



Whole School Plan for

SPHE

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Lisnagry N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. This plan was originally drawn up in 2010, reviewed in 2015 and is now being reviewed again in 2017. It was drafted during an in-school planning day, with the assistance of a local cuiditheoir from the Primary Curriculum Support Program, and brought to the attention of the Board of Management and Parents.

(b) Rationale

Aspects of SPHE have been taught in Lisnagry N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education, Zippy's Friends, Weaving Wellbeing and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis. Our SPHE Programme promotes self-worth, self-confidence and self-awareness and contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

■ Vision and Aims

(a) Vision:

The plan is a record of whole school decisions in relation to SPHE in line with the Primary Curriculum 1999. Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

(b) Aims:

The children of Lisnagry NS 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

■ Relationship to Characteristic Spirit and Ethos of Our School

Social, Personal and Health Education in our school should enable all pupils to develop personally, socially and academically in a safe climate which fosters positive attitudes, develops a sense of citizenship, shows care and respect for each individual and for our environment and recognises and values difference and human and cultural diversity.

Our policy encourages the promotion of self-esteem and self-confidence in our pupils and we seek to nurture each child's ability to relate to others in the community in a positive and creative way.

We also recognise and encourage the role of parents in the Social, Personal and Health Education of their children and acknowledge their right to withdraw their child from lessons which deal with more sensitive or R.S.E. issues of the programmes.

We also acknowledge the right of any teacher to withdraw from teaching lessons which they may deem to be of a sensitive nature.

The Board of Management of the school has overall responsibility for the dissemination of the Social Personal and Health Education curriculum in our school.

■ **Content of Plan**

Curriculum: Strands and Strand Units

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

Lisnagry NS 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**. Lisnagry NS have created this timetable to reflect this approach:

	Year 1	Year 2
Term 1	Myself <ul style="list-style-type: none"> • Self Identity (Sept/Oct) Myself and Others <ul style="list-style-type: none"> • Myself and My Family (Nov/Dec) AntiBullying Lesson-2 lessons	Myself and Others <ul style="list-style-type: none"> • Relating to Others (Sept/Oct) Myself and The Wider World <ul style="list-style-type: none"> • Media Education (Nov/Dec) AntiBullying Lesson-2 lessons
Term 2	Myself <ul style="list-style-type: none"> • Taking Care of my Body • Growing and Changing <i>RSE/Weaving Wellbeing</i> AntiBullying Lesson-1 lesson	Myself <ul style="list-style-type: none"> • Safety and Protection (Jan-March) <i>Stay Safe</i> • Making Decisions (March - April) AntiBullying Lesson-Covered in your Stay Safe Program
Term 3	Myself and the Wider World <ul style="list-style-type: none"> • Developing Citizenship AntiBullying Lesson-1 lesson	Myself and Others <ul style="list-style-type: none"> • My Friends and Other people AntiBullying Lesson-1 lesson

Contexts for SPHE:

SPHE will be taught in Lisnagry NS through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Lisnagry NS has created 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

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Lisnagry NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit. This is in order to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

The core programmes for the delivery of the SPHE Curriculum are as follows:

1. SPHE Curriculum Books
2. Revised Stay Safe Programme (2017) MANDATORY
3. Revised Walk Tall Programme (2017)
4. RSE Manuals and Making the Links Planning Guide
5. Anti- Bullying Campaign.ie
6. Webwise NCTE Myselfie and the Wider World.
7. Be Safe
8. Zippy's Friends
9. Grow in Love/ Alive O' Programmes
10. Weaving Wellbeing

3. Integration with other subject areas and Linkage within SPHE

We recognise that S.P.H.E is not an isolated area and that it permeates throughout each subject area, in some form. Some S.P.H.E teaching, therefore, may be integrated with other curricular areas to achieve the optimum learning experience for the child. Indeed, some subject areas provide the most appropriate context for exploring SPHE, e.g. safety in water can be appropriately be explored through the Aquatics strand of Physical Education. As well as the curriculum, S.P.H.E is also integrated into everyday school life, such as the following

- School Assembly
- Topical and current happenings e.g. famines worldwide, natural disasters, flu outbreaks, epidemics etc
- Class issues e.g. bullying, hair infestation, adhering to school rules, appropriate behaviour in classroom, playground, and while wearing school uniform, inappropriate language (slang, slagging, teasing, name calling, sexual innuendo), berating and put downs and personal hygiene.

- Alive O/Grow in Love Religious Education Programme.
- Green School
- Bereavements
- Local and National events
- Science

Each class teacher uses opportunities as they arise to develop our aims in teaching SPHE as well as use of discrete class time. In relation to some of the above it is necessary to have a whole school approach e.g. bullying. A whole school approach to bullying was put in place by the staff in 2013 using the Seán Fallon approach. (Toolkit and lessons from Anti-Bullying Campaign.ie)

4. Approaches and Methodologies:

Lisnagry NS 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

5. 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.

Lisnagry NS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*

6. Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Lisnagry NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

7. Equality of Participation and Access:

Lisnagry NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed-sex school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Lisnagry NS is under Roman Catholic school management, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties and children who are learning English as a second language.

8. Policies and Programmes that support SPHE:

Policies

- Child Protection
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Useage

Programmes

- Active School Flag
- Health Promoting Schools
- Food Dudes
- Green Flag
- Incredible Edibles
- European Blue Star Project
- Assembly-Student Awards
- Junior Entrepreneur Project

9. Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

10. Resources:

The following teacher manuals, supported by the Department of Education and Skills are considered the core resources for full implementation of the SPHE curriculum at all class levels:

- Making the Links
- Stay Safe Programme
- Walk Tall Manuals for all class levels
- Relationships and Sexuality Education manuals for all class levels

PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resources are added to this from time to time.

11. Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies. Guest speakers may address some of the areas of:

- Healthy Diets
- Exercise
- Internet Safety
- Mental Wellbeing

12. Individual Teachers' Planning and Reporting:

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

13. Staff Development:

Training opportunities will include 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.*
- *PDST Advisor support and modelling of lessons*
- *Training in Friends for Life and Zippy's Friends*

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.

14. Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Lisnagry NS believe that SPHE is a **shared responsibility**. We believe that our SPHE programme will be most effective when it is based on a consistency in approach and where responsibility is shared by parents, teachers, children, BOM, health professionals and other relevant members of our community. Parents will be made aware of content objectives that deal with 'sensitive' issues before teachers cover these in class and will be asked to discuss these issues with their child prior to the lessons in school. The Parents Association often organize courses/ talks for parents on SPHE Topics.

15. Community Links:

Lisnagry N.S. believes that the local community has an important role to play in supporting the programme in SPHE.

The school will liaise with the Health Promotion Unit of the Health Board and other agencies to assist, as appropriate, the school's programme for SPHE i.e. Dental Hygienist, Health Nurse, Garda, etc. Children are encouraged to become involved in community activities such as

- Art/ Music/Drama Groups
- Sporting events
- Altar Serving
- St. Patrick's Day parade

■ 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.

■ Implementation

(a) Roles and Responsibilities:

Lisnagry NS believes that the whole school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

(b) Timeframe:

The plan will be implemented from September 2018

■ Review

(a) Roles and Responsibilities:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM/DES/Others

(b) Timeframe:

This plan will be reviewed in 2 years time

■ Ratification and Communication

The Board of Management of Lisnagry NS ratified this plan on 12th December 2017

Signed _____ (Chairperson, BoM)

Date _____

This plan is available to view at the school by the parents on request.