



O'Growney National School

Social, Personal and Health Education Plan (S.P.H.E.)

{Revised - April 2018}

Introduction:

What is S.P.H.E.?

Social, personal and health education provides particular opportunities to foster the personal development, health and well-being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.

S.P.H.E. can provide the environment, the approaches and the variety of learning experiences that will help children to understand themselves, to relate to others, and to establish and maintain healthy patterns of behaviour. S.P.H.E. complements and supports work continuing in other subject areas and takes cognisance of the need for allocated time to address particular issues.

This plan was reviewed during school staff meetings. All staff were involved in the development of the plan.

Rationale/Vision:

S.P.H.E. has a moral and spiritual dimension. It is influenced by the ethos and characteristic spirit of the school.

S.P.H.E. in our school will enable each child to:

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

Aims:

We endorse the aims and objectives of the S.P.H.E. curriculum:

- *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.*

(See page 9 of the Curriculum Statement)

Objectives:

When due account is taken of intrinsic abilities and varying circumstances, the S.P.H.E. 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 oneself 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 recognize that these affect thoughts and actions.*
- *Respect the environment and develop a sense of responsibility for its long-term care.*
- *Develop some of the skill 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)

The key characteristics of the S.P.H.E. curriculum:

The key characteristics of the curriculum are that S.P.H.E.:

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| <ul style="list-style-type: none"> • <i>Is a life-long process</i> • <i>Is a shared responsibility, between family, school, health professionals and the community</i> • <i>Can be presented through a variety of approaches</i> • <i>Is based on the needs of children</i> • <i>Is spiral in nature</i> • <i>Is developed in a combination of contexts</i> • <i>Engages children in activity-based learning.</i> |
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Content:

Since S.P.H.E. is spiral in nature we will cover the following content at each level throughout the school over a two year period.

	<u>Strand Units (Year 1)</u> <u>Strands</u> (2018/2019, 2020/2021, 2022/2023, etc.)	<u>Strand Units (Year 2)</u> <u>Strands</u> (2019/2020, 2021/2022, 2023/2024 etc.)
Term One	<i>Self Identity – Myself</i> <i>(Sept/Oct)</i>	<i>Myself & My Family – Myself and Others</i> <i>(Sept/Oct)</i>
	<i>My friends and other people – Myself and Others</i> <i>(Nov/Dec)</i>	<i>Relating to Others– Myself/Others</i> <i>(Nov/Dec)</i>
Term Two	<i>3rd-6th Class Safety and Protection – Myself</i> <i>(Jan/ Feb)</i>	<i>Growing & Changing – Myself</i> <i>(Jan/ Feb)</i>
	<i>Making Decisions * – Myself</i> <i>(Mar/Apr)</i>	<i>Taking Care of my body – Myself</i> <i>(Mar/Apr)</i>
Term Three	<i>Media Education – Myself and the Wider World</i> <i>(May/ June)</i>	<i>Developing Citizenship – Myself and the Wider World</i> <i>(May/June)</i> <i>Infants - 2nd Class Road safety, fire safety, water safety, farm safety (safety & protection).</i>

*Making decisions is only a strand unit from 3rd – 6th Class, Junior – 2nd Class may complete the Safety Issues section of Safety and Protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd – 6th Class, placing the strand unit Making Decisions after the Safety and Protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making Decisions through the Stay Safe Programme.

Overview of content for S.P.H.E. – The strands and strand units

Strand	Strand units
<i>Myself</i>	<p><i>Self-identity</i> <i>Self awareness</i> <i>Developing self-confidence</i> <i>Making decisions</i></p> <p><i>Taking care of my body</i> <i>Health and well-being</i> <i>Knowing about my body</i> <i>Food and nutrition</i></p> <p><i>Growing and changing</i> <i>As I grow I change</i> <i>New life</i> <i>Feelings and emotions</i></p> <p><i>Safety and protection</i> <i>Personal safety</i> <i>Safety issues</i></p> <p><i>Making decisions*</i></p>
<i>Myself and others</i>	<p><i>Myself and my family</i> <i>My friends and other people</i> <i>Relating to others</i></p>
<i>Myself and the wider world</i>	<p><i>Developing citizenship</i></p> <p><i>My school community</i> <i>Living in the local community</i> <i>National, European and wider communities</i> <i>Environmental care</i> <i>The sub-unit Environmental care is developed in detail in SESE</i></p> <p><i>Media education</i></p>

These units or sub-units are integrated in other strands and strand units in the curriculum for infants and first and second classes.

