**SPHE Policy Ballindaggin National School**

**INTRODUCTION:**

This plan was formulated during the 2018/2019 school year.

**RATIONALE/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.

**AIMS:**

The aims of the SPHE curriculum, as set out in the Primary School Curriculum are as follows:

* 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:**

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

There are three strands to the SPHE Curriculum. These are further divided into strand units:

*Strands Strand Units*

*The SPHE Curriculum is divided up into three Strands.* Each strand is further divided into particular units or topics. To ensure that each pupil receives a comprehensive programme in all strands, the school applies the following term timetable, over a two -year cycle.

1. *Myself*

*Self identity / Self esteem*

*Taking care of my body*

*Growing and Changing*

*Safety and Protection*

*Making Decisions (R3-R6)*

1. *Myself and others*

*Myself and my family*

*My friends and other people*

*Relating to others*

1. *Myself and the wider world*

*Developing Citizenship*

*Media Education*

St Colman’s N.S. SPHE Two Year Plan

|  |  |  |
| --- | --- | --- |
| Month | Year 1  2018-2019 | Year 2  2019-2020 |
| Sept / Oct | Self-identity (Myself) | Myself and my family (Myself and others) |
| Nov / Dec | My friends and other people (Myself and others) | Relating to others (Myself and others) |
| Jan / Feb | Safety and protection (Myself)Stay safe | Growing and changing (Myself) |
| Mar / Apr | Making decisions \* (Myself) Stay safe | Taking care of my body (Myself) |
| May / June | Media education (Myself and the wider world) | Developing citizenship (Myself and the wider world) |

\*Making decisions is only a strand unit from 3rd – 6th. Junior – 2nd may complete the Safety issues section of Safety and Protection at this time (Road/Fire/Water Safety). Due to the increased amount of lessons in the Stay Safe programme from 3rd to 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.

**TEACHING/LEARNING CONTEXTS:**

We will teach SPHE in a combination of the following contexts:

1. Discrete curriculum time. 30 minutes per week is allocated in the curriculum. This should primarily be used to deliver the aspects of SPHE covered in the Walk Tall Programme, the RSE programme and the Stay Safe programme.
2. Integration

Opportunities for Integration are available with the following subjects

* R.E.
* S.E.S.E.
* ENGLISH
* VISUAL ARTS
* PHYSICAL EDUCATION

Other aspects of the SPHE curriculum are integrated across the primary school curriculum. For example:

The stand Myself and Others is also part of the Core Curriculum programme.

The strand unit Living Things (part of the SESE curriculum) is closely related to the SPHE Strand Myself.

The PE plan stresses the importance of physical activity for health and well being.

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

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.

• Bi-Annual Staff Reviews

• Regular Whole Staff Meetings

• School Leaders committed to being approachable

Parents:

• Notes i.e. homework journal

• Notices via Aladdin Connect

• Parent/Teacher Meetings

• Parent’s Association in the school.

• Parent’s Association organise talks for parents/coursed etc. fundraising.

Catering for individual needs

• Individual reward system in every class.

• Achievements/Birthdays Announced at Assembly.

• School choir/sports teams/quizzes/school concert.

• General positive school climate with regard to reinforcing positive behaviour.

Creating a health-promoting physical environment

• Beautifully decorated & well maintained school.

• Playground markings for yard time activities.

• Children’s work on display throughout school.

• Develop School Environment (garden beds etc)

• Continued Involvement and active engagement by all pupils in the Green School’s Committee

• School Garden’s maintained by Senior Pupils

• Litter management by senior pupils.

• Recycling in classrooms.

• Newsletter

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.

• Student Council

Enhancing the 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.

• Folder for new staff members on policy & procedures.

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.

• Resources are in place to cater for needs of minorities e.g. SNAs, non-national Resource teacher.

* Stay Safe Programme to help children who exhibit bullying and/or anti-social behaviour.

Fostering inclusive and respectful language

• Refer to children by Christian name.

• Praise, encourage and affirm.

• Zero tolerance of racist/ offensive language.

• Being conscious of different family structures and units, respect them and refer to them in whole class situations. ‘Tell your Mam or Dad or whoever is at home’

Developing appropriate communication between home and school

• PT meetings. Notes in homework journals

• 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.

**APPROACHES AND METHODOLOGIES:**

The following methodologies and approaches are particularly appropriate in the delivery of this curriculum:

* 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
* An emphasis on children working together co-operatively
* The teacher in the role of guide and facilitator.

