

Whole School Development Plan for SPHE

Table of Contents

- **Rationale**
- **Vision and aims**
- **Content of the Plan**
 1. **Content objectives for each class level**
 2. **Contexts for SPHE**
 3. **Approaches and Methodologies**
 4. **Assessment and Record Keeping**
 5. **Children with different needs**
 6. **Equality of participation and access**
 7. **Policies and Programmes that support SPHE**
 8. **Resources and ICT**
 9. **Individual Teachers' Planning and Reporting**
 10. **Staff Development**
 11. **Parental Involvement**
 12. **Community Links**
- **Success Criteria**
- **Implementation and Review**
- **Ratification and Communication**

SPHE

■ Introductory Statement and Rationale

(a) Introductory Statement

The SPHE Plan for Scoil Ghormáin Naofa was formulated in consultation with the Principal and teaching staff. The plan has been approved by the teachers, the BOM and the parents.

(b) Rationale

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. Through the SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future.

SPHE aims to foster self-worth and self-confidence and places a particular emphasis on developing a sense of personal responsibility for one's own behaviour and actions. SPHE promotes self-awareness and understanding by helping children to name and manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds. They can learn how to manage their own behaviour and to set and review personal goals within a safe and supportive environment. Such intrapersonal development will increase the child's sense of self-efficacy and help him/her to be more in control of his/her life.

The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons.

■ Vision and Aims

(a) Vision:

Scoil Ghormáin Naofa values the uniqueness of all individuals within a caring school environment. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. Through the SPHE programme we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The SPHE Programme should foster personal development, health and well-being of the child and help him/her create and maintain supportive relationships and to become active and responsible citizens in society.

(b)Aims:

The aims of the SPHE Plan of Scoil Ghormáin Naofa are:

- To promote the personal development and well-being of the child
- To enable the children to develop an awareness of their responsibilities to others in a caring community.
- To promote the health of the child and provide a foundation for healthy living in all its aspects.
- To encourage the children to be active in determining their own learning.

■ Content of Plan

Curriculum:

1 Strands and Strand Units:

Curriculum Content

The SPHE programme is implemented on a 2 year cycle indicated in the table below (Based on Making the Links Booklet)

Strands	Strand Units Year 1	Strand Units Year 2
Myself	Self- Identity	
	Taking care of my body	
	Growing and changing	
		Safety and Protection
		Making Decisions
Myself and Others	Myself and my family	
		My friends and other people
		Relating to others
Myself and the Wider World	Developing citizenship	
		Media Education

All teachers are familiar with the strands, strand units and content objectives for their class levels. Curriculum objectives are at the core of each SPHE lesson, and teachers consider this in their own planning.

RSE – This programme will be taught in a variety of ways through a positive school climate, discrete time and integration with other subjects.

Scoil Ghormáin Naofa is mainly divided into multi classes. The topics will be taught

simultaneously to all classes (e.g. same lessons for 5th & 6th classes)

For the strand units 'Growing and Changing' and 'Taking care of my body' refer to RSE Policy of Scoil Ghormáin Naofa.

The school also has a substance use policy in operation.

2 Contexts for SPHE:

SPHE will be taught through a combination of contexts:

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

(See SPHE Curriculum p. 11, Teacher Guidelines: SPHE p. 5, pp.31 - 32, 36 - 41)

3 Approaches and Methodologies:

SPHE is a lifelong process. SPHE begins before the child comes to school and will continue long after he/she has left school. The emphasis in the primary school is on providing a foundation in SPHE that will inform the child's actions and decisions and provide a basis for further development.

SPHE is a shared responsibility. Parents, teachers, health professionals and members of the community all have a responsibility for the social, personal and health development of the child. Their contributions and involvement will be important to the effective implementation of the SPHE programme in the school.

SPHE is a generic approach. Rather than treating topics in isolation, SPHE aims to develop in the child a generic set of skills, attitudes, values and understanding relevant to a range of social, personal and health issues.

SPHE is based on the needs of the child. It is essential in planning an SPHE programme, that priority is given to the needs of the child and his/her environment is taken into consideration. Appropriate adaptations should be made within the curriculum to suit individual requirements and individual school situations.

SPHE is spiral in nature. Similar content is revisited at different stages throughout the child's time in school. This provides opportunities to consolidate and build on previous learning and allows for issues and topics to be explored and treated in a manner appropriate to the children's needs, abilities and levels of maturity.

