

Whole School Plan for
SPHE

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of All Saints' N.S. formulated this school plan for SPHE, in consultation with our Board of Management, 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 by the school principal and staff and brought to the attention of the Board of Management and Parents.

(b) Rationale:

Aspects of SPHE have been taught in All Saints' N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. 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

All Saints' N.S should promote self awareness and understanding by helping children to name and manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds. SPHE should help children establish supportive relationships, to enjoy the company of others and to resolve conflicts in appropriate ways.

(b) Aims

The children of All Saints' N.S. 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 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. All Saints' 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 two year period.

Month	Year 1	Year 2
September/October	Self-identity (Myself)	Myself and my family (Myself and others)
November/December	My friends and other people (Myself and others)	Relating to others (Myself and others)
January/February	Safety and protection (Myself)	Growing and changing (Myself)
March/April	Making decisions (Myself) *	Taking care of my body (Myself)
May/June	Media education (Myself and the wider world)	Developing citizenship (Myself and the wider world)

***Making decisions is only a strand unit from 3rd – 6th, Junior Infants – 2nd may complete the Safety Issues section of Safety and protection at this time.**

The Stay Safe Programme will be taught in term 2 each year and RSE in term 3.

Friendship week takes place in February each year where children explore the theme of friendship through games, songs, drama and circle time.

Links to other policies – Anti-Bullying Policy and Child Safeguarding Policy. Both policies are reviewed annually.

2. Contexts for SPHE

SPHE will be taught in All Saints' N.S through a combination of the following three contexts:

1. Positive School Climate and Atmosphere.

All Saints' N.S. has created a positive atmosphere by:

- Building effective communication.
Regular news letters to parents, welcoming atmosphere to parents. Regular staff meetings, in school management meetings. Respect for childrens' views and opinions. Children are encouraged to use respectful language at all times
- We aim to provide the individual needs of all the children catering for individual needs enrolled in our school and who will enrol in the school. Learning difficulties and those children who are extremely able.
- Creating a health-promoting physical environment.
The school has a healthy eating policy. There is a strong emphasis on a variety of sporting activities catering for all abilities.
- Developing democratic processes
Staff, parents and pupils are welcome to contribute in all areas of school life. i.e. Soccer Blitz, school celebrations, etc.
- Enhancing self-esteem
Promotion of positive behaviour is emphasis, and reward for positive behaviour. Our school is divided into four teams. Each team is made up of pupils of different ages. Points are given for good behaviour and good work practice. At the end of each week points from both rooms are totalled and a small reward is given to that group.
- Fostering respect for diversity
It is important that all children are aware of and appreciate children from other cultures and backgrounds. We encourage children to share their experience of lives in different countries.

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable.

- Integration with other subject areas and Linkage within SPHE. Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject's areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects will also be explored.

3. Approaches and Methodologies

We 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. We use the following recommended informal tools for assessment in SPHE:

- Teacher observation
- Teacher-designed tasks and tests

5. Children with Different Needs

Teachers will endeavour to adopt 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. We 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:

We recognise and value diversity, and believe 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. All Saints' N.S. is under Church of Ireland school management, and we endeavour to provide for children with disabilities, families with literacy difficulties and children who are learning English as a second language.

Organisation

7. Policies and Programmes that support SPHE

7.1 Policies / Programmes:

Code of Behaviour	Anti-Bullying Policy
Enrolment Policy	Healthy Eating Policy
Health and Safety Policy	Stay Safe Policy

7.2 Substance Use Policy:

See Substance Use Policy

7.3 Relationships and Sexuality Education:

See Relationships and Sexuality Education Policy

7.4 Child Protection

See Child Protection Policy

8. Homework:

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

9. Resources:

9.1 Programmes and Other Materials:

Books for Pupils	Books for Teachers	Audio CDs	Posters	Media & ICT
Mindful Matters	RSE Manuals Walk Tall Stay Safe Making the Links	Busy Bodies	Various posters throughout the school	I.W.B.

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the Classroom 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:

Staff members have attended training in 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.
- Stay Safe Professional Development Seminar
- SPHE co-ordinator is Mrs Kenny

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these with other members of staff.

12. Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as All Saints' N.S. believes that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

13. Community Links:

All Saints' N.S. believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaises with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, Garda, 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. Feedback from parents and children is very welcome and informative.

■ Implementation

(a) Roles and Responsibilities

All Saints N.S. 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:

This policy was reviewed in March 2012, May 2016, December 2018 and February 2021.

■ 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.

(b) Timeframe:

This plan will be reviewed in February 2021.

■ Ratification and Communication

This plan was reviewed by the Board of Management of All Saints' National School on Wednesday 21st March 2012, 19th May 2016, 13th December 2018 & 25th February 2021.

This plan is available to view at the school by the parents.

Signed: _____
Chairperson of Board of Management

Date: _____