The following key points from the curriculum are noted:

* The experience of the class must be considered
* SPHE must respond to Social and Environmental needs
* The Spiral Approach is used
* Planning for the unexpected incidents and events are key
* In all lessons, a balance should be achieved between skill development, the fostering of values and attitudes and the acquisition of information.
* Individual differences must be respected
* Particular attention should be paid to ensuring that children with Special Educational Needs have the class lessons of the SPHE programme reinforced in the resource room.
* It is recommended that teachers teach some content from each of the strands each year. The plan therefore is covered over two years. A draft plan for the programme is in the teacher planning grid in the Appendices.

**RELATED POLICIES / PROGRAMMES:**

The following policies are related to the SPHE curriculum.

• Code of Behaviour & Discipline

• Anti-Bullying Policy

• Enrolment

• Special Education Support Policy

• Child Safeguarding Statement

• Religious education Core curriculum

• Relationships and Sexuality (RSE) policy

• Health and Safety Statement

We have adopted the National Guidelines for the Protection and Welfare of Children and the Department of Education and Science Child Protection Guidelines and Procedures. (D.L.P. = Mr. Colm Byrne, Principal, Deputy DLP, Mr. Noel Gavin)

The following programmes form part of the SPHE Curriculum:

* Relationships and Sexuality Programme (RSE)
* Walk Tall Drugs Awareness Programme
* Child Abuse Prevention Programme (Stay Safe)
* Anti-bullying lessons
* General Road Safety, Water Safety and Fire Safety Programmes
* Promotion of Healthy Eating and Physical Exercise
* Inclusion of children with additional learning needs
* Media Education (as part of the strand unit Myself and the Wider World)
* Interculturalism

Discrete SPHE time:

The RSE, Stay Safe and anti-bullying lessons and the Walk Tall substance misuse programmes are taught as part of discrete SPHE time. While there are many common themes linking the three programmes, each has very specific aims, as follows:

The Walk Tall programme aims to:

* Avert or at least delay experimentation with substances
* Reduce the demand for legal and illegal drugs
* Give primary school children the confidence skills and knowledge to make healthy choices.

The RSE programme aims to:

* Promote an understanding and a healthy attitude to sexuality and relationships
* Promote knowledge of and respect for reproduction
* Promote a sense of wonder and awe at the process of birth and new life
* Enable the child to feel comfortable with his/her sexuality and that of others

The aims and objectives of RSE are:

* To develop a sense of identity, self worth and self esteem in the child;
* To provide an opportunity for children to learn tolerance, caring and respect for others;
* To develop within the children an awareness of themselves as social persons;
* To nurture within children an awareness of their relationships with others and an understanding of how their behaviour affects their relationships;
* To enable the child to be comfortable with and respectful of the sexuality of oneself and others while growing and developing;
* To enable the child to acquire an understanding of and respect for human love and relationships, sexual intercourse and reproduction;
* To help the child to an awareness, understanding and acceptance of the cycle of life and death;
* To educate the children about health and safety issues;
* To teach the children about their rights including the right not to be abused in any way;
* To meet the need for information by the child at various stages of development;
* To enable the children identify, accept and express their feelings;
* To allow the child to develop his or her full potential emotionally, socially, morally, ethically, physically, psychologically, intellectually and spiritually.

**Organisation**

The RSE Programme will be taught in an age appropriate and developmentally sensitive way to all children in all classes by the teacher during the normal school day, using existing RSE Programme materials and specific DES RSE Resource materials.

Age Appropriate Information

It is important for the success of the Programme that children receive Information appropriate to their age and Level of development. The school recognises and supports the role of the teacher as a professional in assessing what information is appropriate.

Curricular Framework

The RSE Programme will be taught during time allocated to Social, Personal and Health Education (SPHE). The Programme will be taught to mixed gender classes throughout the school cycle. Where appropriate however, certain core elements of the senior class Programme may/will be taught in a single sex environment.

The ‘sensitive issues’ (i.e. the sex education elements) of the programme will generally be taught in the third term.

Dissemination:

The RSE Policy will be circulated to all parents and a copy will be available in the office for consultation. Parents / Guardians with concerns may raise questions with the Principal or individual teacher.

Withdrawal:

This policy provides for the rights of parents / guardians and teachers who hold objections to the inclusion or teaching of RSE in the curriculum, to withdraw from the Programme. Should a parent / guardian wish to withdraw a child from all or part of the Programme, the Board of Management in consultation with the parent / guardian will accommodate this. Should a teacher wish to withdraw from teaching all or part of the Programme, alternative provision will be made.

The Stay Safe programme aims:

* To prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any danger, upsetting or abusive situations
* Teach children how to deal with unsafe or inappropriate touch and to never keep touch a secret
* Teach children about the importance of telling
* Give children safety strategies to deal with strangers
* See also the Anti-bullying policy of the school regarding bullying prevention. The following extract (section 5.3) refers to curriculum provision in this area:

**IMPLEMENTATION OF CURRICULA:**

The school maintains awareness of bullying as unacceptable through the Social, Personal and Health Education (SPHE) curriculum.

