

Scoil Naomh Pio

Whole School Plan for Social, Personal and Health Education (S.P.H.E.)

Introductory Statement and Rationale

This plan was drawn up by the teaching staff of Scoil Naomh Pio. It strives and aims to set out the content and framework of learning that will assist the teaching staff of the school in accordance with the S.P.H.E curriculum. It will assist teachers to become more productive and effective in the delivery of the S.P.H.E curriculum. It will also inform new or temporary teachers, visiting S.P.H.E teachers and speakers of the approaches and methodologies adopted in our school in relation to S.P.H.E.

S.P.H.E involves lifelong growth and as such begins before the child comes to school. In this school we will provide a foundation that will inform the child's actions and decisions and provide a basis for further development.

Vision and Aims

In line with our school ethos S.P.H.E will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform their actions now and in the future. It will enable them to respect and relate to themselves and others and to become active and responsible citizens in society.

While seeking to meet the pupil's needs we will endorse the aims and objectives of the S.P.H.E curriculum pages 9-10:

- 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 appreciation of the democratic way of life
- To enable the child to respect human and cultural diversity and to appreciate and understand the inter dependant nature of the world

Curriculum and Planning

Strands and Strand Units

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) Stay safe programme	My Friends and other people
March/April	Making Decisions * (Myself) Stay safe	Taking Care of my Body (Myself)
May/June	Media Education (Myself and the Wider World)	Developing Citizenship (Myself and the Wider World)

All teachers are required to familiarise themselves with the strands, strand units and content objectives for their own class level, as outlined in the S.P.H.E curriculum documents:

- Infant classes pp. 16-23
- First and Second classes pp. 26-35
- Third and Fourth classes pp. 37-51
- Fifth and Sixth classes pp. 53-67

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and the classroom.

SPHE must be planned in such a way that the child will receive a comprehensive program in SPHE over a two year period. Some strand units should be chosen from each of the strands in any one year. The strand units not covered in year one must be included in the teacher's planning for the following year.

Contexts for SPHE

SPHE will be taught through a combination of contexts:

- Positive school climate and atmosphere
- Discrete time
- Integration with other subject areas

(Refer to SPHE curriculum pp. 11, Teacher Guidelines SPHE p. 5, pp. 31-32; pp. 36-41)

Positive school climate and atmosphere

The school mission statement sets the backdrop for a positive school climate and atmosphere. The following policies have been drawn up in consultation with parents, Board of Management and other interested parties in the local community;

- Relationships and Sexuality Education (R.S.E.)
- Stay Safe
- Anti-bullying
- Code of Behaviour
- Intercultural
- Healthy eating

We also teach the Stay Safe programme in its entirety over one school year as it is a mandated programme.

R.S.E. is taught over a two year cycle.

Digital citizenship programme is taught every second year in its entirety.

These policies and programmes combine to provide the successful implementation of the SPHE curriculum.

Discrete Time

The time allocation for S.P.H.E will be in accordance with the Primary School curriculum recommendation, i.e. 30 minutes per week. However S.P.H.E may also surface at other times, as it cannot always be treated as an isolated curricular area. The teacher may choose to teach S.P.H.E during discretionary time. It may also be organised in block periods if appropriate.

Integration

At each class level, teachers should integrate S.P.H.E. with other curricular areas. Many aspects of S.P.H.E can be dealt with in the context of relevant subject areas. Opportunities for integration are referred to in the Curriculum at the end of each strand unit. In their planning teachers will make reference and plan for such opportunities. Curricular areas with which integration may be undertaken include:

- **English Language:** using language precisely; acquiring appropriate vocabulary; developing communication skills; learning how to question, to predict, to be critical and to analyse; developing one's imagination and exploring emotions and feelings through the spoken and written word; examining the print media
- **History:** developing empathy; exploring changing influences on our lives; learning about the factors that shape the community; exploring the various contributions of different groups to society; exploring myself and my family
- **Science:** exploring: the way the body works, the constituents of different foods, the process of physical growth and development; learning to care for the environment
- **Geography:** developing a sense of place; exploring local and national issues; developing an appreciation of different national, religious and cultural groups; learning to care for the environment
- **Mathematics:** interpreting and representing data; measuring and estimating; comparing and recording; solving problems

- **Visual arts:** creating and exploring images and pictures; expressing ideas, feelings and experiences in visual form; looking at and enjoying images in the environment
- **Physical Education:** choosing teams and playing games in a fair manner; understanding physical exercise as necessary for overall health and wellbeing; developing individual skills and talents; developing self-esteem and self-confidence; providing opportunities for co-operation and interaction; appreciating the importance of safety and learning how to act safely
- **Music:** using music to explore moods and feelings; understanding the role of music in our heritage; exploring music as a form of universal communication; developing self expression and a sense of well-being through music; making decisions; taking individual and group responsibility through composing
- **Drama:** using drama: to recognise and manage feelings, to learn to trust and respect others in a group, to experience open and healthy relationships, to foster respect for differences in people, and to help the child understand and moderate his/her temperament.

