

Templeorum Whole School Plan



Social, Personal and Health Education (S.P.H.E.)

1. INTRODUCTION:

This plan was reviewed by the teaching staff during a staff planning day after reviewing the RSE policy in February 2019.

2. RATIONALE/VISION:

SPHE in our school will enable each child to: -

- Develop a positive sense of self-esteem, enhance social and communication skills and equip him/her with the knowledge and ability to lead a healthy life.

3. AIMS:

The aims of Social, Personal and Health Education are:

- 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 page 9 of the Curriculum Statement)

4. OBJECTIVES:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

- 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 an 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.

(See page 10 of the Curriculum Statement)

5. CONTENT:

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

<u>Strands</u>	<u>Strand Units (Year 1)</u>	<u>Strand Units (Year 2)</u>
Myself	Self Identity (Sept/Oct)	
	Taking care of my body (May/June)	
	Safety & Protection (May/June)	Growing and Changing (May/June)
		Making Decisions & Sensitive Issues (May/June)
Myself and others	Myself & my family (Nov/Dec)	
		My friends and other people (Sept./Oct.)
		Relating to others (Mar./April)
Myself and the wider world	Developing Citizenship(May/June)	
		Media Education (May/June.)

6. TEACHING/LEARNING CONTEXTS:

We will teach SPHE in a combination of the following contexts:

A positive school climate and atmosphere and adopt strategies such as:

1. Building effective communication within the school

In-school:

- Notice Boards – Staff Room
- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher

Parents: Regular Newsletter

- Notes i.e. homework journal
- Parent/Teacher Meetings – By appointment meetings also.
- Coffee/Tea sessions after religious/sacramental events/school events.

- Parent's Council in the school.
- Parent's Council organise talks for parents/coursed etc. fundraising/homework club.

Visitors:

- Visitors are greeted upon arrival/offered tea/coffee
- Invited to staff room for breaks.

2. Catering for individual needs

- Individual reward system in every class e.g. student of the week.
- Announcements made.
- School band/choir/sports teams/quizzes/school concert.
- Timetabling is very fair for withdrawal.
- We use a variety of teaching styles & activities – Activity based learning.
- General positive school climate with regard to reinforcing positive behaviour.
- Special Education teachers.
- In-class support for literacy /maths.
- Access to social skills training.

3. Creating a health-promoting physical environment

- Beautifully decorated & well maintained school.
- Playground markings for yard time activities.
- Children's work on display throughout school.
- Biodiversity garden.
- Litter management by senior pupils.
- Recycling in classrooms.
- Newsletter/Intercom mentions achievements.
- Active Parent's Council re. decisions – surveyed for opinions.

4. Developing democratic processes

- Pupils involved in drawing up class rules.
- Code of Behaviour is widely publicised.
- Children bring home own rubbish/litter wardens.
- Reading buddies/recycling campaign/butterfly garden.
- Job allocations in classrooms.
- Involvement in school activities i) on own time ii) with materials
- Children lead in the playground ,supervising resources for children to play with.

- Children represent the school in a wide variety of activities e.g. sports, music, art, write a book.

5. Enhancing the self-esteem and well-being of members of the school community.

- Reward systems in place classes/displaying children's work.
- New pupils – appointed 'buddies' to look after them.
- Involvement in committees.
- Children's participation in curricular and extra curricular activities recorded on Facebook page.
- Availing of DES support.
- Regular appraisal of staff efforts.

6. Fostering respect for diversity

- Anti-bullying policy exists and is practised by all staff members.
Communicating school policies and practices to all parents and children.
- All children are included in teams, choirs, concerts, photo opportunities
- Integration of different social groups through organised games, activities, cooking etc.
- Special Educational team to provide School Support Plus.
- Social skills groups in action to help children who display anti-social behaviour or lack of personal discipline.

7. Fostering inclusive and respectful language

- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations.

8. Developing appropriate communication between home and school

- Text a parent, Private Parents Group in TNSPA.
- PT meetings. Notes in homework journals
- Collaboration with parents for assessment/ IEP etc.

9. Developing a school approach to assessment

- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group
- Teacher designated Tasks and Tests
- Portfolios. SALF folders.
- Communication with parents via telephone

Issues discussed

- Integration of new children through all classes.
- Buddy system bench.

Discrete time

Time-tabled ½ hour per week or one hour per fortnight.

Integration

- R.E.
- S.E.S.E.
- ENGLISH
- VISUAL ARTS
- PHYSICAL EDUCATION

Mindfulness

We will try to incorporate Quiet Time in to our classrooms' climate and atmosphere where we give the children time to reflect, think and enjoy quietness in our classrooms.

7. POLICIES:

The following policies related to SPHE issues have been drawn up in consultation with parents and the Board of Management

- Bullying in the context of our Behaviour/Discipline policy
- Enrolment
- R.S.E. Policy
- Substance Use Policy
- Health and Safety Statement

8. APPROACHES AND METHODOLOGIES:

We will adopt the following approaches and methodologies:

- **Active learning** which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, discussion, use of media and information technologies and looking at children's work.
- Talk and discussion
- Skills through Content
- Collaborative learning
- Problem-solving
- Use of the Environment

9. RESOURCES:

- "Walk tall – Quality Circle Time"; J. Mosley
- Be safe.
- Primary Education – Visiting Speakers.
- SPHE Curriculum Books – Videos.
- Stay safe.
- Bi Follain.
- RSE , Tom's Flowers, Busy Bodies

10. COMMUNITY LINKS:

- Involved in all Parish Sporting Activities: GAA Community Games.
- Involved in Community Games/C. na mBunscoil.
- Visits from local Historian/Garda/Health Worker.
- Health Board – Provide Health checks/ Would like Health Board to give talks to parents/children around SPHE issues.

11. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

- **PDST Support**
- **Education Centre Courses in CPD**

12. SUCCESS CRITERIA/ASSESSMENT:

Self-assessment for Teachers

- Have I covered the agreed strand units?
- What do we need to change?

Pupil assessment: P. 70-77

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios.
- Self-Assessment.

DES/outside assessment

- Informal family and community feedback.

13. ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework worksheets.
- Principal → oversees implementation and supports staff.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → Co-operate and participate in class lesson.
- Other staff → be aware of contents of this plan and follow procedures re. same.