child Protection		
Child Protection Procedures for Primary and Post-Primary Schools (DES, 2017): https://www.education.ie/en/Schools-Colleges/Information/Child-Protection	Child Protection Procedures for schools are mandatory. Compulsory templates for Child Safeguarding Statements, Annual Reviews and Risk Assessments must be used as per DES guidelines on the DES website.	Culture & Environment Relationships & Partnerships
Curriculum Documents and Frameworks		
Aistear: The Early childhood Curriculum Framework (NCCA 2010) - for children from birth to six years: https://www.ncca.ie/en/early-childhood/aistear	The framework is built on four main themes, one of which is Wellbeing. It aims to support children in becoming strong psychologically and socially and to have a positive outlook on learning and on life.	Curriculum (Teaching & Learning)
The Relationships and Sexuality Education (RSE) Primary School programme : https://www.education.ie/en/Schools-Colleges/Information/Curriculum-and-Syllabus/Primary-/Links.html	Implementation of the Relationships and Sexuality Education (RSE) Primary School programme is mandatory.	Curriculum (Teaching & Learning) Relationships & Partnerships

<p>The Social, Personal and Health Education Curriculum (SPHE) - Primary:</p> <p>http://www.curriculumonline.ie/Primary/Curriculum-Areas/Social-Personal-and-Health-Education-Curriculum</p>	<p>Implementation of the SPHE Curriculum at primary level is mandatory.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>The Stay Safe Programme for Primary Schools:</p> <p>http://www.staysafe.ie/</p>	<p>Implementation of the Stay Safe programme is mandatory. It aims to reduce vulnerability to child abuse and bullying through the provision of a personal safety education for children at primary school level.</p>	<p>Culture & Environment Curriculum (Teaching & Learning) Relationships & Partnerships</p>
<p>The Physical Education (PE) Curriculum Primary:</p> <p>https://curriculumonline.ie/Primary/Curriculum-Areas/Physical-Education</p>	<p>Implementation of the Physical Education Curriculum Primary is mandatory.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>The Primary School Curriculum (DES, 1999):</p> <p>https://curriculumonline.ie/Primary/Curriculum</p>	<p>The Primary School Curriculum specifies the development of an appreciation of health and wellbeing as one of its aims.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Guidelines and Circulars</p>		
<p>Assessment in the Primary School – Teacher Guidelines:</p> <p>https://www.ncca.ie/media/1351/assessment-guidelines.pdf</p>	<p>These guidelines support teachers’ knowledge and understanding of assessment, and to assist schools in developing and implementing an assessment policy.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Critical Incident Guidelines (NEPS, 2017):</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Critical-Incidents.html</p>	<p>These guidelines help schools to plan for and to cope with the various challenges that arise from critical incidents.</p>	<p>Culture & Environment Relationships & Partnerships</p>
<p>Data Protection Schools website:</p> <p>http://dataprotectionschools.ie/en/</p>	<p>The aim of this website is to provide an overview of data protection legislation and how it applies to schools. This website was developed by primary and post-primary management bodies with the assistance of the Department of Education and Skills.</p>	

<p>DES Circular 07/2019 'Circular to the Management Authorities of all Mainstream Primary Schools - Special Education Teaching Allocation':</p> <p>https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0007_2019.pdf</p>	<p>DES Circular 07/2019 provides information on the allocation of special educational teaching resources.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>DES Circular 42/2018 'Best practice guidance for primary schools in the use of programmes and/or external facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing Policy Statement and Framework for Practice'</p>	<p>DES Circular 42/2018 provides comprehensive and strengthened guidance for schools on the effective use of programmes and external facilitators in line with the Wellbeing Policy Statement and Framework for Practice.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Guidance for developing an Acceptable Usage Policy for Information and Communications Technology (ICT)</p> <p>https://www.pdsttechnologyineducation.ie/en/NEWS/How-to-develop-an-Acceptable-Use-Policy.html</p>	<p>The PDST Technology in Education guidelines support schools in developing Acceptable Usage policies for ICT.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Guidelines for Primary Schools - Supporting Pupils with Special Educational Needs in Mainstream Schools (DES, 2017):</p> <p>https://www.education.ie/en/The-Education-System/Special-Education/Guidelines-for-Primary-Schools-Supporting-Pupils-with-Special-Educational-Needs-in-Mainstream-Schools.pdf</p>	<p>The main purpose of these documents is to provide guidance to schools on the use, organisation and deployment of additional teaching resources for pupils with special educational needs.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Leadership and Management in Primary Schools Circular 0070/2018</p> <p>https://circulars.gov.ie/pdf/circular/education/2018/70.pdf</p>	<p>This circular sets out a leadership and management framework for posts in recognised primary schools.</p>	<p>Culture & Environment</p>
<p>Looking at our Schools 2016 - A quality framework for Primary Schools (DES, 2016):</p> <p>https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-Our-School-2016-A-Quality-Framework-for-Primary-Schools.pdf</p>	<p><i>Looking at our Schools 2016 – A Quality framework for Schools</i> is designed to give a clear picture of what good or very good practices in a school look like. It allows schools to look at their own practices and to identify what they are doing well, and what aspects of the school's work could be further developed to improve pupils' learning experiences and outcomes.</p>	<p>Curriculum (Teaching & Learning)</p>

