



St. Brendan's NS,
Clonfert

Whole School Plan for
SPHE

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The Social, Personal and Health Education plan was formulated by the staff of St.Brendan's N.S. in June 2018.

(b) Rationale

The purpose of this policy is to formalise our teaching of S.P.H.E and plan for it on a whole school basis. It will serve as a basis for each teacher's long and short term plans . It will also provide a source of information for parents and the Board of Management.

■ Vision and Aims

(a) Vision:

This plan aims to support the mission statement of St.Brendan's NS whereby we wish to create a positive environment that endeavours to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them the idea of being responsible.

(b) Aims:

The children of St.Brendan's 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 SPHE curriculum takes on a spiral approach, similar aspects are revisited in different ways according to stages of development or readiness of the pupils.

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

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) *This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
	<i>Growing and Changing (Mar-April)</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>

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.

Teachers utilise “Making the Links” to identify the content objectives and the lessons to which they apply.

St.Brendan’s 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. Our SPHE timetable outlines this approach.

2. Contexts for SPHE:

SPHE will be taught in St Brendan’s N.S. through a combination of the following contexts:

1. Positive School Climate and Atmosphere

St.Brendan's NS has created a positive atmosphere by:

- Building effective communication
 - All children are regularly encouraged to communicate with their teacher
 - Children are involved in classroom decisions/composition of classroom rules
 - School Facebook Group
 - Text – a - Parent
 - Parent - Teacher Meetings
- Catering for individual needs
 - The curriculum is adapted to suit the various needs of pupils
- Creating a health-promoting environment
 - A clean, safe environment is provided within the school
 - School Garden
 - Recycling in classrooms
 - Children have the use of P.E. equipment, goalposts and basketball nets
 - Pupils have the opportunity to take part in various physical activities – Hurling/camogie, rugby, soccer, cycle training and yoga
 - Pupils walk to GAA Pitch instead of taking cars
 - Our school also has WOW and COW Days where pupils can walk or cycle to school. Pupils are reminded to wear a hi – vis and a helmet when cycling.
 - Healthy eating is encouraged through the implementation of programmes such as Food Dudes
- Developing democratic processes
 - Children help develop their own class rules
 - Children are involved in making class decisions
 - Job allocations in classrooms
- Enhancing self-esteem
 - Classroom reward systems
 - Display children's work throughout the school
 - Individual, class and school achievements are celebrated at assembly
 - The curriculum is adapted to allow children to experience success in all subject areas
- Fostering respect for diversity
 - Children are encouraged to listen to different points of view and opinions
 - Children in the senior classes are involved in Grandparents Day
- Fostering inclusive and respectful language
 - Emphasis is placed on positive behaviour rather than negative behaviour and this is reflected in the language used by the staff and pupils
 - The use of offensive language is not tolerated
 - Being conscious of different family units and structures
- Developing appropriate communication
 - Regular updates by note or text
 - Meetings between teachers and parents – formal and informal

➤ Homework Diary

- Developing a school approach to assessment
 - See note relating to assessment further on in this policy

2. Discrete Time for SPHE

SPHE is allocated 30 minutes per week on each teacher's timetable. It may be blocked together to allow flexibility for certain topics, projects or speakers. Teachers will ensure that pupils are not consistently missing SPHE lessons due to attending LS/RT.

3. Integration and Linkage

Teachers will endeavour to integrate SPHE with other subjects where possible e.g. Science, Religion, English, P.E. and Drama.

We are also involved in many programmes which link with strands of the SPHE curriculum and other subject areas including Super Troopers, Active Flag, Cycle Training, Green Flag, Yoga Workshops and various sports such as hurling/camogie, tag rugby and soccer.

1 *Approaches and Methodologies:*

1. *Active learning: St. Brendan's N.S. will use active learning as the main approach for teaching SPHE*

The following active learning strategies will be used:

- drama activities
 - co-operative games
 - use of pictures
 - photographs and visual images
 - written activities
 - use of media
 - use of I.T.
2. Talk and discussion
 - Pairs, small groups, whole class
 - Circle time
 3. Skills through content
 - Developing communication skills
 4. Collaborative learning
 - Working in groups of various sizes
 5. Problem Solving
 6. Use of the environment

2 *Assessment:*

Assessment is an integral part of the everyday learning and teaching process in SPHE. It provides valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Each child's achievements in SPHE are communicated to parents at the parent - teacher meetings and in the yearly school report.

St. Brendan's NS uses the following tools for assessment in SPHE:

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

3 *Children with Different Needs:*

Teachers will modify lessons to suit the needs of the children. All children will be encouraged to participate and make contributions to SPHE lessons.

If appropriate the LS/RT team may work on behaviour/social skills programmes with individual pupils.

4 *Equality of Participation and Access:*

As reflected in our Mission Statement St. Brendan's NS is a school with a Catholic ethos that has due recognition for all other religions. Our school also aims to promote gender equality among teachers and pupils.

Organisation:

5 *Policies and Programmes that support SPHE:*

<i>Policies</i>
<ul style="list-style-type: none">• Child Safeguarding Statement• Anti-Bullying Policy• RSE Policy• Critical Incident Policy• Code of Behaviour• Enrolment Policy• Health and Safety Policy• Healthy Eating Policy• Internet Acceptable Use Policy

<i>Programmes</i>
<ul style="list-style-type: none">• Stay Safe• RSE Workshops• Cycling Training• Active School Flag• Super Troopers• Green Flag• Food Dudes• Operation Transformation – 10 at 11:10• Yoga Workshops• Webwise lessons

6 *Homework:*

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

Parents will be informed before we start Stay Safe. Pupils will bring home the Stay Safe worksheets as part of their homework, they must discuss the worksheets with their parent/guardian. The parent/guardian will sign the worksheet.

7 Resources:

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		Various posters throughout the school	Stay Safe Videos

9.2 Guest Speakers:

Guest speakers may be invited when their specific knowledge is required:

- RSE – The RSE talk will take place every two years and is given by an outside teacher
- Internet Safety – This talk will be given by Brendan Smith from NUIG

8 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 our progress and needs when evaluating and reviewing our progress in SPHE.

9 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

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.

10 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as St. Brendan's NS believe that SPHE is a shared responsibility. Parents are encouraged to discuss any SPHE homework with their children e.g Stay Safe worksheets. Children in 5th and 6th class also attend an RSE talk with their parents. Healthy Eating information is provided for the parents of incoming pupils.

This plan, the curriculum documents and the Stay Safe lessons are available for parents to view.

11 Community Links:

St. Brendan's NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with community members such as the Dentist or Health Nurse.

■ **Success Criteria**

The following will be used as indicators that the school policy in S.P.H.E. is succeeding

- Pupils achieving the aims outlined in the policy
- Teacher planning influenced by the policy
- Feedback from staff
- Feedback from students and parents

■ **Implementation**

(a) Roles and Responsibilities:

Each teacher is responsible for the implementation of this policy with their own class. All staff contributed to the formation of this document.

(b) Timeframe:

The plan will be implemented from September 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.

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 Board of Management of St. Brendan's NS ratified this plan on *26/02/2019*.

Signed:

Fr. D. McInerney Date: 26/02/2019
Chairperson, Board of Management

Signed:

N. Kelly Date: 26/02/2019
(Principal)