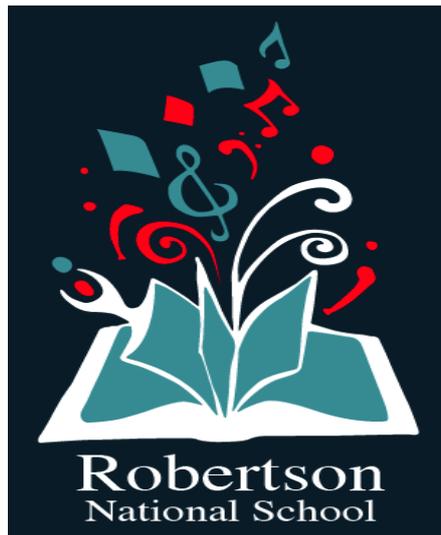


Whole School Plan for SPHE



Social, Personal and Health Education Policy

Robertson N.S.

Introductory Statement

The staff of Robertson 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 policy will set out our approach to S.P.H.E., in accordance with the Primary School Curriculum and will inform the teachers' long and short term planning.

Rationale

Aspects of SPHE are taught in Robertson N.S. through various programmes and initiatives such as Stay Safe, Walk Tall and Relationships and Sexuality Education. It is also being taught through integration with other subject areas such as Physical Education, Religion, Geography, Science etc. This policy is formulated in order to benefit the teaching and learning of S.P.H.E. in our school, to conform to principles of learning outlined in the Primary School Curriculum and to review the existing resources for S.P.H.E.

Vision

SPHE in our school should foster the personal development, health, and well-being of the child and help him/her to create and maintain supportive relationships and to become an active and responsible citizen in society. This should be developed within a positive school climate. As Robertson N.S. is a Church of Ireland school under the patronage of the Bishop of Derry and Raphoe, this will also be developed within a respectful, supportive, Christian environment.

Aims

The children of Robertson NS should be enabled to achieve the aims outlined in the SPHE curriculum, (*Refer to aims and objectives for SPHE, Curriculum pp. 9-10*) 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

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- 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

Objectives

- 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 and 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
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Content of Plan

Stay Safe Programme

This is a mandatory programme implemented alongside the S.P.H.E. curriculum. Every two years, The Stay Safe programme will be fully implemented in all classes and must be taught in its entirety, using age-appropriate language for the children. Parental consent is required for children to be taught this programme. A letter will be sent to parents prior to the teaching of this programme to inform them of the implementation of same. Home-School links pages will go home with the child to facilitate the ongoing communication with parents around this aspect of teaching and learning. A parent's overview booklet is also available from the school. If parents have any queries, they are welcome to speak to their child's class teacher.

If a parent opts out of having the programme taught to their child/ren, he/she is required to state why he/she is refusing permission for their his/her to access the programme. A written record must be kept of this refusal. Due to the mandatory nature of the programme, this record of refusal must be dated, filed and the parent must undertake to implement the programme themselves.

The programme is available for parents to view in its entirety on www.staysafe.ie.

In the alternate year of the two-year cycle, the sensitive topics of the Relationships and Sexuality Education must be implemented. This is recommended to ensure all children access the sensitive topics of the S.P.H.E. curriculum, yearly.

Active learning is the principal teaching and learning approach adopted for S.P.H.E. The S.P.H.E 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. S.P.H.E is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

There are five generic topics across all class levels:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

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.

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.)</i>	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>
	<i>Taking care of my body(Jan-Feb)</i>	<i>Making Decisions (March-April)</i>
	<i>Growing and Changing (Mar-April)</i>	<i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
Myself and Others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the Wider World	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

Robertson N.S. 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 S.P.H.E. over a two year period. The strand units not covered in year one will be included in the teacher's planning for the following year. Robertson N.S. have created this timetable for a **suggested** 2-year plan for teaching S.P.H.E.

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The content of the programme will be the 9 strand units as laid out in the Curriculum documents

Junior and Senior Infants:

- ❖ Media Education
- ❖ Growing and Changing
- ❖ Taking care of my body
- ❖ Safety and Protection
- ❖ Develop citizenship
- ❖ Making decisions
- ❖ Myself and my family
- ❖ My friends and other people
- ❖ Relating to others

1st and 2nd Class:

- ❖ Media Education
- ❖ Growing and Changing
- ❖ Taking care of my body
- ❖ Safety and Protection
- ❖ Develop citizenship
- ❖ Making decisions
- ❖ Myself and my family
- ❖ My friends and other people
- ❖ Relating to others

3rd and 4th Class:

- ❖ Taking care of my Body
- ❖ Growing and Changing
- ❖ Safety and Protection
- ❖ Making decisions
- ❖ Developing citizenship
- ❖ Media Education
- ❖ Myself and my family
- ❖ My friends and other people
- ❖ Relating to others

5th and 6th Class:

- ❖ Taking care of my Body
- ❖ Growing and Changing
- ❖ Safety and Protection
- ❖ Making decisions
- ❖ Developing citizenship
- ❖ Media Education
- ❖ Self Identity
- ❖ Myself and my family
- ❖ My friends and other people
- ❖ Relating to others

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2 *Contexts for SPHE:*

SPHE will be taught through a combination of contexts:

- Positive school climate and atmosphere
- Discrete time
- Integration with other subjects

Positive School Climate and Atmosphere

Robertson N.S. encourages a positive climate and 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

S.P.H.E. is allocated ½ hour per week, or one hour per fortnight, on each teacher's timetable in Robertson N.S.

