

Scoil Bhríde Rathcormac

Social, Personal and Health Education Policy

■ Title

Social, Personal and Health Education Policy

■ Introductory Statement and Rationale

(a) Introductory Statement

This plan was formulated in Scoil Bhríde to conform to the principles of learning outlined in the Primary School Curriculum and to benefit the teaching of SPHE in our school.

The staff of Scoil Bhríde formulated this school plan for SPHE in 2006, 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. It was amended in 2012 and is now being reviewed in 2019.

(b) Rationale

Aspects of SPHE have been taught in Scoil Bhríde for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education 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. This plan was drawn up in accordance with the SPHE curriculum to set out our approach to SPHE. This plan will form the basis for teachers' long and short-term planning and will inform teachers of the approaches and methodologies used in our school.

■ Vision and Aims

(a) Vision:

In line with our school ethos, Social, Personal and Health Education:

- will provide opportunities for the individual child to develop values, attitudes, understanding and skills that will help them in their lives now and in the future;
- will enable him/her to respect and relate to others and become an active and responsible citizen in their own community and the wider society;
- will promote a positive school climate and atmosphere through which the aims and objectives of the SPHE curriculum are achieved;
- will provide opportunities to foster the personal development of the child (both personally and interpersonally and also the health and well-being of the individual child).

(b) Aims:

The children of Scoil Bhríde 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 (See Appendix I detailing Scoil Bhríde's Mission Statement)

■ Content of Plan

Curriculum:

1 *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.

Scoil Bhríde 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. We are currently on Year 2 of the cycle. Scoil Bhríde has created this timetable to reflect this approach:

Infants – 2nd Plan

3rd – 6th Plan

	Year 1	Year 2
Strand	Strand Units	Strand Units
Myself	1. Growing and Changing (RSE: Feb) 2. Safety and Protection (Stay Safe: Mar/Apr)	Self- Identity Taking Care of my Body Growing and Changing (RSE: Feb) Making Decisions
Myself and Others	My Friends and Other People Relating to Others (to include one lesson re: Bullying per term)	Myself and my Family Relating to Others (to include one lesson re: Bullying per term)
Myself and the Wider World	Media Education (Webwise: Sept) Developing Citizenship	Media Education (Webwise: Sept)

See Appendix II for detailed content.

2 Contexts for SPHE:

SPHE will be taught in Scoil Bhríde through a combination of the following contexts:

2.1 Positive School Climate and Atmosphere

Scoil Bhríde has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes and actively fostering student voice through the Student Council
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

2.2 Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Scoil Bhríde. However teachers may allocate 1 hour per fortnight or blocks of 1-2 hours where appropriate (e.g. project, guest speaker) to allow for more in-depth exploration of a strand unit or when programmes such as Zippy's Friends, Roots of Empathy and Friends for Life are being taught.

2.3 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, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Mindfulness, Active Week etc. will also be explored.

3 Approaches and Methodologies:

Scoil Bhríde 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 endeavor 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

4 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.

In order to assess the children's learning in SPHE in our school we will use the following methods that are recommended in the SPHE curriculum:

- *Teacher observation*
- *Self-assessment (as per self-assessment strategies for each class level)*
- *Teacher-designed tasks and tests*
- *Portfolios/projects*

5 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. Scoil Bhríde 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. Class teachers will liaise with Support teachers when an S.P.H.E. topic needs to be differentiated to suit a child/children with Special Educational Needs. They will formulate a plan that suits the needs of the child/children and if necessary the S.E.T will give further support.

6 Equality of Participation and Access:

Scoil Bhríde 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. Scoil Bhríde is under *Roman Catholic* school management, and we endeavour to provide for *Members of the Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language and Children experiencing any form of disadvantage.*

Organisation:

7 Policies and Programmes that support SPHE:

Policies

- Child Protection Policy and Child Safeguarding Statement
- Anti-Bullying Policy
- Relationships and Sexuality Education Policy (See Appendices III & IV)
- Substance Use Policy
- Code of Behaviour Policy
- Enrolment Policy
- Health and Safety Policy
- Healthy Eating Policy
- Internet Acceptable Use Policy
- Privacy Policy
- Supervision Policy
- Homework Policy
- Stay Safe Policy (See Appendices V & VI)

Programmes

- Active School Flag
- Health Promoting Schools
- Green Flag
- Community Garda visits
- Stay Safe
- RSE
- Friends for Life
- Zippy's Friends
- Zones of Regulation
- Roots of Empathy
- Walk Tall
- Webwise

8 **Homework:**

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class. If homework is assigned by the teacher, it will follow the timeframe outlined in the Homework Policy of our school.

9 **Resources:**

(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.)

9.1 **Programmes and Other Materials:**

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
	RSE Manuals Walk Tall Stay Safe Bí Folláin Making the Links Friends for Life My Selfie: Webwise	Busy Bodies Food Dudes RSA	Various posters throughout the school	My Selfie HTML

9.2 **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.

10 **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.

11 **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*
- *other*

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.

12 **Parental Involvement:**

Parental involvement is considered an integral part of the effective implementation of SPHE as we believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE. Parental feedback in the review of this policy and other related policies. Parents are also involved as committee members of the Health Promoting Schools initiative. If parents are concerned about any aspect of the school's programme or RSE elements of SPHE, they should

discuss their concerns with the child's class teacher or the principal. Consent for RSE is obtained initially on enrolment and at the start of each school year. Parents are advised that if pupils are not to be included in the sensitive elements of the Relationships and Sexuality Education programme, they are to notify the child's class teacher in writing prior to a specific date outlined. Parents are reminded that if this is the case then it is their responsibility as the child's parent to complete this area of their child's education.

13 Community Links:

Scoil Bhríde believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Health Nurse, Vet, New Parent, An Garda Síochána etc.

■ **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:

Scoil Bhríde believes that the 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.

Teachers: individual planning, cuntas míosúil, suggested resources and lessons

Parents: communication links between staff and parents

SPHE Co-ordinator (Noelle Crowley): implementation and review of plan; responsibility for SPHE resources in our school; co-ordinator of SPHE activities in our school

Principal: implementation and review of plan

Board of Management: review of plan

(b) Timeframe:

The plan will be implemented from March 2019.

■ **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. Noelle Crowley is responsible for co-ordinating this review.

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 2022, or earlier if deemed necessary.

■ **Ratification and Communication**

The Board of Management of Scoil Bhríde ratified this plan on 14/03/2019. This plan will be available for parents on the school website.

Canon Michael Leamy (Chairperson)

Margaret Howard (Principal)

Signed: _____

Date: _____
