

Introductory Statement

This is the Social, Personal and Health Education Plan of An Grianán N.S. Mount Temple, Moate. This plan was reviewed by the teaching staff of our school following a PDST school support training day on February 1st 2017. The revised draft copy of this plan will be uploaded to our school website (February 2017) to enable staff and parents to view same and make submissions.

This plan conforms to the requirements of the revised Primary School Curriculum. The three core policies for SPHE are as follows:

1. Child Protection Policy/Child Safeguarding Statement
2. Anti Bullying Policy
3. *Relationships and Sexuality Policy (RSE)

Rationale

Our policy will provide a comprehensive, developmental and staged Social, Personal and Health Education programme in our school. It affords us an opportunity to review our current position and to plan for future developments by implementing a programme which is balanced and which reflects a spiral approach. Our Policy is important as we view Social, Personal and Health Education as central to the lives of the children in our school. It will provide opportunities for them to foster personal development, to create and maintain supportive relationships and to become active and responsible citizens in society. Our S.P.H.E. programme promotes self-worth, self-confidence and self-awareness and contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

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.

Aims

We endorse the aims of the revised curriculum

- 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 the Plan:

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.

With regard to Stay Safe, an Grianán N.S. has decided, upon consultation with staff, that it will be taught every second year to Senior Infants, 2nd, 4th & 6th during the period January-March.

An Grianán 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 SPHE over a 2 year period. An Grianán N.S. have created this timetable to reflect this approach:

September- Dec	Be Safe/Walk Tall	Junior Infants -2nd
September –Dec	Weaving Well-Being	2 nd – 6th
	Year 1	Year 2
Jan – Easter	Safety & Protection Stay Safe	Taking care of my body R.S.E Growing and Changing R.S.E.
Easter	Making Decisions	
Easter- June	Media Education	Developing Citizenship

Please note the following:

- 1. The Stay Safe Programme is covered with all classes in its entirety every second year- Senior Infants, 2nd, 4th & 6th.**
- 2. The Sensitive Areas of the RSE Programme (Strand Unit: Growing and Changing) are covered in Senior Infants, 2nd Class, 4th Class & 6th Class.**
- 3. Year 1 of the Timetable refers to 2017/2018; Year 2 refers to 2018/2019 and this pattern will continue for subsequent years ensuring pupils will receive a comprehensive SPHE Programme over a 2 year period.**
- 4. Plans can be accessed on PDST.ie/ making the links and beyond.**

Context for S.P.H.E:

Positive School Climate and Atmosphere

A positive school climate and atmosphere is one where all individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. It is important that all members of our school community enjoy a positive school climate and atmosphere.

Strategies for creating a positive school climate and atmosphere in our school include:

Effective Communication Systems

Attention will be paid in our school to encouraging the expression of opinion and developing listening systems.

Effective communication systems are essential among all members of our school community:

- Staff Member- Staff Member
- Staff Member – Parent/Guardian
- Parent/Guardian- Staff Member
- Pupil- Staff Member
- Staff Member- Pupil
- B.O.M.- Staff Member
- Staff Member- B.O.M.
- Parent/Guardian- Parent/Guardian

Staff member to Staff member

This school recognise the importance of a positive school culture and climate. We are guided by DES documents such as the Well Being Guidelines for Primary schools; the Teaching Council Professional Conduct Guidelines; the Working Together Document and the Dignity at Work Policy.

- Staff notices will be posted in the staffroom- General Notices, Notices and information from the Department of Education and Skills, Notification re Professional Development Courses; Information from the INTO, IMPACT and other relevant Union Bodies.

- Official staff meetings are held at the start of each term. Minutes are recorded and kept in secretary's office.
- Informal meetings between & among staff are held every 3-4 weeks as part of Croke Park hours.
- Liaison between different, at the end of the school year, when children are promoted will be facilitated.
- Liaison between teachers and SNA's will be facilitated.
- Liaison between SET's and teachers happen on a continuous basis (team teaching, station teaching, PALS etc.)
- Staff will be notified of Circulars relevant to whole staff.
- Regular memos to staff from Principal via What's App.
- All staff are on a What's App Group

Staff member- Parent

- Annual Parent-Teacher Meeting. Opportunity for parental input.
- Appointments – parents are welcome to make representations on behalf of their children at any stage during the school year on first making an appointment.
- Homework Journal – this is used as a medium of communication between class teacher and home.
- School Newsletter
- Annual School Calendar
- Information meetings for newly enrolled pupils
- School website
- Group texts to all parents and/or to specific class groups

Pupil-Staff Member/ Staff Member- Pupil

- Listening at all time- informally
- Treating child and his/her property with due respect at all times
- Children reminded in Stay Safe Programme that Teachers will listen
- Explain reasoning behind rules, regulations etc.
- School Assemblies

Board of Management- Staff/Parents/Pupils

- School Policies and Procedures
- Agreed B.O.M. Reports
- Seminar/Meetings
- Frequent communication between Chairman & Principal

Parent-Parent

- Parents' Association- Page on website
- Parents' Association Notifications- flyers, texts sent from the school.
- Policies & Procedures
- Social Occasions such as disco, school walk, sports day, grandparents day, book launches, annual school mass, assemblies
- Triple P Talks
- Anti- Bullying Talks

Fostering Respect for Diversity

- Integration of children with special needs in all areas of school life where possible.
- Inclusion of special needs pupils into mainstream classes.
- Appropriate Teaching Methodologies which recognise the diversity of intelligences.
- Recognising, celebrating and being aware of the wide diversity and richness of cultures that exist in our school-pupils from other countries or whose parents are from other countries.
- Teaching resources to reflect inclusion and diversity
- Gender equity on school committees, teams, representatives
- Commitment to learning from others with different viewpoints and abilities
- Commitment to resolving conflict without discord –school yard.
- Belief that each individual is important.
- Society, Culture & History- gaining knowledge of pupils' own society, culture and history, as well as societies, cultures and histories of other pupils.
- Pupils visiting from overseas.
- Penpals from other countries.

Catering to the Individual Needs of Children- all children have individual and different needs.

- Identify the specific needs of children- social, intellectual or emotional.
- Access to support teaching both in and out of classroom
- Parental involvement and help.
- Peer work, group work, co-operative learning.
- Use of IT
- Resources bought with specific children in mind.
- Teacher addressing differing academic abilities.
- No one size fits all. Designed bespoke ed. plans for children
- Focus on strengths – on abilities rather than disabilities
- Effort is recognised above achievement
- Broad based curriculum

Promoting Respectful Language

- Teachers/Pupils Awareness- use and accept only respectful language
- Use first names of children (Teacher/Pupil: Pupil/Pupil)
- Non-acceptance of “put downs”
- No bad language in school
- School will set about dealing with name calling (non-acceptance, S.P.H.E.Lessons, discussion and role play)
- Use of Mr., Ms. etc. by children of teaching staff.

Creating a Health –Promoting Physical Environment

- B.O.M. endeavours to maintain a clean, safe school – cleaners, cleaning and hygiene products – Safety Committee/Post Holder.
- Lunches eaten inside under supervision of the teacher.
- Waste goes into proper containers for recycling.
- Playground rules are built around the health, safety and wellbeing of children.
- Playground supervision
- Healthy Lunches Policy.
- Code of behaviour promotes positive behaviour to create a safe school – physically, emotionally and healthwise.
- Bullying is addressed in the Anti-bullying Policy and Code of Behaviour.
- Individual & Team Games which promote physical fitness are encouraged, promoted and developed – skipping, football, soccer, hurling, camogie, athletics, hockey, illustrated games in infant playground, rugby, basketball, golf, swimming.

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

Structures to foster the child's sense of self-worth

- Positive re-inforcement
- Treating child and his/her property with dignity and respect at all times.
- Affirming effort rather than end result
- Showing interest and giving encouragement
- Differentiation – pitching work at appropriate level for each child.
- Assemblies to promote effort and achievement.
- Weaving well-being Programme 10 weeks from 2nd -6th covering topics such as (see back of wellness programme sheet)

Teachers play down excessive competition.

- Appraising group work
- Group averages
- Changing groups
- Variety of competitions
- Co-operative groups

Staff feel encouraged

- Inclusion in decision making
- Good relations
- Staff meetings
- Social outings
- Caring induction of new staff and children
- Being informed on school related matters.

Parents

- Inclusion in decision making
- Good relations
- Parents' meetings / Parents' Association- Triple P information talks, anti-bullying, cyber bullying information night.
- Social Occasions
- Developing Partnership
- Being informed on school related matters.

Discrete time for SPHE:

Each teacher is to devote one half hour per week to the teaching of Social, Personal and Health Education or one hour lesson per fortnight.

Time slots must be formally recorded on the timetable.

The core programmes for the delivery of the SPHE Curriculum are as follows:

1. **SPHE Curriculum Books**
2. **Revised Stay Safe Programme (2017) MANDATORY**
3. **Revised Walk Tall Programme (2017)**
4. **RSE Manuals**
5. **Weaving Well-Being Programme**
6. **Be Safe Programme**

Approved additional resources are listed in **Appendix A** of this plan.

Integration with other subjects and Linkage with SPHE:

Teachers may integrate the Social, Personal and Health Education programme with all other areas of the curriculum, specifically Physical Education, Religion Education, English, Geography and Science. Themes/Projects such as Healthy Eating..... will also be explored.