- This time will be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum
- Lessons will be timetabled by each individual teacher
- Discretionary time will be used for S.P.H.E. as required
- Teachers will ensure that pupils who are withdrawn for supplementary teaching will be included for as much of the S.P.H.E. programme as possible

Integration with other subject areas and Linkage within S.P.H.E.

- At each class level, teachers will seek to integrate SPHE with other curricular areas
- Integration will be reflected in the teacher's planning.

3 Approaches and Methodologies:

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for S.P.H.E. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalize what is learned. 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

The 6 key methodologies of the primary school curriculum used in the teaching and learning of all subjects will be applied in the teaching of S.P.H.E. also. These are:

- Talk and discussion
 - Skills through content
 - Collaborative learning
 - Problem-solving
 - Use of the environment
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4 Assessment:

Assessment is a central part of the everyday learning and teaching process in S.P.H.E. It can provide valuable information on the child's progress.

Teachers will assess informally throughout the school year, and formally at the end of each school year.

Robertson N.S. uses the following recommended tools for assessment in SPHE:

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

Assessment resources supplied by the S.P.H.E. programmes eg. Stay Safe worksheets will be used to assess children's learning.

Teachers will share information with each other, with parents, with children, with other professionals (eg. NEPS psychologist) either informally or formally, in writing, as and when required.

Assessment information will mainly be shared with parents at Parent-Teacher meetings, in the end of year report, but on other occasions also, if necessary.

5 *Children with Different Needs:*

Teachers will adapt and modify activities and methodologies in S.P.H.E. to ensure the participation of children with special needs, and can be supported in doing this with differentiated resources from the Stay Safe website.

All children will be enabled to make an important contribution regardless of academic achievement.

Teachers will liaise with trained professionals/appropriate agencies and seek advice regarding the most appropriate support required for children with special needs.

Teachers will also seek professional advice from the appropriate external agencies and personnel when dealing with a crisis or sensitive issues such as a child/ren suffering bereavement or loss to ensure that the child/ren involved are fully supported.

6 *Equality of Participation and Access:*

Robertson N.S. recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment.

Equal opportunities will be given to both boys and girls to participate in classes, activities and to access all strands of the S.P.H.E. programme.

We endeavour to provide for children with disabilities and children who learn English as an Additional Language. (E.A.L.)

Organisation:

7 Policies and Programmes that support SPHE:

Policies

- Child Protection
- Anti-Bullying
- Relationships and Sexuality Education

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- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage

Programmes

- Stay Safe
- Walk Tall
- Relationships and Sexuality Education
- Zippy's Friends
- Friends for Life
- Busy Bodies
- Be Safe – Road Safety, Fire Safety, Water Safety
- Food Dudes
- Green Flag
- Making the Links

8 Homework:

S.P.H.E. homework, if prescribed, will reflect the active learning approach and will reinforce information already taught during class.

It will also foster home-school links regarding the S.P.H.E. content being covered in class and the parental support of the programme.

9 Resources:

An extensive array of resources are used to support the teaching of S.P.H.E. in our school. Among these are the programmes listed above (at number 7) and websites such as www.webwise.ie, www.mysafety.ie and www.staysafe.ie

On occasion, a guest speaker may address the pupils in an S.P.H.E. - related lesson. These may include a Garda or the school nurse. On such an occasion, the class teacher must remain in the classroom and make the speaker aware of this school plan and related policies.

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Child Protection

This school follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

10 Individual Teachers' Planning and Reporting:

This plan in S.P.H.E. and the curriculum documents will inform and guide teachers in their long and short-term planning for the subject. Each teacher will keep a Cuntas Míosúil and this will inform progress and needs when evaluating and reviewing the teaching and learning of S.P.H.E.

11 Staff Development:

Training opportunities will include the following areas and this training will support an effective implementation of the S.P.H.E. 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*
- *S.P.H.E.-related courses run by the Primary Professional Development Service and/or Donegal Education Centre*

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 to effectively implement S.P.H.E. as S.P.H.E. is a shared responsibility and parents are the primary educators of their child/ren.

This plan and the curriculum documents are available for parents to inform themselves of the programme for S.P.H.E.

Parents are encouraged to promote the S.P.H.E. curriculum at home and to encourage a positive relationship with the school.

13 School-Community Links:

At Robertson N.S., we believe that the local community has a very important role to play in the programme for S.P.H.E.

We endeavour to liaise with members of our community such as:

- *Gardai*
- *School Nurse*
- *Fire Brigade*
- *Bike Safety*
- *New parents*
- *Sporting organisations eg. badminton*

The children will also liaise with members of their local community during informal activities and events such as:

- Entertainment events eg. cinema trips
- Religious services
- Fundraising activities

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.

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Implementation

Roles and Responsibilities:

The School Principal and teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

This plan will be reviewed on a regular basis. Those involved in the review will include: Teachers, pupils, parents, post holders/plan co-ordinator and the Board of Management.

Timeframe:

The policy will be implemented from 9th April 2019

Timeframe for review:

The policy will be reviewed in January 2022

Ratification and Communication:

The Board of Management of Robertson N.S. ratified this policy on the 8th April 2019