

Social, Personal and Health Education Policy

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Shanbogh NS 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.

(b) Rationale

Aspects of SPHE have been taught in Shanbogh NS primary school for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and Friends for Life. SPHE has also been taught through integration with other subject areas such as Physical Education, Religion, SESE, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis as part of the Wellbeing Framework including using the SSE process. Covid also prompted an increased awareness of the holistic needs of the child and the need for a structured support system around emotional and social needs.

■ Vision and Aims

(a) Vision:

SPHE in the school will:

- Provide opportunities for each child to develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions now and in the future.
- Enable each child to respect themselves and others, to relate to themselves and others and to become an active citizen in society.
- It will provide particular opportunities to foster the personal development, health and wellbeing of the child and to help them create and maintain supportive relationships.

(b) Aims:

The children of Shanbogh 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 themselves 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

Curriculum Planning:

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
- 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.

Shanbogh 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.

However this does not preclude a teacher from selecting a strand already taught the previous year should the need arise because of a particular incident or event.

	YEAR ONE	YEAR TWO
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 :Stay Safe (Myself) Media Education (Myself and the wider world) Internet Safety Day, Feb	Growing and Changing (Myself) RSE Media Education (Myself and the wider world) Internet Safety Day, Feb
March/April	Making Decisions (Myself) (3rd - 6th only)	Taking Care of my Body (Myself)
May/June	Media Education (Myself and the wider world)	Developing Citizenship (Myself and the wider world)

Contexts for SPHE:

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

1. Positive School Climate and Atmosphere

Shanbogh 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 30 minutes per week on each teacher's timetable.

In accordance with Circular 0081/2017, "All primary schools must fully implement the Stay Safe programme." Stay Safe is a mandatory SPHE programme that will be taught in alternate years, throughout the school starting in January. This policy is implemented in conjunction with the school's RSE policy.

3. Integration with other subject areas and Linkage within SPHE

Teachers may 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 Friendship Week, Active Week, Mindfulness, Acts of Kindness, Pajama Day, Reading Buddies, Happiness Homework etc.

Approaches and Methodologies:

Shanbogh NS school 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

2 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. Shanbogh NS uses the following recommended informal tools for assessment in SPHE:

Teacher observation

- The ability of the child to cooperate 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 or presentation of work
- The participation or interest of the child in a variety of activities
- Formal behavioural tests may be carried out for some children in conjunction with psychologists or other professionals where teachers have a concern over the child's overall development

Teacher-designed tasks and tests

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used at regular intervals to ascertain a child's ability and understanding.

Portfolios and projects

Teachers may decide to keep or display children's work or children may keep personal folders of their work.

3 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. (SEN Stay Safe Programme see <http://www.staysafe.ie/admincapp.htm>).

Shanbogh 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.

4 Equality of Participation and Access:

In Shanbogh NS diversity is celebrated in the school community. All children have access to services, facilities or amenities in the school environment. The school is a coeducational school and is under Roman Catholic management. The children with Special Educational Needs will be included in all activities.

Organisation:

5 Policies and Programmes that support SPHE:

Policies

- Child Protection
- Bí Cineálta
- Relationships and Sexuality Education Policy
- Code of Behaviour
- Admissions Policy
- Health and Safety Statement
- Healthy Eating Policy
- Internet Acceptable Usage Policy

Programmes

- Stay Safe
- Walk Tall
- RSE Programme
- Active School Flag
- Food Dudes
- Green Flag
- The Incredible Years Programme
- Friends for Life
- Fun Friends
- Zippys Friends /Friends For Life

- Incredible Edibles
- 6th class transition to secondary programme

6. Homework:

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

7. Resources:

(The 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.)

- Stay Safe Programme
- Walk Tall Programme
- RSE books
- Videos and powerpoints
- Workbooks
- Posters

6 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 Míosúil and this will inform progress and needs when evaluating and reviewing SPHE.

7 Staff Development:

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.

8 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Shanbogh NS believes that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE and they are consulted on the Relationships and Sexuality Education Policy.

9 Community Links:

Shanbogh NS believes 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 Dental Nurse, Health Nurse, Fireman, Vet, New Parent, Garda etc.

9.1 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom.

Success Criteria

The success of this plan will be evaluated through teachers' 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:

Shanbogh NS 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 Local Community. SPHE is a key component of the Wellbeing Framework.

(b) Timeframe:

The plan will be implemented in February 2024.

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
- BoM/DES/Others

(b) Timeframe:

This plan will be reviewed in February 2027

Ratification and Communication

Signed:

Eileen Coakley

Date:

22/2/24

This plan is available to view at the school by the parents on request. It is also available online on our school website.