Teaching/Learning Contexts:

We will teach S.P.H.E. in a combination of the following contexts:

A positive school climate and atmosphere and adopt strategies such as:

Building effective communication within the school:

In School:

- *Notice Boards / Website*
- *Children are involved in some in-class decisions*
- *Children report bullying to class teacher/ principal / vice principal or a teacher they trust.*
- *Children are involved in projects such as: our poly-tunnel, our walking track, healthy eating, etc.*

Parents:

- *Notes i.e. homework journal*
- *Parents receive notices via letter or the school website.*
- *Parent/Teacher Meetings – by appointment meetings also.*
- *Parents' Association in the school.*
- *We may feel the need to organise talks for parents on topical or current issues.*
- *Fundraising – sponsored walk, cake sales, Easter raffles, etc.*

Visitors:

- *Visitors are greeted upon arrival.*
- *Invited to staff room for breaks.*

Catering for individual needs:

- *Individual reward system in every class.*
- *Whole School rewards scheme where stickers are rewarded to class groupings for positive behavior. The class aim to work up an hour of golden time.*
- *Announcements made.*
- *School choir/sports teams/quizzes/school concert.*
- *Timetabling is very fair for withdrawal.*
- *We use a variety of teaching styles and activities.*
- *General positive school climate with regard to reinforcing positive behaviour.*
- *Resource Teacher.*
- *Learning Support Teacher.*

Creating a health-promoting physical environment:

- *Well maintained school.*
- *Playground marking for yard time activities.*
- *Children's work on display throughout school.*
- *Poly-tunnel and gardening.*
- *Litter management by senior pupils.*
- *Recycling in classrooms.*
- *Active classrooms. (The ten at ten,*
- *School walking track.*
- *Buddy bench.*
- *School Wall where each classes' positive behavior is celebrated through our sticker system.*

Developing democratic processes:

- *Pupils involved in drawing up class rules.*
- *Code of Behaviour is widely publicized.*
- *Children help to recycle at school.*
- *Reading buddies/recycling campaign/poly-tunnel/ buddy bench.*
- *Job allocations in classrooms.*
- *Involvement in school activities i) on own time ii) with materials.*
- *Children represent the school in a wide variety of activities e.g. sports, music, art, science etc.*

Enhancing the self-esteem and well-being of members of the school community:

- *Reward systems in place/displaying children's work.*
- *Openness to change/photographs on display of various activities/successes/ special visits etc.*
- *New pupils – appointed 'buddies' to look after them if needed.*
- *Participation in outside competitions.*
- *Celebrating achievements.*
- *Availing of P.D.S.T. support.*
- *Teaching of skills for building and nurturing self-esteem during discrete S.P.H.E. time.*

Fostering respect for diversity:

- *Anti-bullying policy adopted and is practiced by all staff members. Communicating school policies and practices to all parents and children by means of notice board, website and paper copy if requested.*
- *All children are included in teams, choirs, concerts, photo opportunities etc.*
- *Groups are regularly changed and do not always consist of the same children*
- *Teams are not always chosen by individual children*
- *Books used are bias-free and gender equity is promoted at all levels*
- *The strengths of individual children are fostered*
- *Children are encouraged to listen to different points of view*
- *Celebrate diversity in school displays*
- *Discrete teaching time devoted to fostering respect for self and diversity in S.P.H.E.*

Fostering inclusive and respectful language:

- *Refer to children by Christian name.*
- *Praise, encourage and affirm.*
- *Zero tolerance of racist/offensive language.*
- *Awareness e.g. children go to Mrs. X – not negative labelling*
- *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.*
- *Teachers and staff model respectful language with children and each other at all times.*

Developing appropriate communication between home and school:

- *P/T meetings. Notes in homework journals.*
- *Parents' Association.*
- *Providing a welcome for new entrants and their parents to the school.*
- *Collaboration for S.N. children for assessment / I.E.P. etc.*

Developing a school approach to assessment:

- *Teacher observations (ongoing)*
- *Discussion with children formally/informally*
- *Teacher designated Tasks and Tests*
- *Portfolios / S.A.L.F. folders*
- *Communications with parents via telephone/personally/journals*