The Walk Tall and Stay Safe programmes are used throughout the school to support the Anti-Bullying policy.

Lessons are taught in all classes to all classes to help the children to better understand difference and diversity. See Core Curriculum and SPHE policy.

Lessons on cyber bullying will be taught in all classes. See SPHE policy.

The Arts curriculum will be used to promote the anti-bullying message in all classes, for example, visual arts activities such as poster displays, drama activities such as role play and cooperative games, English activities such as poetry and creative writing.

A list of useful resources for teachers and parents in developing these lessons is included at Appendix B.

Continuous professional development for all staff in delivering these programmes will be supported by the Board of Management.

The school will specifically consider the additional needs of pupils with special educational needs with regard to programme implementation and the development of skills and strategies to enable all pupils to respond appropriately.

**PROVISION FOR STAFF TRAINING AND DEVELOPMENT:**

Provision is made for staff to attend training, where necessary.

* Training in the (Stay Safe) Child Abuse Prevention Programme
* Training in the Relationships and Sexuality programme
* Training with the Walk Tall Programme
* Training in the Children First Guidelines (DES Guidelines and Procedures)-All Staff.
* Training in new Stay/Safe and Walk Tall Programmes (Principal/Post holder)
* Training in the Child Abuse Prevention Programme (Stay Safe),

**SHARING OF INFORMATION:**

New publications, reference texts, SSE information, circulars etc. are circulated to staff via Aladdin, staff meetings and SPHE resources area in the staffroom.

**COMMUNITY LINKS:**

* Involvement in Environmental Awards
* Community Police support – Safety at Halloween/Online Respectful Communication
* Regular contact with Parish Church
* Health Promotion Unit HSE – eyes/ear checks
* Fire Brigade
* Invitations to parents/guardians and grandparents for particular school activities/events
* Involvement with local sports clubs
* Visits form local Historian/Garda/Health Worker/Environmentalist
* HSE – Provide Health checks

**ASSESSMENT:**

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

Assessment strategies provides information on the pupil’s progress. These assessments are generally of an informal nature and includes:

* Teacher observation.
* Teacher designed tasks and tests.
* Projects and portfolios
* Assessment for Learning Strategies

Work covered in SPHE is recorded as part of every teacher’s cuntais míosiúil, a copy of which is furnished to the Principal at the end of every month.

Teacher observations might focus on:

* 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
* The quality of presentation of work
* Particular interests or aptitudes displayed by the child
* The participation and interest of the child in a variety of activities
* The level of personal or social responsibility exhibited by the child
* The reliability of the child in carrying out established routines
* The perseverance of the child in carrying out a task
* The child’s awareness of the difficulties of others and his /her willingness to help
* The questions the child asks and the responses the child makes to questions and suggestions made by the teacher
* Various behaviour, for example shyness, leadership ability, level of self confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges
* Physical and emotional maturity
* The ability of the child to engage in assessing his / her progress and reflecting on his / her learning
* Observation of the child at out of class activities, for example Forest school, school tours when visitors are in, at school assemblies
* Physical and emotional maturity
* The quality or presentation of work
* The participation and interest of the child in a variety of activities
* Various behaviour, e.g. shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges

**RESOURCES:**

Core Resources for SPHE

1. Walk Tall Programme

The Walk Tall supports the prevention of substance misuse and aims to give children the confidence, skills and knowledge to make healthy choices. See www.pdst.ie

1. Making the Links

Making the Links is a guide to using materials from the Walk Tall programme, the Relationships and Sexuality Education programme and the Stay Safe programme. It is a practical guide in assisting teachers in their planning for SPHE. Available in the Principal’s office or from www.pdst.ie, under SPHE

1. Relationships and Sexuality Education (RSE) Manuals

The RSE manuals facilitate the teaching of Relationships and Sexuality Education. See www.pdst.ie.

1. Stay Safe Programme

The Stay Safe programme is a personal safety skills programme for schools; its overall objective is to prevent child abuse and other forms of child victimization. See www.staysafe.ie.

