

# Scoil Íde

## Whole School

### Plan for SPHE

#### **Introductory Statement**

This policy was reviewed in January 2019. All the teaching staff were asked for input and feedback. Parental input and feedback was also received.

SPHE is a lifelong process and as such begins before the child comes to school. At Scoil Íde, we aim to provide a foundation that will inform the child's actions and decisions and provide a basis for further development.

#### **Rationale**

In developing this plan, the school seeks:

- ✓ To benefit teaching and learning in our school
- ✓ To conform to principles of teaching and learning outlined in the curriculum
- ✓ To review the existing work in SPHE
- ✓ To establish a formal structure for teaching SPHE.

#### **Vision & Aims**

In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform her/his decisions and actions now and in the future –enabling her/him to respect and relate to him/herself and others and become an active and responsible citizen in society.

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. The programme also encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. The parents have the primary role in the social, personal and health education of their children so their role will be encouraged as much as possible.

We endorse the aims and objectives of the Curriculum for SPHE and in addition we emphasise the following:

- ✓ To enable the children to develop an awareness of their responsibilities to others in a caring community
- ✓ To enable the children to take greater control of their personal lives as individuals
- ✓ To encourage the children to be active in determining their own learning.

The content objectives for some of the more sensitive areas of the RSE elements of SPHE will be addressed in discrete time by an invited and qualified speaker for 6<sup>th</sup> class.( Mary Grealis).

Although SPHE is spiral in nature we will cover all strands and strand units at each level throughout the school on a yearly basis.

<u>Strands &amp; Strand Units in Stay Safe</u>	<u>Strands &amp; Strand Units to be covered</u>
(Yearly)	through Walk Tall and Webwise
Myself	Myself
Self-Identity	Taking Care of my Body
Taking Care of my Body	Growing and Changing
Growing and Changing	
Safety and Protection	
Making Decisions	
<a href="#">(Topic 1 Feeling Safe and Unsafe)</a>	
Myself and Others	
My Friends and Other People	
Relating to Others	Myself and the Wider World
Myself	Media Education (Webwise)
Safety and Protection	
Myself and the Wider World	
Media Education	
<a href="#">(Topic 2 Friendship and Bullying)</a>	
Myself	
Safety and Protection	
Taking care of my Body	
Making Decisions	
<a href="#">(Topic 3 Touches)</a>	
Myself	
Self-Identity	
Safety and Protection	
Making Decisions	Myself and the Wider World
Myself and Others	Developing Citizenship
Relating to Others	
<a href="#">(Topic 4 Secrets and Telling)</a>	

	Myself Safety and Protection Making Decisions Myself and Others My Friends and Other People Relating to Others Myself and the Wider World Media Education (Topic 5 Strangers)	Growing and Changing R.S.E Talk 6th class (May/June – Guest facilitator: Mary Grealis).
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### Contexts for SPHE

We aim to teach SPHE in a combination of the following contexts:

- For a period of 30 minutes each week
- Discrete time will be used to develop and practice particular skills and to deal with sensitive issues or to explore issues that are not addressed in other areas of the curriculum.
- At each class level, we seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, SESE, P.E., Visual Arts and Drama.

Within a positive school climate and atmosphere, the following strategies will be adopted:

- Building effective communication within the school and between school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.
- Catering for individual needs (individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents, we strive to identify and meet individual needs)
- Creating a health-promoting physical environment (healthy lunches, healthy lifestyle, road, water, safety and regular fire drills are some of the areas promoted.)
- Promoting democratic processes in certain levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic processes by sharing responsibilities, by valuing the opinions of others, by experiencing a sense of belonging to one's own class group and the wider school community and by developing a sense of commitment to common goals
- Enhancing the self-esteem of all members of the school community. The staff is aware that their role in helping children develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum are central to our ethos. They are a sense of identity, of belonging, of purpose, of worth and a sense of competence.
- Fostering respect for diversity and prioritising inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.
- Developing a school approach to assessment.
- Taking responsibility and pride in the school environment by promotion of behaviour and habits required for maintaining a clean environment.

## **Approaches & Methodologies**

We will adopt the following approaches and methodologies (taking into account the school facilities and the children's needs).

- ✓ Talk and discussion (pairs, small groups, with whole class debates)
- ✓ Skills through content
- ✓ Collaborative learning
- ✓ Problem-solving
- ✓ Use of the environment
- ✓ Active learning which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, use of media and information technologies and looking at children's work.

## **Assessment**

Children's progress in SPHE is assessed through:

Teacher observation:

The ability of children to cooperate and work in groups or to work independently

The informal interaction between the child and adults and between the child and other children

Physical and emotional maturity

The quality and presentation of work

The participation and interest of the child in a variety of activities.

Teacher-designed task and tests:

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals.

Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations.

Self-assessment by children:

Children are encouraged to engage in assessing their behaviour and maturity, and to reflect on their learning.

DES/Outside Assessment

## **Children with different needs**

In line with the ethos of our school we aim always to be sensitive to and respectful of emotional, physical and academic needs of our pupils. Activities will be used considering the special needs of our pupils. Children who experience bereavement or loss, serious illness or other major personal situations are supported, and consideration is given to meeting their individual needs in the most appropriate manner.