SPHE teaching occurs both formally and informally in the school. To be effective it should be implemented in a combination of ways, through:

- the context of a positive school climate and atmosphere
- discrete time
- integrated learning

SPHE requires children to be engaged in activity-based learning. Children need to be actively engaged in the learning process in order to use what they have learned in a variety of situations. Through active learning children can make sense of what they have learned and take increasing ownership and responsibility for their own learning.

The following active learning strategies are promoted for SPHE:

- Drama activities e.g. role play
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, worksheets
- Media studies
- Information and communication technologies
- Looking at children's work: portfolios, projects
- Other strategies as devised by the class teacher.

4 Assessment:

Assessment and Recording Keeping

Children's progress in SPHE is assessed mainly through teacher observation:

- The ability of the child to co-operate and work in groups or to work independently
- The informal interactions between the child and adults and between the child and other children
- Physical and emotional maturity
- The quality of work and presentation
- The participation and interest of the child in a variety of activities.

Assessment Tools:

- Teacher observation
- Teacher-designed tasks

5 Children with Different Needs:

At Scoil Ghormáin Naofa all children will have equal access to SPHE education. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities.

For the sensitive issues in the RSE programme, boys and girls in 5th & 6th class are taken in separate sessions.

6 *Equality of Participation and Access:*

Equal opportunities will be given to all children regardless of gender, ethnic background, socio-economic status across all strands and activities.

Scoil Ghormáin Naofa will endeavour to identify provision required, where necessary for the following:

- Members of the Traveller community
- Children experiencing any form of disadvantage
- Children with disabilities
- Families with literacy problems
- Families for whom English is not the first language

■ Organisation

7 *Policies and Programmes that support SPHE:*

7.1 *Policies/Programmes:*

SPHE links with other policies/programmes used in the school – Stay Safe, Child Protection, Code of Behaviour, Anti-Bullying, Health and Safety Statement, Healthy eating.

7.2 *Substance Use Policy:*

The National Drugs Strategy, 'Building on Experience', requires schools to have a drugs policy in place (*Action 43, Ireland's National Drugs Strategy 2001-2008*)

The Substance Use Policy of Scoil Ghormáin Naofa adheres to recommendations in the school's Health and Safety Statement.

As part of our SPHE Programme children learn about the dangers associated with drugs and substance abuse.

7.3 *Relationships and Sexuality Education:*

Overview of RSE Programme and the Busy Bodies HSE Programme used in Scoil Ghormáin Naofa.

Aims:

In partnership with the home our aims are:

- To provide opportunities for our pupils to learn about relationships and sexuality.
- To help them think and act in a moral, caring and responsible way.

- To learn about their own development and about their friendships and relationships with others.

The development of relationships is an integral part of all curriculum subjects. Aspects of RSE are taught during SPHE, Religion, Science, implementation of the Code of Behaviour etc.....

Content:

Junior Infants, Senior Infants, 1st/2nd class

- Naming parts of the body including parts of the male and female body using appropriate anatomical terms.

3rd/4th Classes

- Sequence of development of the human baby from contraception to birth.

5th/6th Classes

- Changes in male and female bodies as they grow
- Puberty
- Reproductive system of male and female
- Understanding sexual intercourse, conception and birth.

Dealing with Questions:

Teachers do not cover the content outside that of the DES Curriculum or the school's religion programme.

Answers to questions must be in line with the Catholic Church's teaching i.e. sexual intercourse will be discussed within the context of marriage. At the same time teachers should answer questions sensitively and should be aware that there are children in our school from many social backgrounds. No child should be made feel uncomfortable or embarrassed when these issues are raised.

Children, who ask questions in class on content outside the curriculum taught, should be talked to individually and discretely, as soon as possible, by the teacher and encouraged to seek answers from their parents. If a child poses such a question the parents will be informed and asked not to ignore it but to deal with it as they see fit.

7.4 Stay Safe Programme:

Under the Child Protection Guidelines 2011, The Stay Safe Programme is an essential core element of the SPHE Programme of Scoil Ghormáin Naofa.

Aim:

To teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous.

Content:

The lessons cover the following areas:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

Children participating in this programme will learn:

- To distinguish between safe and unsafe feelings
- What to do if lost
- What to do if the phone or doorbell rings when they are alone in the house
- The importance of friends in children's lives
- What to do if bullied
- Stay Safe Rules: Say No/Get Away/Tell
- Why not to bully others
- Appreciating normal, appropriate touches
- That unsafe touches should never be kept secret
- How to respond to inappropriate touches (Stay Safe Rules)
- Good and bad secrets
- That some secrets should not be kept

- Who and how to tell if in trouble
- About strangers and safety strategies

7.5 Child Protection:

The school follows the DES Child Protection Guidelines and Procedures, which are based on Children First & National Guidelines for the Protection and Welfare of Children. The principal Ms. Lisa Dempsey is the Designated Liaison Person (DLP) and the Deputy Principal Ms. Anne Gilmartin-Ryan is the Deputy Designated Liaison Person (DDL P). Each teacher has a copy of our policy on Child Protection and a copy is available to parents, through the secretary, if they request one.

8. Resources:

A comprehensive selection of resources is available in the staff room for teaching all strand units including Walk Tall, Stay Safe programme, Busy Bodies (HSE programme) Relationships and Sexuality (DES), Circle Time. Materials must be signed for and returned following use. Materials purchased with school funds remain the property of the school.

Support of members of the local community

There are a number of people in the local community who can support the SPHE curriculum in very significant ways. A local garda, firefighter, crossing warden, nurse or doctor can visit the classroom, work with the teacher, and reinforce what has been taught. Other people who could be involved are a local forestry team, a vet, a presenter from local radio or members of local community groups.

Use of special-focus programmes

Many programmes are available, both national and regional, that may be relevant and useful for SPHE. They deal with issues such as the prevention of substance misuse, celebrating difference, the prevention of child abuse, consumer education, and relationships and sexuality education. It is essential that any special focus programmes used in school, comply with the principles of the SPHE curriculum.

Regional Health Authorities

Health Promotion Centres can support specific aspects of SPHE in the school through the provision of information, training and resources.

Use of various forms of media

Recorded extracts from advertisements, programmes, videos and compact discs will be necessary to examine the influence of the media and the techniques they employ. In this

context the daily newspaper, when it is explored with the children, can also be an invaluable resource in the classroom.

The availability of a range of information and communication technologies offers further possibilities for children to examine methods of communication and information retrieval. Support services for this area, including lists of educational web sites and ideas for using the internet and word-processing programs in the classroom, are all available to schools and can guide and help the teacher in using these technologies to support SPHE. Equally, many computer simulation and adventure programs can provide an interesting medium for exploring some aspects of the SPHE curriculum.

8.1 Programmes and Other Materials:

Be Safe, Stay Safe, Walk Tall, Action for Life, Making the Links (DES)

8.2 Guest Speakers:

Some topics in the SPHE curriculum require outside contribution, e.g. aspects of the RSE programme. Staff have decided that it is in the best interests of the pupil/teacher relationship to use a guest speaker to deal with these topics. Qualified guest speakers with experience in this area are selected to deliver the lessons. The class teacher is responsible for his/her class and should remain with the class at all times. Parents are made aware of the upcoming lessons and content by letter. Guest speakers may also be invited in to speak to pupils about less sensitive issues also.

9. Individual Teachers' Planning and Reporting:

Individual teachers will design an SPHE plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy.

Strands covered in SPHE each month are recorded on the Cúntas Míósúil. The Cúntas Míósúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years.

10. Staff Development:

The school will access the PCSP SPHE Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Visiting teachers/guest speakers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to SPHE available in the area. Time will be allocated at staff meetings to discuss opportunities for development.

11. Parental Involvement:

Parents have a responsibility to encourage their children to participate in all strands of the SPHE curriculum. Parents may view the SPHE policy in the school.

12. Community Links:

Local organisations are invited to provide information on the services that they provide. We are very aware of the school's role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school. There are a number of people in the local community who can support the SPHE curriculum in very significant way.

■ Success Criteria

The criteria for evaluating the success of this policy will be :

- The level of enjoyment exhibited by the children
- The maximum participation by all children
- The development of skills and understanding
- The level of teacher satisfaction in teaching a broad, balanced curriculum.

■ Implementation and Review

(a) Roles and Responsibilities:

Each teacher and the staff as a group will evaluate the progress in SPHE by referring back to our set of stated objectives as stated in this plan. A short session at staff meeting will be allocated to this work.

(b) Timeframe:

This policy will be reviewed at the end of the school year 2017/2018 and every three years thereafter.

Means of assessing the outcomes of the plan may include;

- Teacher/parent/community feedback
- Children's feedback regarding activity levels, enjoyment and skill development
- Inspectors' suggestions/WSE recommendations

■ Ratification and Communication

This SPHE policy was drawn up in 2015/2016 and ratified by the Board of Management on 4/4/16. Parents can inspect the policy in the school office.

The policy will continue to be reviewed on a regular basis to ensure optimum implementation of the music curriculum. All school plans are ratified and communicated to the Board of Management.

This plan will be available for inspection by all interested parties.

Signed: _____
Chairperson BOM

Signed: _____
Principal

Date: _____

Date: _____