

Whole School Plan for SPHE

**Scoil an Chroí Ró Naofa Sois
Uimhir Rolla 19652B**



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Social, Personal and Health Education Whole School Plan

Introductory Statement

Following training in implementation of the SPHE curriculum, and in consultation with staff, the following plan was drawn up.

This plan is a record of whole-school decisions in relation to SPHE in line with the Revised Curriculum. Its purpose is to guide teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers' planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Junior Infants to Second Class.

Rationale

Social, personal and health education (SPHE) provides particular opportunities to foster the personal development, health and well-being of each individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through our SPHE programmes we aim to ensure that children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future.

Vision and Aims

School Vision:

The child is the focus of our energy. In partnership with the community of Killinarden and the Department of Education and Science, our school team strives to deliver a holistic education to each child. Our vision is that all children and all staff realise their full potential in a safe, happy, stimulating and Christian environment.

We recognise that SPHE is intrinsic in the learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE programmes we strive 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 programmes also encourage 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. Parents have the primary role in the social, personal and health education of their children so their involvement is encouraged as much as possible.

SPHE in our school should

- Promote self-esteem and increase children's awareness of themselves and others
- Promote good decision making skills
- Encourage children to become responsible and active global citizens with a pride in their community and a caring attitude towards the world as a whole.

Aims:

The children should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- 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.

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Broad 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.

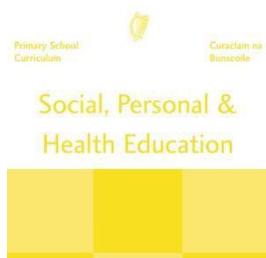
Curriculum Planning

Strands and Strand Units

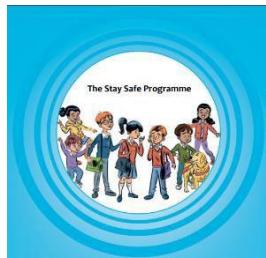
The SPHE curriculum is presented in three strands: *Myself, Myself and others, Myself and the wider world*. These strands are further subdivided into strand units or topic areas. These topic areas are consistent throughout all the class levels, reflecting the spiral nature of the curriculum. This means that similar content is revisited at each class level but the processes, approaches and information adopted reflect the needs and abilities of the children at the various stages.

Teaching Resources:

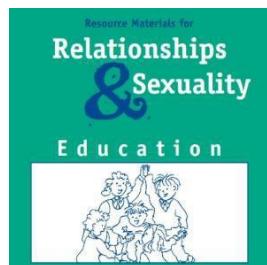
In Sacred Heart JNS we use the following DES resources for SPHE



SPHE Curriculum



Stay Safe



RSE



Walk Tall

Teachers can use the Making the Links booklet to assist them with planning. This document has **recently been revised** in line with the revision of the Stay Safe and Walk Tall programmes, and is available to download on www.pdst.ie/SPHE or to purchase from Laois Education Centre.

The following programmes are also used to address objectives of the SPHE curriculum –

Aistear

Infant teachers use the Aistear framework to enable children to meet some of the objectives of SPHE. The Aistear Framework uses four interconnected themes to describe the content of children's learning and development: Well-being, Identity and Belonging, Communicating, and Exploring and Thinking. Aistear highlights the critical role of play, relationships and language for young children's learning. In these early years' children learn through loving, trusting and respectful relationships, and through discussion, exploration and play. They learn about languages and how and when to use them; they learn to think and to interact with others and the environment. They learn to be creative and adventurous, to develop working theories about their world, and to make decisions about themselves as learners.



Fun FRIENDS

The Fun FRIENDS Program aims to guide the social and emotional development of children aged 4 to 7 by using fun, play-based group activities. Fun FRIENDS nurtures the child's development by teaching them to engage resilience early on, encouraging them to thrive and smoothly transition into school life. This programme helps students to develop effective strategies to deal with worry, stress and change, and teaches children how to cope with, and manage stress and anxiety both now and in later life. The programme can be run as a small group intervention by the Support Teacher.



Zippy's Friends

Zippy's Friends is a programme that helps young children five to seven years old to develop coping and social skills. The programme has been developed specifically to teach them how to cope with everyday difficulties, to identify and talk about their feelings and to explore ways of dealing with them. It also encourages children to help other people with their problems. The programme can be run as a small group intervention by the Support Teacher.



In addition to the above, Teachers have a variety of resources available to them both in school and online, including but not limited to –

- Making the links:
http://www.pdst.ie/sites/default/files/Making%20the%20Links%20%28revised%202017%29.compressed_1.pdf
- Mediawise - [http://www.safefood.eu/Education/Primary-\(ROI\)/MediaWise.aspx](http://www.safefood.eu/Education/Primary-(ROI)/MediaWise.aspx)
- Be Safe – National Safety Council order from education@rsa.ie
- Seatbelt Sheriff - <http://www.seatbeltsheriff.ie/>
- Safe Cross Code - [http://www.rsa.ie/RSA/Road-Safety/Campaigns/Current-road-safety-campaigns/Safe- Cross-Code/](http://www.rsa.ie/RSA/Road-Safety/Campaigns/Current-road-safety-campaigns/Safe-Cross-Code/)
- Wellbeing Guidelines for Primary Schools (available from
<https://www.education.ie/en/Publications/Education-Reports/Well-Being-in-Primary-Schools-Guidelines-for-Mental-Health-Promotion.pdf>)
- The Right Start (Infants – 2nd) – Amnesty International -
<https://www.amnesty.ie/wp-content/uploads/2016/08/The-Right-Start-updated-version.pdf>
- Jenny Mosley Circle Time books
- Grow in Love
- Trócaire Resources
- Mindfulness and Relaxation Techniques - CD's and resources
- Active Schools programmes
- Bizzy Breaks
- Picture Books – individual teachers' library and Support Teacher Library

Note re Stay Safe Programme:

The Stay Safe programme is a personal safety skills programme for primary schools taught in the context of social, personal and health education. The aim of the programme is to reduce vulnerability to child abuse and bullying through the provision of personal safety education for children. It is developmentally structured to enable primary school teachers to deliver an abuse prevention education that addresses personal safety issues such as physical, emotional and sexual abuse as well as bullying and stranger danger. The importance of building confidence and self-esteem and developing assertiveness and strong clear communication is emphasised throughout the programme. Children are taught that it is not their fault if they are bullied or abused.

In the Stay Safe programme, children learn the following:

- About Feelings: To recognise the importance of feelings; how to express them appropriately and in particular to recognise unsafe feelings
- About Friendship: Making and keeping friends and the value of friendship
- About Bullying: What bullying is; strategies for dealing with bullying behaviour, and that it is never acceptable to bully others
- The importance of building confidence and self esteem
- How to identify and deal with inappropriate or unsafe touch
- That it is ok to say ‘no’ to an adult in a situation where they feel unsafe, threatened or frightened
- To identify trusted adults whom they should tell if they are feeling frightened, threatened, worried or unsafe in any way
- To understand how someone might bribe, trick or threaten them to keep a secret
- It is never their fault if they are victimised or abused
- That they should never go anywhere with or take anything from a stranger
- Appropriate language for telling
- The Stay Safe rules: Say No, Get Away and Tell, Never keep secrets about touch, Never go anywhere with or take anything from a stranger.

context of the SPHE curriculum. The programme should be taught in its entirety over one school year. Each topic builds on the learning from the previous topic, therefore teachers should ensure that the topics are taught consecutively, beginning with Topic 1 and working through to Topic 5. Teachers will endeavour to work through the programme in one block as recommended in the Stay Safe Teacher's Guide.

In our school the Stay Safe programme will be taught to all children on a two year spiral –

Year 1 – Full Stay Safe programme	Year 2 – Revision of chosen topics
Year 1	Year 2
Feeling Safe and Unsafe	
Friendship and Bullying	
Touches	Touches
Secrets and Telling	Secrets and Telling
Strangers	

Year 1	Year 2
Feeling Safe and Unsafe	
Friendship and Bullying	
Touches	Touches
Secrets and Telling	Secrets and Telling
Strangers	

(Please refer to Stay Safe policy for any further details on the programme)

Contexts for SPHE:

SPHE will be taught through a combination of the following three contexts:

Positive School Climate and Atmosphere

We create a positive atmosphere by:

- building effective communication
- 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
- developing a school approach to assessment

Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable. However, in the teacher's overall planning, time should relate to the way in which the chosen objectives of the curriculum are being achieved, rather than the number of hours spent. For example, it may be more appropriate on occasions to use the discrete time in block periods rather than as a series of half-hour slots, such as allocating 1 hour per fortnight to allow for more in-depth exploration of a strand unit. Teachers may also allocate discretionary curricular time to SPHE. Additional time allocated to SPHE will provide a space for teachers to deal with sensitive issues or to explore issues as they arise. This flexibility can be explored among the teachers and decisions made according to individual or school needs.

Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Science, Geography, History, Religion, Music, Drama, Visual Arts, Physical Education, etc. Themes/Projects such as Wellbeing Wednesdays, Healthy Eating Week, Friendship Week, Active School Week, Lenten Campaign, Green Schools etc can also be explored through SPHE. This is a particularly useful way of highlighting an aspect of the curriculum and ensuring a consistent approach throughout the school. Through an integrated approach, teachers will gain greater flexibility when timetabling for discrete time. Suggested approaches for integration are outlined in Section 4 of the SPHE Teacher Guidelines.

Approaches and Methodologies

The emphasis in teaching the SPHE programme is on **active learning**, thus fostering self-confidence, self-discipline and self-control. Children begin from what they already know, explore possibilities, question, draw conclusions and reflect on outcomes. Children engage in small-group activities, structured play activities and use materials relating to other curricular areas such as PE, Visual Arts, Music, Science and Drama.

The teacher acts as a guide, a facilitator and a resource, providing a variety of appropriate opportunities for children to engage in their own learning.

Strategies used include:

- Drama activities
- Co-operative games
- Play
- Discussion
- Circle Time
- Pictures, photographs, visual images
- Written activities
- Media, ICT etc

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. Teacher use the following recommended informal tools for assessment in SPHE: Teacher Observation and Teacher-designed Tasks and Project Work. Assessment information is shared as required at Parent Teacher meetings and in end-of year reports.

Teacher observation 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

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Teacher designed tasks help the teacher evaluate if the child understands what is being taught and if they are able to transfer/use what they are learning in a variety of situations. Copies of tasks will be kept in a folder by the class teacher which over the two-year period will form the basis for course resources.

Project Work is a useful assessment tool which may be used to monitor the child's ability to work in a group, to assess leadership skills and to view presentation, creative skills.

Children with Different Needs:

SPHE addresses areas that are particularly important for students with special educational needs. The development of positive self-esteem, social and communication skills, appropriate expression of feelings, and safety and protection skills are particularly important. These students need opportunities to develop these skills through a structured programme. By providing opportunities within the curriculum to develop these skills students can be helped to become more confident and to relate to others by learning effective means of handling situations. Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special educational needs. The requirements of children with special educational needs will be taken into consideration when planning lessons in sensitive areas such as RSE and Stay Safe. The learning support and resource teachers will supplement the work of the class teachers where necessary. Teachers will utilise the NCCA Guidelines for SPHE for Teachers of Children with GLD to inform planning and preparation of teaching children with Additional Educational Needs. These guidelines are available to download from www.ncca.ie.

Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE and we believe that SPHE is a shared responsibility. Parental involvement gives children more opportunities to repeat the concepts and messages learned in class. In particular, parental participation is an essential part of the revised Stay Safe programme both in terms of reinforcement and follow up. Parents have the right to opt their child/children out of any of the sensitive aspects of the SPHE programme, including Stay Safe and RSE, if they wish. Therefore, it is important that schools inform parents and carers that Stay Safe and the sensitive areas of RSE are being implemented in the school. This is done as part of the enrolment process and a reminder letter is sent to each household before the programmes are scheduled to be taught. Parents are invited to contact the school if they have any queries or concerns about their child's participation in the RSE or Stay Safe programmes. We will endeavour to engage with parents in relation to any concerns or queries they may have. It is not necessary to get parental consent in writing before teaching Stay Safe or RSE, however in the event that a parent withdraws their child from participation in either programme, we will keep a written record of their reasons for doing so. In the case of a child being withdrawn from any element of SPHE, parents will take full responsibility for teaching these concepts to their children. Parents can familiarise themselves with the content of the SPHE curriculum and the Stay Safe and RSE programmes online at <http://www.pdst.ie/SPHE> or on the school website www.sacredheartjns.ie under the SPHE tab.

Individual Teachers' Planning and Reporting

This plan for SPHE and the SPHE curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

Staff Development

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

- PDST in-school SPHE planning support
- Child Protection Training
- PDST Fundamental Movement Skills training
- Fun Friends Training
- Zippys Friends
- RSE training

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.

Policies that Support SPHE

- Anti-Bullying Policy
- Child Protection Policy
- Relationships and Sexuality Education Policy
- Code of Behaviour
- Enrolment Policy
- Health and Safety Policy
- RSE Policy
- Stay Safe Policy
- Internet Safety Policy
- Administration of Medicines Policy

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.

Review

This policy will be reviewed every two years. Parents and staff will be informed of any amendments made.

This plan was ratified by the Board of Management on _____

Signed on behalf of the Board of Management: _____

Date: _____