Biodiversity – Incredible Edibles, Super Troopers, Food Dudes.

Approaches and Methodologies:

The approaches and methodologies used in Social, Personal and Health Education are crucial to the effectiveness of our programme. Our emphasis is on **Active Learning** where children avail of opportunities to be actively engaged in their learning at many different levels. The key features of **Active Learning** are:

- It is a process in which pupils can begin from what they already know, explore possibilities, question, draw conclusions and reflect on outcomes.
- It can be carried out by individuals or in groups. There will be particular emphasis on **small – group** activities while also recognising that on occasions individual activities may be more appropriate.
- It engages children at different levels. Children can be engaged in their learning at physical, emotional and cognitive levels or at a combination of these levels.

It promotes action. Children learn to transfer their learning to everyday situations they may encounter.

It places children at the centre of the learning process and the issues explored are relevant and linked to the child's own experience.

It requires the teacher to guide and direct the work so that the pupils are provided with a variety of appropriate opportunities to engage in their own learning.

It requires an atmosphere of trust and support so that children feel secure in giving their own point of view, knowing that they are respected as individuals and that their opinions are valued and taken into account.

Other **Approaches and Methodologies** used for the teaching of S.P.H.E. will include

- **Drama** (P.59 SPHE Teacher Guidelines) – paired activities, role play, resolving conflict, interviews, phone conversations, response to situations, exploring different emotions and learning to express them appropriately.
- **Co-operative Games** (P69 SPHE Teacher Guidelines) – active games that require movement, quieter board games and table activities.
- **Pictures / Visual Images** (P72-78 Teacher Guidelines) – interpret a picture, interpret part of a picture, acting out a photo.
- **Discussion** (P80-85 Teacher Guidelines) – open-ended statements, brainstorming, circle time, interviews, stories, poetry, debates, soap box, agree-disagree, exploring a piece of music. Working in pairs/groups/whole class.
- **Written Activities** (P87-95 Teacher Guidelines) – worksheets, lists and check-lists, projects, questionnaires, newsletters, creative writing, poetry, speech bubbles, captions, surveys and polls, discussions, findings explored and reasons given for particular conclusions.

- **Children's Work** – displays of work, group reporting back, individual groups, looking at others work in a positive way, portfolios.
- **Problem Solving**
- **Use of Environment** - School buildings and grounds, Mount Temple Area.
- **Media** – newspaper and news. I.W.B
- **I.T.** – learning to take turns, to share and co-operate, decision making, help them to become discerning and judicious users of various technologies, to collate and present data.

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.

An Grianán N.S. uses the following recommended informal tools for assessment in SPHE:

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

Other options include keeping an SPHE Scrapbook. This could also be used to assess a child's progress in SPHE.

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. An Grianán N.S. 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. An Grianán has 3 Rainbows trained co-ordinators to help children through difficult times.

Equality of Participation and Access

An Grianán 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. 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. An Grianán N.S. is under Roman Catholic school management, and we endeavour to provide for children with disabilities, families with literacy difficulties, children who are learning English as a second language.

The same curriculum is offered to **all** pupils.

Organisation of Social, Personal and Health Education

Policies and Programmes that support SPHE:

- Child Protection/Child Safeguarding Statement
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Admissions & Participation Policy
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage
- Administration of Medicines
- Mobile Phone Policy
- Critical Incident Policy

Programmes

- Health Promoting Schools
- Green Flag
- Yellow Flag – promoting inclusion and celebrating diversity
- Food Dudes
- Weaving well-being

Homework

Homework assigned in the area of Social, Personal and Health Education will endeavour to maximise communication between pupil and parent/community and for the most part will be investigative, orally based, and seek to promote discussion on the issues addressed in school.

Resources

The following resources have been identified and are available in our school to support our Social, Personal and Health Education Programme. Further resources are available on www.pdst.ie/SPHE

- SPHE Curriculum Books
- Revised Stay Safe Programme (2017)
- Revised Walk Tall Programme (2017)
- RSE Manuals
- Making the Links
- Busy Bodies (RSE Resource)

- Webwise
- Grow in Love/Alive O Programmes
- Weaving well-being

Lists of additional resources are attached to this plan.

- **Appendix A** – Details of Approved Resource List for Schools.

The delivery of the sensitive issues of the RSE Programme

In order to address the sensitive Relationships and Sexuality Education issues of Social, Personal and Health Education the school **adopts** the following strategies.

- Class teacher delivers each lesson(if they are comfortable in doing so)
- Facilitators (**a class teacher –Ms.Killian/Ms.Kilduff**) deliver lessons on the more sensitive areas of the Social Personal and Health Education programme to senior pupils. As per Circular 22/2010, a teacher will be present during these sessions. These talks are delivered during last term to both 5th & 6th during the school day and includes discrete time for boys and girls.
- Any supplementary interventions must be age and stage appropriate, and should include evidence-based content and methodology and clear educational outcomes.
- All materials proposed for use must be approved in advance by the Principal and BOM, be age and stage appropriate for pupils and be in line with the ethos of the school, and the principles of the SPHE curriculum. There is a need also to take account of all relevant school policies and procedures, including the school's Child Protection Policy, RSE Policy and Substance Misuse Policy. The SPHE Teacher Guidelines (page 103) outline sample criteria for choosing appropriate resources.
- Interventions and external inputs should be evaluated by the school principal, teachers, and pupils (as appropriate) in terms of the content, approach, methodology and proposed learning outcomes.
- It is strongly recommended that parents are consulted and made aware of any visitor or agency proposing to engage with pupils in classrooms and schools.

(Circular 22/2010, SPHE
Best Practice Guidelines
for Primary Schools)

Information for Parents and Parental Consent

On enrolment to An Grianán N.S., parents will be informed that the Stay Safe Programme is taught every 2nd year in all classes and that the sensitive areas of the RSE Programme are taught in Senior Infants, 2nd Class, 4th Class and 6th Class. Parents will be encouraged to speak with the class teachers or Principal should they wish to discuss the teaching of these sensitive areas further. In addition, parents will be notified at the end of Term 1 i.e December that the Stay Safe Programme and, where relevant, the sensitive areas of the RSE Programme will be taught during subsequent weeks. This will alert parents to the fact that their child may have questions relating to these areas. Parents will be reminded of how they may access the content and resources relevant to these programmes. They will be informed that there are links to the programme on the school website.

Pupils whose parents do not consent to their children attending lessons on **sensitive issues** will be supervised in a different classroom while these lessons are in progress. **Parents who withdraw their children from these lessons do so on the understanding that they as parents are taking full responsibility themselves for this aspect of their child's education. They must put this in writing for future reference.**

Guest Speakers for SPHE/Community Links:

Guest speakers from the community (where possible) may also address some of the areas of

- Healthy Diets
- Positive Parenting
- Anti-Bullying
- Exercise
- Preserving our Heritage
- Environmental Awareness
- Internet Safety

Circular 22/2010 will inform the BOM and Principal in selecting guest speakers and ensure that the following are avoided:

Scare tactics, Sensationalist Interventions, Testimonials, Information only Interventions, Information that is not age appropriate, once off/short term Interventions, Normalising young people's risky behaviour, Didactic approach.

Individual Teachers' Planning and Reporting:

This SPHE School Plan and the SPHE curriculum documents will inform and guide teachers in their long term 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. (In addition teachers will record the Stay Safe Topics covered on a separate word document for each of the months January, February and March. These documents will be emailed to the Principal. The purpose of this additional record is to provide easy access to the record of the topics covered by each class.)????

Parental Involvement: 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 e.g. lámh, Down Syndrome strategies

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.

We believe that our S.P.H.E. Programme will be most effective when it is based on a consistency in approach and where the responsibility is shared by parents, teachers, children, B.O.M., health professionals and other relevant members of our community. Consultation and communication between these partners will be an important element in the planning, implementation and review of our programme.

This plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcome to make submissions/recommendations when plans and policies are being reviewed.

Implementation

An Grianán N.S. believes that the school community must be involved to successfully implement the SPHE Programme. Therefore the teaching staff will implement the plan with the support of Parents, the Board of Management and the local community.

Roles and Responsibilities

While the Principal has the overall responsibility to ensure the successful implementation of the SPHE Programme at all class levels, teachers also have responsibility to ensure the programme is covered with their class as outlined in this plan.

Success Criteria

We will evaluate the success of this policy using the following criteria:

- Delivery of the Social, Personal and Health Education Curriculum
- Resources to support the delivery of Social, Personal and Health Education.
- Delivery and participation by children in the Stay Safe Programme

- Teacher Observation of behaviour and attitudes
- Feedback from other professionals working with children
- School atmosphere and climate.
- Feedback from Parents
- Feedback from Outside visitors to the school.

Timeframe for Implementation

This revised plan will be implemented from January 2018 following ratification by our Board of Management.

Timeframe for Review

It will be necessary to review the plan on a regular basis to ensure optimum implementation of the revised SPHE Curriculum.

Responsibility for Review

- Whole Staff
- Board of Management / Parents
- Co-ordinator – Principal

Ratified by the Board of Management on _____

Signed: _____ Chairperson of the Board of Management.

Appendix A

Resource List for Schools

- As with all resources, teachers are advised to ensure that materials used are appropriate to the needs of their class. Teacher Guidelines, P.103 sample criteria for choosing resources.
- Websites should be evaluated by teachers to ensure that they are appropriate to the needs of their class. Ref. Teacher Guidelines P.103.