## **Equality of Participation and Access**

Every child has access to every aspect of SPHE taught in every class. Individual sensitivities will be considered when choosing activities. We view the SPHE programme as playing a key-role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities.

## **Policies and programmes that support SPHE**

We will use the Walk Tall, Stay Safe and Webwise programmes as our main resources and the SPHE curriculum statement and guidelines. Fifth class follow the Friends For Life Programme.

Other resources include N.W.H.B. publications, An Trócaire packs Action for Life, Grow in Love programme, Bóthar resources, Fire Safety presentation, Garda presentation on safety, nurses' presentation on health, RSA (Road Safety Authority) materials, Swim Ireland resources and others as they become available.

The following organisational policies have been developed by teachers and have been ratified by our B.O.M. They will be reviewed every two years. Parents are invited to view these documents on our school website.

Accident/Injury  
Child Protection and Welfare  
Code of Behaviour  
Health and Safety  
Healthy Lunch  
Relationships and Sexuality Education  
Substance Use  
Supervision  
Anti-bullying  
Use of Children's Images.

### **Dealing with questions/confidentiality**

Teachers establish ground rules limiting the discussion to material covered in present or previous lessons and ground rules covering the limits of the discussion, the level of respect required and the concept of confidentiality.

### **Communication with parents re RSE & Stay Safe matters/Parents' choices**

Parents have the right to choose whether or not their children receive instruction in the areas covered by the RSE/Stay Safe objectives. Parents may choose to withdraw their children from some or all of these objectives. All parents will be made aware of the RSE and Stay Safe topics that will be covered each school year and the ethos within which they will be delivered. Any parent who has concerns should discuss them with the class teacher. A parent who asks to have his/her child withdrawn from specific objectives should do so in writing.

### **Guest Speakers**

Suitably qualified guest speakers may be invited to complement the work of the class teachers. They will be briefed on school policy as related to their subject matter. A class teacher will be present at all times.

### **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. Each year at staff meetings, and informally throughout the year, teachers are reminded of the school's Child Safeguarding Statement and the procedures to be followed in dealing with incidents related to child protection. Parents are also informed of these procedures from time to time. Each teacher has a copy of our policy on Child Safeguarding Statement and a copy is available to parents. A copy is also published on the school website.

### **Resources**

We will select resources/materials that are:

- ✓ Reflective of our school ethos
  - ✓ In line with the principles of the SPHE Curriculum
  - ✓ Age appropriate
  - ✓ Closely matched to specific objectives
  - ✓ Free of bias, racial or sexual stereotyping
  - ✓ Produced by a reputable agency.
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Specific software, DVDs, online links and textbooks support the SPHE programme. The choice of materials will be reviewed from time to time and may be changed as required. Materials purchased with school funds remain the property of the school.

### **Individual Teachers' Planning**

Teachers should base their yearly and short-term plans on the approaches set out in this whole school plan for SPHE. Work covered will be outlined in the Cuntas Míosúil, which will be submitted to the principal.

### **Staff Development**

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. Skills and expertise within the school are shared and developed through input at staff meetings.

The DLP and/or teaching staff have attended:

Training in the Child Abuse Prevention Programme (Stay Safe)

Training in the Substance Misuse programme (Walk Tall)

Training in the Relationships and Sexuality programme (R.S.E.)

In-service seminars hosted by the PDST, CAPP, TUSLA, DES, HSE, Patron of the school, CPSMA,

Online Children First Training on the websites [www.tusla.ie](http://www.tusla.ie) and [www.pdst.ie](http://www.pdst.ie)

### **Parental Involvement**

SPHE is a shared responsibility between family and school. The following list sets out the agreement reached by the teachers and the Board of Management:

- ✓ Copies of the school plan for SPHE are available from our school website.
- ✓ Parents of senior pupils will be made aware of content objectives that deal with sensitive issues and will be asked to discuss these issues with their children prior to lessons in school.

### **Community Links**

The school will liaise with the Health Promotion Unit of the local Health Board and other agencies including, Garda, clergy, Heritage Council specialists, local environmentalists, trained SPHE presenters and parents).

### **Success Criteria**

The success of this plan will be measured using the following criteria:

- ✓ Implementation of the SPHE curriculum will be evident in teachers' work
- ✓ Continuity of content and methodology will be evident in teachers' preparation and monthly reports
- ✓ On-going assessment will show that pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality.

SPHE is a lifelong process and as such some of the result may not be assessed while the children are still in school, however the school will use the following guidelines when reflecting on SPHE:

- ✓ Happy environment
- ✓ Respect for each other, how does this show?
- ✓ Discipline and bullying, what are our observations?
- ✓ Self care.

### **Implementation**

(a) Roles and Responsibilities:

The Principal and teaching staff believe that SPHE is a shared responsibility between family, school, health professionals and the community and we see ourselves supporting the home (parents/guardians) in this lifelong process and will seek at all times to develop positive relations with all these parties.

The whole staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report on findings as appropriate.

(b) Timeframe

The staff will endeavour to implement the SPHE curriculum comprehensively before the pupils graduate from this school.

**Review**

The SPHE plan will be evaluated in January 2020 and reviewed on a yearly basis.

**Ratification**

This school plan was approved by the Board of Management of Scoil Ide by the

Chairperson of the Board of Management: -----

Date: -----