<p>NEPS <i>Continuum of Support</i> Guidelines and Documents:</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Model-of-Service.html</p>	<p>This resource outlines the process schools and teachers may use to identify and cater for the special educational needs of individual pupils in proportion to the impact of those needs on their learning and socialisation. The process moves from simple classroom-based interventions to more specialised and individualised interventions.</p>	<p>Culture & Environment</p> <p>Curriculum (Teaching & Learning)</p>
<p>School Refusal – Good Practice Guide (HSE/NEPS, 2015): https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/School-Refusal/School-Refusal.pdf</p>	<p>This pack is intended to support students, parents and schools in working together to prevent school refusal occurring. In addition, if school refusal does happen, this pack attempts to seek and provide successful solutions so that the student can once again become part of the school community and enjoy a positive experience of school.</p>	<p>Culture & Environment</p> <p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Internet Safety</p>		
<p>Webwise: Primary https://www.webwise.ie/</p> <p>HTML Heroes https://www.webwise.ie/html-heroes</p> <p>MySelfie https://www.webwise.ie/myselfie-wider-world/</p> <p>Safer Internet Day: https://www.webwise.ie/saferinternetday/</p>	<p>The Webwise Primary School Programme is specifically designed for primary school teachers who wish to introduce internet safety when teaching the SPHE curriculum.</p>	<p>Culture & Environment</p> <p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Transitions</p>		
<p>Education Passport (NCCA, 2014): https://www.ncca.ie/en/primary/reporting-and-transfer/education-passport</p>	<p>The Education Passport materials support the transfer of pupil information from primary to post-primary school. From 2014/2015, schools should use these materials.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Transfer from Primary to Post-primary – Department of Education and Skills</p> <p>https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Transfer-from-Primary-to-Post-primary/Transition-to-Post-Primary-School-Staff-Room-Notice.pdf</p>	<p>This resource includes a NEPS transfer profile, a resource pack outlining how to prepare students with additional needs for the transition from primary to post primary school and a sample of transfer programmes and workbooks.</p>	<p>Curriculum (Teaching & Learning)</p>

<p>Transition to Post Primary - Transfer Profile</p> <p>https://www.sess.ie/sites/default/files/inline-files/Transition-to-Post-Primary-Transfer-Profile_0.pdf</p>	<p>The Transfer profile can be used for all / any young person with additional needs transferring to post primary school, to facilitate the sharing of information between schools.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Transition to Post-Primary - Sample Transition Programmes</p> <p>https://www.sess.ie/sites/default/files/inline-files/Transition-to-Post-Primary-School-Sample-Transition-Programmes.pdf</p>	<p>This guide provides a sample of transfer programmes and workbooks, which can be used to prepare a student with additional needs (including ASD) for the transfer from primary to post primary school.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Transition from Primary to Post Primary - Resource Pack</p> <p>https://www.sess.ie/sites/default/files/inline-files/Transition-from-Primary-to-Post-Primary.pdf</p>	<p>This good practice guide was developed to support students with Autism Spectrum Disorders (ASDs) who are transitioning from primary to post-primary school. It includes information on preparing for the transition, supporting the transition process, a checklist for parents and a Post-Primary Transfer Profile.</p>	<p>Curriculum (Teaching & Learning)</p>
<p>Websites of resources</p>		
<p>HSE Schools Team</p> <p>www.hse.ie/schoolswellbeing</p>	<p>Information on the resources and professional development provided by the HSE Health Promotion and Improvement schools team.</p>	<p>Culture & Environment</p> <p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p><i>Professional Development Service for Teachers</i></p> <p>https://pdst.ie/primary/healthwellbeing</p>	<p>This resource provides information and resource documents on anti-bullying, child protection, physical education, RSE, SPHE, Walk Tall and teacher wellbeing.</p>	<p>Culture & Environment</p> <p>Curriculum (Teaching & Learning)</p> <p>Relationships & Partnerships</p>
<p>Scoilnet</p> <p>https://www.scoilnet.ie</p>	<p>Scoilnet is the official education portal of the Department of Education and Skills in Ireland. This website provides curriculum-focused resources and support for primary teachers</p>	<p>Curriculum (Teaching & Learning)</p>

Key Area 4 - Relationships & Partnerships

Resource	Description	Other Relevant Key Areas
Anti-Bullying		
Anti-Bullying Procedures for Primary and Post-Primary Schools (DES, 2013): https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf	The Anti-Bullying procedures for primary and post-primary schools are mandatory and each school must have an anti-bullying policy which is reviewed annually.	Culture & Environment Curriculum (Teaching & Learning) Policy & Planning
The National Anti-Bullying Website: www.tacklebullying.ie	A national anti-bullying website to support young people, parents and teachers affected by bullying.	Culture & Environment Curriculum (Teaching & Learning)
Child Protection		
Child Protection Procedures for Primary and Post-Primary Schools (DES, 2017): https://www.education.ie/en/Schools-Colleges/Information/Child-Protection	Child Protection Procedures for schools are mandatory. Compulsory templates for Child Safeguarding Statements, Annual Reviews and Risk Assessments must be used as per DES guidelines on the DES website.	Culture & Environment Policy & Planning
Classroom Management		
Incredible Years Teacher Classroom Management (TCM) Programme http://incredibleyears.com/programs/teacher/classroom-mgt-curriculum/	The Incredible Years' programme is a primary whole school-based prevention and early intervention programme designed to reduce conduct problems and promote children's pro-social behaviour.	Culture & Environment Curriculum (Teaching & Learning)
Guidelines and Circulars		
Critical Incident Guidelines (NEPS, 2017): https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/Critical-Incidents.html	These guidelines help schools to plan for and to cope with the various challenges that arise from critical incidents.	Culture & Environment Policy & Planning

School Refusal – Good Practice Guide (HSE/NEPS, 2015): https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/School-Refusal/School-Refusal.pdf	This pack is intended to support students, parents and schools in working together to prevent school refusal occurring. In addition, if school refusal does happen, this pack attempts to seek and provide successful solutions so that the student can once again become part of the school community and enjoy a positive experience of school.	Culture & Environment Curriculum (Teaching & Learning) Policy & Planning
Internet Safety		
Webwise: Primary https://www.webwise.ie/ HTML Heroes https://www.webwise.ie/html-heroes MySelfie https://www.webwise.ie/myselfie-wider-world/ Safer Internet Day: https://www.webwise.ie/saferinternetday/	The Webwise Primary School Programme is specifically designed for primary school teachers who wish to introduce internet safety when teaching the SPHE curriculum.	Culture & Environment Curriculum (Teaching & Learning) Policy & Planning
Pupil Health and Wellbeing		
HSE. Look after yourself, look after your mental health – Information for lesbian, gay, bisexual and transgender people http://www.healthpromotion.ie/uploads/docs/HSP00631.pdf	Provides a toolkit and support to help schools to be fully inclusive of Lesbian, Gay, Bisexual and Transgender young people.	Culture & Environment
Setting Up a Social Skills Training Group https://www.education.ie/en/Schools-Colleges/Services/National-Educational-Psychological-Service-NEPS-/NEPS-Guides/Social-Skills-Groups/	This guide provides information for primary schools on starting and running a social skills training group. It also provides information about social skills programmes that were evaluated as effective as part of a two year action research project that took place in Waterford.	Curriculum (Teaching & Learning)
Websites of resources		
HSE Schools Team www.hse.ie/schoolswellbeing	Information on the resources and professional development provided by the HSE Health Promotion and Improvement schools team.	Culture & Environment Curriculum (Teaching & Learning) Relationships & Partnerships
Professional Development Service for Teachers https://pdst.ie/primary/healthwellbeing	This resource provides information and resource documents on anti-bullying, child protection, physical education, RSE, SPHE, Walk Tall and teacher wellbeing.	Culture & Environment Curriculum (Teaching & Learning) Relationships & Partnerships