



Whole School Plan for

SPHE



Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Scoil Íde P.P.S. formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. It was drafted by the SPHE co ordinator Audrey Dempsey with the assistance of staff members and brought to the attention of the Board of Management and Parents.

(b) Rationale

Aspects of SPHE have been taught in Scoil Íde P.P.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ Vision and Aims

(a) Vision:

Social, Personal and Health Education (SPHE) in our school will enable each child to:

- develop a positive sense of self-esteem,
- enhance social and communication skills
- provide opportunities to equip him/her with the knowledge and ability to lead a healthy life.

This policy was developed to coordinate the SPHE curriculum and the various associated programmes and interventions in our school.

(b) Aims:

The children of Scoil Íde P.P.S should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- 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

Objectives:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

- be self-confident and have a positive sense of self-esteem
- develop a sense of personal responsibility and come to understand his/her sexuality and the processes of growth, development and reproduction
- develop and enhance the social skills of communication, co-operation and conflict resolution
- create and maintain supportive relationships both now and in the future
- develop an understanding of healthy living, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- develop a sense of safety and an ability to protect himself/herself from danger and abuse
- make decisions, solve problems and take appropriate actions in various personal, social and health contexts
- become aware of, and discerning about, the various influences on choices and decisions
- begin to identify, review and evaluate the values and attitudes that are held by individuals and society and to recognise that these affect thoughts and actions
- respect the environment and develop a sense of responsibility for its long-term care
- develop some of the skills and abilities necessary for participating fully in groups and in society
- become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- begin to understand the concepts of personal, local, national, European and global identity
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups
- promote the values of a just and caring society in an age-appropriate manner and understand the importance of seeking truth and peace.
- (See page 10 of the Curriculum Statement)

■ **Content of Plan**

Curriculum:

1. Strands and Strand Units:

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: *Myself*, *Myself and others*, and *Myself and the wider world*.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Scoil Íde P.P.S. will teach aspects of all three major strand units each year and strand units will be chosen in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Scoil Íde P.P.S. have created this schedule to reflect this approach:

| | YEAR 1 | | YEAR 2 | |
|--------------|----------------------------|-----------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------|
| <i>Month</i> | <i>Strand</i> | <i>Strand Unit</i> | <i>Strand</i> | <i>Strand Unit</i> |
| Sept/Oct | Myself | Self-Identity | Myself and others | Myself and my Family |
| Nov/Dec | Myself and others | My Friends and other people | Myself and others | Relating to others |
| Jan/Feb | Myself | Safety and protection (Stay Safe Programme to be implemented in full) | Myself | Growing and changing (RSE) Revision of the 'sensitive' topics in Stay Safe |
| March/April | Myself | Making decisions (Stay Safe continued) | Myself | Taking care of my body (RSE) |
| May/June | Myself and the wider world | Media education | Myself and the wider world | Developing citizenship |

■ **Contexts for SPHE:**

SPHE will be taught in Scoil Íde P.P.S. through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Scoil Íde P.P.S has created a positive atmosphere by:

Building effective communication within the school

In-school:

- Notice Boards – Staff Rooms/Staff Memos and use of Aladdin Schools Memo System
- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher. Please see the school's 'Code of Behaviour and Discipline – Anti-Bullying Policy
- Regular Staff Meetings
- Children are aware who the DLP and the DDLP are at all times
- School leaders committed to being approachable

Parents:

- Monthly Newsletter
- Parents portal on Aladdin
- Parent/Teacher Meetings
- Child Safeguarding Statement prominently displayed at school entrance

- Parent's Association in the school
- Parent's Association e-mails/online communication
- School Twitter account

Visitors:

- Visitors are greeted upon arrival
- Visitors must sign in at the office and wear a visitor badge
- Visitors are invited to staff room for breaks

Catering for individual needs

- Individual/group reward system in every class
- Achievements/Birthdays announced at Monthly Assembly
- School choir/sports teams/quizzes/school concerts
- Personal pupil profiles for some
- Continuum of Support
- Variety of teaching styles and activities
- Social skill training
- SEN team

Creating a health-promoting physical environment:

- Beautifully decorated & well maintained school
- Playground markings for yard time activities
- Children's work on display throughout school
- Continued involvement and active engagement by all pupils in the Green School's Committee
- Recycling in classrooms
- Newsletter
- Junior Road Safety Officers
- Challenge to Change Initiative
- Incredible Edibles Initiative

Developing democratic processes:

- Pupils involved in drawing up class rules
- Code of Behaviour is widely publicised and regularly reviewed in class by class teacher
- Job allocations in classrooms
- Involvement in school activities
- Children represent the school in a wide variety of activities e.g. sports, music, art, quizzes etc.
- All staff, parents and pupils consulted on Child Safeguarding Statement
- SSE: all staff, parents and pupils are consulted

Enhancing self-esteem and Well-Being of members of the school community:

- A reward system in place; classes/displaying children's work
- Openness to change/photographs on display (including schools website) of winners/successes/a special visit/play in our school yard
- Induction process for New Junior Infants and their Parents/Guardians
- New pupils – appointed 'buddies' to look after them
- Friendship bench
- Folder on T-Drive for new staff members on policy & procedures
- Involvement in committees
- Regular appraisal of staff efforts
- Well-being interventions promoted and evident in the school
- Réalta na Míosa / Líne na Míosa
- Weaving Well-Being programme
- Social skills groups, Aistear, Movement breaks
- Collaborative culture
- Information of 'Inspire Wellbeing' displayed in staffroom

Fostering respect for diversity:

- Anti-bullying policy exists and is practised by all staff members
- Communicating school policies and practices to all parents and children
- To provide opportunity, insofar as in practically possible, to as many pupils as possible to become involved in extra-school activities
- Resources are in place to cater for needs of minorities
- Integration of different social groups through organised games, activities, etc

Fostering inclusive and respectful language:

- Refer to children by first name or chosen abbreviation of name.
- Praise, encourage and affirm
- Zero tolerance of racist/ offensive language
- Pupils receiving support from the Special Educational Team are referred to as ‘working with Ms/Mr’
- Promote minority cultures in a positive light
- Being conscious of different family structures and units, respect them and refer to them in whole class situations

Developing appropriate communication:

- Regular newsletters, notice boards, posters etc.
- PT meetings
- Use of parent portal on Aladdin: notice board, homework
- Parents Association in place and supported in school
- Effective implementation of the Special Educational Support Policy regarding communication with parents/guardians of children proposed for or already attending SES

Developing a school approach to assessment:

- Effective implementation of the school’s Assessment Policy with equal emphasis on assessment of learning and assessment for learning.

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher’s timetable in Scoil Íde P.P.S. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

3. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt an thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Friendship Week, Grandparents Day, Agri-Awareness, Lenten Campaign, Challenge to Change and Green Schools etc. will also be explored.

■ Approaches and Methodologies:

Scoil Íde P.P.S believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- drama activities
- circle time
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children’s work

■ **Assessment:**

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child’s progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Scoil Íde P.P.S uses the following recommended informal tools for assessment in SPHE:

- Teacher observation
- Teacher-designed tasks and tests
- Portfolios and projects

Resource materials such as the checklists in ‘School Self Evaluation in SPHE’ can also be used by the class teachers in assessing pupils’ abilities in SPHE.

■ **Children with Different Needs:**

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary through the use of social skills groups and programmes such as ‘Weaving Wellbeing’ and ‘Zippy’s Friends’. Scoil Ide PPS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

■ **Equality of Participation and Access:**

Scoil Ide PPS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed school in infants and first classes and girls only from second to sixth classes and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc.

Organisation:

■ **Policies and Programmes that support SPHE:**

| <i>Policies</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Child Protection• Anti-Bullying• Relationships and Sexuality Education• Substance Use• Code of Behaviour• Enrolment• Health and Safety• Internet Acceptable Usage• Intimate Care Policy |

| <i>Programmes</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Active Schools• Food Dudes (when possible)• Green Schools• Challenge to Change• Incredible Edibles• Zippy’s Friends• Weaving Wellbeing |

■ **Homework:**

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class. Stay Safe homework will be prescribed when the programme is delivered in class.

■ **Resources:**

9.1 Programmes and Other Materials:

| Books for Pupil | Books for Teacher | Audio / Visual | Posters | Media & ICT |
|------------------------|-------------------------------------------------------------------------|---------------------------|---------------------------------------|----------------------------------------------------------------------------------|
| Photocopiable sheets | RSE Manuals Walk Tall Stay Safe Bi Follain Making the Links | Busy Bodies Food Dudes | Various posters throughout the school | Scoilnet PDST RSA Interactive Teacher manuals Youtube Staysafe.ie |

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies.

■ **Individual Teachers' Planning and Reporting:**

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

■ **Staff Development:**

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- Child Protection- all staff will undertake up to date training with the Child Protection guidelines.
- New staff will become familiar with relevant plans and policies
- Staff will be familiar with the Child Safeguarding Statement and review it when necessary.
- PDST Advisor support and modelling of lessons (when applicable)

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

■ **Parental Involvement:**

Parental involvement is considered an integral part to effectively implementing SPHE as Scoil Íde PPS believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE. Parents are required to give a written explanation if they decide they do not wish their child to participate in the Stay Safe programme as this is a mandatory programme.

Community Links:

Scoil Íde PPS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with members such as the Dental Hygienist, Health Nurse, Firefighter, Vet, Garda, Parents and Grandparents.

■ **Success Criteria**

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

■ **Implementation**

(a) Roles and Responsibilities:

Scoil Íde PPS believes that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

(b) Timeframe:

The plan will be implemented in September 2019.

■ **Review**

(a) Roles and Responsibilities:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The SPHE co ordinator is responsible for co-ordinating this review.

(b) Timeframe:

This plan will be reviewed as necessary.

■ **Ratification and Communication**

The Board of Management of Scoil Íde PPS ratified this plan in June 2019.

Signed _____

Date _____

This plan is available for viewing on the school website.