

Draft SPHE Policy

Ballyoughter National School



ROLL NUMBER: 10780L

	Date
Staff Consultation	
Parental Consultation	
Ratified by BoM	

Signed: _____
Chairperson, BoM
Date: _____

Draft Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Ballyoughter 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. 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 Ballyoughter N.S. 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 and wellbeing. 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.

■ Vision and Aims

(a) Vision:

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 programme.

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.

(b) Aims:

The children of Ballyoughter 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

■ 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.

Ballyoughter 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. Ballyoughter NS have created this timetable to reflect this approach:

Two-Year Grid for SPHE		
Create a two-year grid for SPHE. Ensure that five strand units are taught each year, at least one from every strand.		
Myself: Self-identity Taking care of my body Growing and Changing Safety and Protection Making decisions (3rd – 6th Class)	Myself and Others Myself and My Family My friends and other people Relating to others	Myself and the Wider World Developing Citizenship Media Education

	Strand	Strand Unit 2018/2019	Strand	Strand Unit 2019/2020
Sept/Oct	Myself	Self-Identity	Myself and others	My friends and other people
Nov/Dec	Myself	Taking care of my body	Myself	Making Decisions (3-6) Self-Identity (J-S)
Jan/Feb	Myself and others	Myself and my family	Myself	Safety and Protection (Stay Safe)
March/April	Myself and Others Myself	Anti Bullying RSE Sensitive Lessons (Taking Care of my Body) Relating to others	Myself	Anti Bullying Growing and Changing
May/June	Myself and the wider world	Developing Citizenship	Myself and the wider word	Media Education

2 **Contexts for SPHE:**

SPHE will be taught in Ballyoughter National School through a combination of the following contexts:

1. **Positive School Climate and Atmosphere**

Ballyoughter 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 Ballyoughter NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

3. **Integration with other subject areas and Linkage within SPHE**

Teachers will endeavour to adopt an 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, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

3 Approaches and Methodologies:

Ballyoughter 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

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.

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

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

Each child will keep an SPHE Scrapbook Commencing September 2019* and this will be used to assess a child's progress in SPHE. Each year the child will be given a teacher-designed task or test related to the strand units taught, and the scrapbook will be added to cumulatively during the child's schooling. Finally, an informal "graduation ceremony" will be held in 6th class when the child will receive their scrapbook as a record of their work in SPHE during their schooling in Ballyoughter NS.

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. Ballyoughter 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.

6 Equality of Participation and Access:

Ballyoughter 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. Ballyoughter NS is under *Roman Catholic* management, and we endeavour to provide for *Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language*

Organisation:

7 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
- Stay Safe
- RSA
- Web Wise Safer internet Day

8 Homework:

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

9 Resources:

(PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resrouces 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 Bi Follain Making the Links	Busy Bodies Food Dudes	Various posters throughout the school	Webwise

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 to effectively implementing SPHE as Ballyoughter NS 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, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

13 Community Links:

Ballyoughter NS 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 Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, 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:

Ballyoughter 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 the Local Community.

(b) Timeframe:

The plan will be implemented by 19th 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. _____ 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 2 years

■ **Ratification and Communication**

- **The parents association will receive a copy of the draft policy for consultation on**

The Board of Management of Ballyoughter NS ratified this plan on .

Signed _____

Date _____

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

www.ballyoughterns.ie