Approaches and Methodologies

As active learning is a key principle of the revised Primary Curriculum (1999) this is the principal methodology for teaching SPHE. In our school we promote active learning through the following activities depending on the class level:

- ⇒ Cooperative games
- ⇒ Drama activities
- ⇒ Pictures, photographs and visual images
- ⇒ Pair, small group and whole class discussion
- ⇒ Written activities
- ⇒ Media studies
- ⇒ I.C.T

Further details of these approaches can be found in Teacher Guideline: S.P.H.E pp 54-99.

In order to involve children in their own learning we will provide opportunities for:

- ⇒ Talk and discussion
- ⇒ Collaborative learning
- ⇒ Problem solving activities
- ⇒ Engaging with the environment
- ⇒ Developing skills through content

Assessment

Assessment will be carried out in compliance with the schools assessment policy and the SPHE Curriculum pp. 70-77.

The assessment tools chosen by the teacher will depend on the class level and ability of the children and may include:

- ⇒ Teacher observation
- ⇒ Teacher designed tasks and tests
- ⇒ Portfolios
- ⇒ Projects
- ⇒ Self assessment by pupils

Assessment is a central part of the everyday learning and teaching process in S.P.H.E. It can provide valuable information on the child's progress and on the effectiveness and the suitability of the programme. This information will help the teacher to discern what the child knows and understands and how he transfers learning from one situation to another and also inform planning of future lessons.

Children with different needs

All children with special educational needs are included in SPHE lessons. We also ensure that pupils attending Learning Support Teacher, Resource Teacher, Visiting Tutor etc will not be absent for SPHE on an ongoing basis.

Activities are modified where needed to enable all children to participate in the class.

If there are specific or sensitive issues which need to be considered in meeting the individual needs of children, (e.g. bereavement, loss, disability, illness) efforts will be made to assist the child in dealing with this issue. Where necessary, external human resources, materials and links with outside agencies will be availed off in assisting the child.

Equality of participation and access

All children in our school will participate in all aspects of the SPHE Curriculum. Each child is offered the same opportunities for participating in discussions, debates and presentations in relation to SPHE.

Efforts are made to integrate the culture of different nationalities through the exploration of the strands of the SPHE Curriculum e.g. through the strand units Relating to others and Developing citizenship.

The school is aware of many of the literacy and language challenges facing our community. English and literacy classes are provided for parents where the demand warrants it.

Organisational Planning

Policies and programmes that support SPHE

SPHE is deeply imbedded and interwoven within the Curriculum. Therefore most of our school policies support this subject. E.g. Substance Use; Relationships and Sexuality Education; Stay Safe; Child Safety Statement; Enrolment; Physical Education, Code of Behaviour; Anti-Bullying; Health Eating Policy.

These policies are available in the Administrative Policy Folder or as stand alone policies in their own right.

Homework

Homework in SPHE may be assigned from time to time and will be in line with the school's Homework Policy.

Resources

Each teacher has their resource books in their classroom.

Individual teacher's planning and reporting

Each teacher is responsible for ensuring that the curriculum documents and this school plan form the basis of their planning for SPHE. Teachers will plan using the strands and strand units and will ensure that all of these are covered during the year (This will be in accordance with our two yearly planning timetable, see above Aspects of the curriculum covered by visiting personnel will be incorporated into the class teacher's plans. Teachers will also consult lesson plans Walk Tall programme. The Stay Safe is a mandated programme to be taught. The Cuntas Miosuil and Fortnightly notes will show which aspects of the SPHE Curriculum have been taught each fortnight and month. A healthy eating lesson will be covered each term.

Staff development

A range of reference books, resource materials, equipment and a list of appropriate websites is available to all teachers within the school. Information about SPHE courses and visiting speakers to the school are communicated to all staff by email or on staff notice board.

Parental involvement

Parents are encouraged to discuss aspects of S.P.H.E. when worksheets/work samples are brought home.

Parents are involved in SPHE mainly through the Stay Safe Programme and when outside speakers visit the school. Each year before the Stay Safe Programme is taught parents are informed and information about the programme is provided for their use.

Community Links

Where necessary the school makes full use of outside community links to enhance the SPHE programme. E.g. Barnardos, Accord, Dental nurse etc.

Success Criteria

The success of this plan will be measured by the following criteria:

- Implementation of the plan will be evident in teaching and learning in lessons – pupils will be seen engaging and participating in lessons and using resources.
- Continuity of content and methodology will be evident in teachers' planning and reports.
- On-going informal assessment should establish pupils' understanding of the teaching content.
- Ability to discuss topics using appropriate vocabulary from The Curriculum.

Implementation

Roles and Responsibilities

Class teachers are responsible for the implementation of this SPHE plan in their own classes. The post holder responsible for SPHE will monitor and support the implementation of the plan and is responsible for the purchase and monitoring of resources.

Timeframe

This plan will be implemented over the three school years from 2022 - 2024

Review

Progress made in the implementation of this plan will be reviewed at the end of the 2024 and the plan will be renewed again in 2025.

Ratification and Communication

This plan was presented to the Board of Management for ratification. A copy of the plan will be made available to parents on request.

Signed:

Chairperson, Board of Management

Date:
