

Courtnacuddy NS

Social, Personal and Health Education (SPHE) Policy

Introductory Statement

It was decided to review the SPHE policy in Spring 2018, and incorporate the RSE Policy.

Rationale

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.

Vision and Aims

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. Through our SPHE programme, we wish 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 programme also encourages children to be aware of their rights as individual 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 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.

Content of the Plan

Strands and Strand Units

SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Teachers are familiar with the content objectives for their class level. The strand units not covered in year one must be included in the teacher’s planning for the following year. In some cases it may be necessary to revise specific objectives from the previous year. Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child.

Year 1 is odd/even e.g. 2017/18

Year 2 is even/odd e.g. 2018/19

Month	Year 1	Year 2
Sept/Oct	Self Identity (Myself)	Myself & my family (Myself & others)
Nov/Dec	My Friends and other people (Myself & others)	Relating to others (Myself & others)
Jan/Feb	Safety & Protection (Myself)	Developing Citizenship (Myself & the wider world)
March/April	Making Decisions* (Myself)	Taking care of my body (Myself)

May/June	Media Education (Myself and the wider world)	Growing & Changing (Myself)
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***Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. 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.**

****** To meet the requirements of the Department of Education and Science Child Protection Guidelines and Procedures, the Stay Safe Programme should be taught in its entirety under ‘Personal Safety’. All the content objectives for child protection under ‘Personal Safety’ can be met by teaching the Stay Safe Programme. ******

Contexts for SPHE

SPHE will be taught through a combination of contexts

- Positive school climate and atmosphere
- Discrete time
- Integration with other subject areas

Positive school climate and atmosphere Teachers are aware of the importance of promoting a positive school climate. Our key messages are:

- We cater for the individual needs of the children. 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.

- We provide opportunities to enhance the self-esteem of all members of the school community. The staff is aware of their role in helping children to develop their self-esteem by creating an environment within the school that is as positive as possible for all concerned.
- We aim to actively value diversity and to prioritise inclusive and respectful language. 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.
- We work to develop an effective communication system with the school and between school and home.
- We support a health-promoting physical environment. Emphasis on healthy lunches, healthy lifestyle, road safety, water safety, farm safety and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, our involvement in the Green Schools programme and through constant review and promotion of behaviour habits required for maintaining a clean environment.
- We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities.

Children experience and practice the democratic process by:

- Negotiating the class rules at the start of the year
- Sharing responsibility
- Valuing the opinion of others
- Experiencing a sense of belonging to their own class group and the wider school community
- Developing a sense of commitment to common goals.

Discrete time

SPHE may be timetabled for ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. The discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. Content objectives dealing with RSE and child protection are addressed through discrete time.

Integration

At each class level, teachers may seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of Religion, English, Gaeilge, SESE, Visual Arts, Drama.

Approaches and methodologies

Teachers know that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted for SPHE:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Information and communication technologies
- Looking at children's work: portfolios, projects, etc.
- Other strategies as devised by the class teacher

Assessment

Children's progress in SPHE is assessed mainly through teacher observation:

- 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
- Physical and emotional maturity
- The quality of presentation of work
- The participation and interest of the child in a variety of activities.

Children with different needs

The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. 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

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children.

Policies and programmes that support SPHE

SPHE links with other policies/ programmes used in the school: Substance Misuse, RSE, Child Protection, Code of Behaviour, Anti-Bullying, and Healthy Eating. Teachers are expected to be familiar with these policies and ensure that the schools agreed policy is followed when addressing these issues.

Resources

Programmes, ICT, DVDs, Textbooks, Supplementary Materials

Resources to support the provision of SPHE will include the curriculum statement and teacher guidelines from the Department of Education and Skills, text books, DVDs, ICT, the internet, programmes which target specific issues and guest speakers.

Resources available within the school include:

- Walk Tall Programme
- RSE Programme
- Stay Safe Programme (Making the Links 2018)
- Be Safe
- Busy Bodies

Criteria for selecting resources include:

- Conformity with the aims and objectives of the class programme in SPHE and the general principle of the SPHE Curriculum.
- Freedom from bias, racial or sexual stereotyping.
- Compliancy with existing school policies.
- Appealing to the pupils and teacher and be reflective of collaborative, active methods of learning.
- Suitability and trustworthiness of guest speakers, notwithstanding the fact that the class teacher is responsible for his/her class and should remain with the class at all times for the duration of the visit of the guest speaker.

Materials purchased with school funds remain the property of the school.

Provision for Ongoing Support

- Parents are welcome to view the curriculum if they so wish.

- Funding will be sought for the provision of suitable materials when deemed necessary.
- Opportunities provided by our education centre will be brought to the attention of staff members. Career development will be sought for staff when required, or as requested

Review

The staff, under the guidance of the Principal will review this policy every five years. This policy can also be reviewed whenever the need arises.

This plan was ratified by the Board of Management on _13/3/18_.

Colm Gallagher

Principal

David Reck

Chairman, BOM.

Review Date; ___ March 2023 _____

<u>Month</u>	<u>Year 1 (Odd/Even)</u>	<u>Year 2 (Even/Odd)</u>
<u>Myself</u>	Self Identity (S/O)	
		Taking care of my body (M/A)
		Growing & Changing (M/J)
	Safety & Protection (J/F)	
	Making Decisions (M/A)	
<u>Myself & Others</u>		Myself & my family (S/O)
	My friends & other people (N/D)	
		Relating to others (N/D)
<u>Myself & the wider world</u>		Developing citizenship (J/F)
	Media Education (M/J)	