1. SPHE Curriculum Books – Videos.

Additional Resources for SPHE:

1. Prime Ed. Manuals on ‘Health’
2. Prime Ed Manuals on ‘Values Education and Citizenship’
3. Primary Education – Visiting Speakers.
4. Webwise-Primary Teachers’ Handbook The webwise programme has been specifically designed for teachers who wish to introduce internet safety into their teaching of the SPHE Curriculum. This programme both compliments and extends the messages of the Stay Safe programme. See www.webwise.ie
5. Best Practice guidelines in substance misuse prevention education This booklet provides information on and consolidates the use of best practice guidelines in the delivery of substance misuse prevention education in primary schools. It supports schools in formulating their substance use policy
6. Understanding substances and substance use A handbook for teachers drawing on the highly valued materials available to primary and post primary schools
7. Circle Time/ Am Ciorcail DVD This DVD was developed as a resource to encourage and enhance the use of Circle Time as an active learning strategy in the classroom.
8. What is a drug DVD (6th class lesson) This DVD was developed as a resource for teachers to support and model the teaching of the knowledge component (drugs lessons) in the Walk Tall programme.
9. Be Safe- Seatbelt Sheriff and Hi Glo Silver. Be Safe’ is an activity- based resource pack on road safety, fire safety and water safety. With materials aimed at children from infants to sixth class

Seatbelt Sheriff is a successful programme aimed at primary school children in first class and is a fun way to get children engaged in the issue of road safety.

‘Hi Glo Silver’ encourages children to remind their parents that they should wear high-visibility jackets or belts when out walking

1. www.rsa.ie
2. Action for Life. A physical activity programme for all class levels with health related activities to support SPHE
3. Bí Folláin A programme to support social, personal and health education in primary schools
4. Busy Bodies Busy Bodies Adolescent Development Programme provides information on the physical and emotional changes that children may experience during puberty. Busy Bodies was developed to support the teaching of the 5th and 6th class component of the RSE programme.

To order a free copy of the DVD and student copies of the booklet, teachers need to register as a professional on healthpromotion.ie.

1. <http://www.cccoe.net/social/skillslist.htm> - Outlines simple tips for the development of social skills
2. http://www.nicurriculum.org.uk/key\_stages\_1\_and\_2/areas\_of\_learning/pdmu/living\_learning\_together/home.asp
3. [www.healthpromotion.ie](http://www.healthpromotion.ie) - A HSE Health promotion website where teachers/practitioners can register as professionals and order resources online. The service is free.
4. [www.agriaware.ie](http://www.agriaware.ie) - Agriaware has a number of ongoing initiatives at primary level, many of which are intrinsically linked to the SPHE curriculum
5. [www.dentalhealth.ie](http://www.dentalhealth.ie) - The Dental Health Foundation website contains information on all the following areas: 1) The Healthy Mouth, 2) Caring for Your Children’s Teeth 3) The Link Between Oral Health and General Health 4) Oral Health Care Products 5) Information and Education on Fluorides. It also contains “Mighty Mouth” programme for infants and accompanying teachers manual
6. [www.fooddudes.ie](http://www.fooddudes.ie) - The website for the Healthy eating programme that many schools around the country have participated in. Contains curriculum links to SPHE and other subjects as well as posters and work cards that can be downloaded free of charge
7. [www.ndc.ie](http://www.ndc.ie) - The National Dairy Council has re-launched the School Milk and Dairy Programme with a new website called the Fresh Milk Club. The Fresh Milk club website is dedicated to schools, parents and pupils. The site also contains information sheets and worksheets related to dairy products
8. [www.sparky.org](http://www.sparky.org) - This well known site covers all subjects. It contains background material, lessons and project materials for SPHE and is delineated into the four class levels. It also contains lessons on internet safety for middle and senior classes

Further resources available for RSE include:

1. Resource pack for RSE in primary schools A resource to support teachers in policy development and in teaching the sensitive content of the RSE lessons at the various class levels
2. Resource list for Primary Schools Additional resources that may support schools in the implementation of the RSE programme
3. Resources for students with learning difficulties Resource lists and differentiation templates to support teachers in implementing the content of the sensitive lessons
4. Interim curriculum and guidelines for primary schools Provides an overview of the content of RSE for all class levels and addresses considerations for planning and implementing RSE.

**ROLES AND RESPONSIBILITIES:**

* It is the responsibility of the BOM to ratify the Plan and support its implementation
* Parents play an important role in providing input and familiarising themselves with the school Plan, as well as supporting the teaching of SPHE through involvement in homework and attending school events
* It is the responsibility of the Principal to oversee the implementation of the Plan and support staff in the teaching of SPHE
* Teachers have a responsibility to follow the school Plan and implement SPHE accordingly
* The wider school community including caretaker, secretary, and SNA’s have a role to play in supporting the social, personal and health development of pupils. In their interactions they must reflect the principles promoted by the SPHE curriculum
* A member of the Middle Management Team has responsibility for the development and organisation of SPHE within the school

**TIMEFRAME FOR IMPLEMENTATION:**

This policy will be implemented immediately.

**REVIEW AND RATIFICATION:**

This policy was ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and will be reviewed during the \_\_\_\_\_\_\_\_\_\_ school year.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal