

S.P.H.E.

Social Personal & Health Education Policy 2020

Scoil Cholmcille Greencastle

Introduction

S.P.H.E. promotes intrapersonal development by helping children to recognise, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping the child to set and assess his/her own behaviour. S.P.H.E. enables our school to build on existing good practice of the home and community in implementing a school-based policy. We see our role as one of support, a partnership with parents and community. This plan was originally drafted during an in-school planning day in 2003-2004. We are updating this plan to inform on our long and short term plans to build on our existing practice and to enable us to implement our objectives.

Rationale

Aspects of S.P.H.E. are being carried out in the context of a positive school climate and atmosphere through discrete time and through an integrated approach across a range of subject areas.

Existing programmes include:

Stay Safe

Walk Tall

Be Safe

Action –Bullying

This plan formalises our teaching of SPHE and plan for it on a whole school basis to ensure compliance with D.E.S. guidelines

Vision for S.P.H.E.

S.P.H.E. in our school will create a whole school climate, which will enable the development of a confident child, provide opportunities to become equipped with life skills necessary to lead a full and healthy life. This will give him/her an appreciation of self, others and the environment. Through the S.P.H.E. programme, children will develop values, attitudes and skills that will inform their decisions and actions both now and in their future lives. This will help them become participative members in a community where human and cultural diversity is respected.

Aims & Objectives

Aims:

The aims of Social Personal and Health Education are

- 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 take 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

The S.P.H.E. curriculum in our school 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 process of growth, development and reproduction.
- Develop and enhance the social skill of communication, co-operation and conflict resolution.
- Create and maintain supportive relationships both now and in the future.
- Develop an understanding of healthy living 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 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.
- Become aware of some of the individual and community rights and responsibilities that come from living in a democracy
- Develop some of the skills and abilities necessary for participating fully in groups and in society.
- 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.

Strands and Strand Units:

The SPHE curriculum is delineated at four levels— infants, first and second classes, third and fourth classes, and fifth and sixth classes. The curriculum 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. We 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.

St. Dominic's N.S. has created this timetable to reflect this approach.

Strands	Year 1	Year 2
Myself	<i>Self-identity (Sept.-Oct.)</i>	<i>My friends and other people (Sept-Oct)</i>
	<i>Taking care of my body(Nov-Dec)</i>	<i>Making Decisions (Nov-Dec)</i>
	<i>Stay Safe (Jan-Feb)</i> <i>Growing and Changing</i>	
Myself and others	<i>Myself and My Family (March-April.)</i>	
		<i>RSE (Jan-Feb) Safety and Protection</i>
		<i>Relating to others (March-April.)</i>
Myself and the wider world		
	<i>Developing Citizenship (May-June)</i>	<i>Media Education (May-June.)</i>

Note: The full modules of the Stay Safe Programme are taught as a unit of work throughout the school in January and February biannually (year ending 0,2,4,6,8).

Note: The full modules of the RSE programme are taught throughout the school in January and February biannually (year ending 1,3,5,7,9)

Teaching/Learning Content

To ensure a whole school approach and to facilitate cross-curricular links the ten strand units will be covered comprehensively over a two-year period – a time frame of two months for dealing with each strand unit (See overview)

In our school S.P.H.E. will be taught in a combination of the following three ways:

1. Positive school climate and atmosphere. The school will continue to develop the existing school climate and atmosphere under the following headings:

- Building effective communication within the school.
- Catering for individual needs.
- Creating a health-promoting physical environment.
- Developing democratic processes.
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language.
- Developing appropriate communication between home and school.
- Developing a school approach to assessment

2. Discrete teaching time – half an hour per week through this may be blocked as one hour per fortnight as the teacher wishes.
3. An integrated approach: - At all class levels the teacher will endeavour to link SPHE to all appropriate curricular areas.

Policies

The following policies are relevant to SPHE and will inform our teaching in this area:

R.S.E. Policy	Code of Discipline
Substance use Policy	Health and Safety Statement
Enrolment Policy	Child Safeguarding Statement
Anti-bullying Policy	Acceptable Use Policy

These Policies are available in the office and online at scoilcholmcille.ie

Child Protection

In our school all child protection and welfare issues will be dealt with in accordance with “Children First” (National guidance for the protection and welfare of children 2017) and “Child Protection procedures for primary and post-primary schools 2017” (DES)

In our school the D.L.P. is the Principal (Mr Karol Lynch). When our designated liaison person is absent, a second D.L.P. the Deputy Principal (Mrs Úna Doherty) will assume this responsibility.

Current Provision

- Child protection guidelines pack is circulated to staff members for their perusal.
- Some teachers have received training in the Stay Safe Programme.

Special needs and sensitivities: Every child in our school will be given opportunity to participate in SPHE programme. In order to achieve this, it may be necessary to adapt the programme accordingly. In teaching SPHE teachers will endeavour to be sensitive to family, social, cultural, ethnic and religious backgrounds of the children.

Approaches and Methodologies:

We 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
 - ↓ co-operative games

- ✚ use of pictures
 - ✚ photographs and visual images
 - ✚ written activities
 - ✚ use of media
 - ✚ information technologies and looking at children's work
- Talk and discussion
 - Skills through Content
 - Collaborative learning
 - Problem-solving
 - Use of the Environment

Resources:

Books for Pupil	Books for Teacher	Posters & Resources	Media & ICT
	Walk Tall Stay Safe R.S.E. Books SPHE Curriculum Bks Making the Links Food Dudes	Anatomical dolls Prim Ed posters	

Human Resources:

From time to time members of the wider community may be invited to the school to support the SPHE curriculum in very significant ways. In advance of any such visit, the teacher will advise the visitor re content objectives to be addressed. The teacher will acquaint him/herself with content of any presentation being given. A teacher will remain in the classroom at all times.

Training and Staff Development

Some staff have attended training in the following areas and this training will support an effective implementation of the SPHE programme:

- ✚ *training in the Child Abuse Prevention Programme/ Stay Safe*
- ✚ *training in the Substance Misuse programme /Walk Tall*
- ✚ *training in the Relationships and Sexuality Education programme /R.S.E.*

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.

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. The primary emphasis in this area is on informal assessment.

We use the following recommended informal tools for assessment in SPHE:

- ✚ *Teacher observation*

✿ *Teacher-designed tasks and tests*

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. We will know it has achieved its aims if the pupils:

- have increased knowledge, understanding and skills,
- are more aware of their attitudes and values
- are more respectful of themselves and others,
- relate to others in a positive way
- are more actively involved in the school and possibly local community
- feedback from parents and pupils
- happy atmosphere in school

ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
 - Parents → be aware of content of school plan & support SPHE through involvement in homework.
 - Principal → oversees implementation and supports staff.
 - Teachers → follow school plan and implement SPHE accordingly.
 - Pupils → Co-operate and participate in class lesson.
- Other staff → be aware of contents of this plan and follow procedures.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The whole staff is responsible for co-ordinating this review. This plan will be officially reviewed before May 2022 or earlier if the need arises.

Communication

A copy of this plan has been given to each teacher and is available for parents to view in the school.

Ratification

This plan was ratified by the Board of Management in January 2020

Signed: 
(Chairperson, Board of Management)

Date: 29/1/20