Discrete Time:

*Time-tabled ½ hour per week **or** one hour per fortnight.*

Integration:

- *R.E.*
- *S.E.S.E. – History, Geography & Science*
- *English – Language, poetry etc.*
- *Visual Arts – Music & Drama*
- *Physical Education*

Policies:

The following policies related to S.P.H.E. have been drawn up in consultation with parents and the Board of Management

- *Anti -Bullying Policy*
- *Enrolment*
- *R.S.E. Policy*
- *Substance Use Policy*
- *Health Safety Statement*
- *Child Protection Statement*

We have adopted the National Guidelines for the Protection and Welfare of Children and the Department of Education and Skills

Publication of new “Child Protection Procedures for Primary and Post-Primary Schools 2017” Circular 0081/2017

(D.L.P. is Mr. John Brennan and the Deputy D.L.P. is Mrs. Jo-Anne Brennan {1st February 2019})

Approaches and Methodologies:

We will adopt the following approaches and methodologies:

- ✓ *Active learning which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, discussion, use of media and information technologies and looking at children’s work.*
- ✓ *Talk and discussion*
- ✓ *Skills through Content*
- ✓ *Collaborative learning*
- ✓ *Problem-solving*
- ✓ *Use of the Environment*

Resources:

- *Curriculum Teacher Guidelines*
- *Stay Safe (revised edition) Appendix 1*
- *Walk Tall (revised edition) Appendix 2*
- *R.S.E. manuals (revised edition)*
- *Making the links (revised edition (2018):*
 - *Poster sets*
 - *Websites*
 - *Health Promoting Schools Teamwork*

Community Links:

- *Involved in Church choir / singing / mass serving*
- *Involved in Quiz – Credit Union*
- *Carol singing for Christmas*
- *Involved in Cumann na mBunscol, FAI soccer, Athletics etc.*
- *Involved in Environmental Awards*
- *Visits from local Gardai/Health Worker/Fire Officer*
- *Health Board – Provide health checks*
- *Charity Work (6th Class Burma project)*
- *ACCORD (sexual education talk day 6th Class*

NB: When a guest speaker addresses the children in S.P.H.E., the class teacher will remain in the classroom and make the speaker aware of the school plan and attached policies.

Provision for Training and Staff Development:

Some/all of the teaching staff have attended:

- *Training in the Revised Stay Safe Programme*
- *Training with the Revised Walk Tall Programme*
- *Teachers are made aware of S.P.H.E. related C.P.D. courses available online or through Navan Education Centre.*
- *Training on the revised R.S.E. programme (Mrs. Kearney, Mrs. Monaghan and Ms. O' Hare)*
- *Training on the "Incredible Years" programme (Ms. Ní Dhonncha)*
- *Training on the "Sit Up, Stand Up" programme (Ms. Ní Dhonncha and Mrs. Clarke)*
- *Training on the Friends for Life programme (Mrs. Skelly and Ms. McCann)*

Key Considerations:

- *Wide variety of family backgrounds.*
- *S.E.N. children will be included /involved in class lessons.*

Success Criteria/Assessment:

Self-assessment for Teachers

- *Have I covered the agreed strand units?*
- *What do we need to change?*

Pupil Assessment: P 70 – 77.

- *Teacher observation.*
- *Teacher designed tasks and tests.*
- *Projects and Portfolios.*
- *Self-Assessment.*

Roles and Responsibilities:

- *B.O.M. – ratify plan and support implementation.*
- *Parents – be aware of content of school plan and support S.P.H.E. through involvement in homework e.g.*
- *Principal – oversees implementation and supports staff.*
- *Teachers – follow school plan and implement S.P.H.E. accordingly.*
- *Pupils – co-operate and participate in class lesson.*
- *Other staff – be aware of contents of this plan and follow procedures regarding same.*

Implementation:

This policy will be implemented immediately following ratification by the Board of Management and communication to the Parents' Association.

Review and Monitoring:

This policy has been made available to school personnel and the Parents' Association and is readily accessible to parents on request. A copy of this policy will be made available to the Department and the Patron, if requested. This policy will be monitored and reviewed every three years by the Board of Management. (2018 – 2021)

This policy was ratified by the Board of Management on 15th May, 2018