

Clonmoney National School



Whole School SPHE Policy

INTRODUCTION:

This plan was formulated during in-school staff meetings. All staff was involved in the development of the plan.

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 each child with the knowledge and ability to lead a healthy life. This is in line with our school vision statement which strives to help each child to reach his full potential in a Christian atmosphere, where respect, responsibility and cooperation are central to all learning experiences.

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 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.

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 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 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.

Two-Year Grid for SPHE		
<p><u>Myself:</u> Self-identity Taking care of my body Growing and Changing Safety and Protection Making decisions (3rd – 6th Class)</p>	<p><u>Myself and Others</u> Myself and My Family My friends and other people Relating to others Developing Citizenship</p>	<p><u>Myself and the Wider World</u> Developing Citizenship Media Education</p>

Year 1 (2016-2017)	Year 2 (2017-2018)
<p><u>Term 1:</u></p> <ul style="list-style-type: none"> • Self-Identity • My friends & other people • Safety & Protection 	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> • Myself & My family • Relating to others
<p><u>Term 2:</u></p> <ul style="list-style-type: none"> • Developing citizenship • Making decisions (3rd-6th) 	<p><u>Term 2:</u></p> <ul style="list-style-type: none"> • Media Education • Safety & Protection
<p><u>Term 3:</u></p> <ul style="list-style-type: none"> • Taking care of my body • Growing & changing • Safety & Protection 	<p><u>Term 3:</u></p> <ul style="list-style-type: none"> • Taking care of my body • Growing & changing • Safety & Protection

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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 and new teacher information pack including important school information /policies.
- Staff discussions regarding pupils are professional and sensitive information is treated with appropriate confidentiality.
- Children are involved in in-class decisions (age appropriate).

2. Fostering inclusive and respectful language:

- We praise, encourage and affirm pupils and staff.
- Good manners are expected and noted when pupils /visitors visit classes/ school.
- There is zero tolerance of racist/ offensive language.
- Staff are conscious of different family structures and units, respect them and refer to them in whole class situations.

3. Developing appropriate communication between home and school:

- Communicate regularly via newsletters, school website, notice boards, posters etc.
- Annual PT meetings, notes in homework journals as required.
- Note to parents at the start of each new school year encouraging parents to come to class teacher if they have a concern.
- Supportive Parents Association.

4. Developing a school approach to assessment:

- Teacher observations (ongoing).
- Discussion with children formally/informally.
- Open forum in Circle time and Social Skills group.
- Teacher designated Tasks and Tests.
- Communication with parents.
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Integration; Where possible themes explored in SPHE will be integrated with other relevant subject areas by the class/ SEN teacher/:

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

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 code of Behaviour/Discipline policy
- Enrolment
- Health and Safety Statement
- Critical Incident Policy
- Child protection policy
- SEN policy

All staff members are aware that the Direct Liaison Person is Mr David McCormack and Deputy Liaison Person is Mrs. Helen O Connell.

APPROACHES AND METHODOLOGIES:

We will adopt the following approaches and methodologies when teaching SPHE:

- **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, interactive whiteboards and looking at children's work.
- Talk and discussion
- Skills through Content
- Collaborative learning
- Problem-solving
- Use of the Environment

RESOURCES:

- "Walk tall – Quality Circle Time"; J. Mosley.
- Be safe.
- Visiting Speakers.
- SPHE Curriculum Books / websites & Videos.
- Stay safe.
- Bi Follain.
- RSE.

COMMUNITY LINKS:

- Involved in Church singing/ mass serving and reading.
- Involved in Christmas Shoebox Appeal, Annual Cake Sale for Apostolic Society,
- Involved in Environmental Awards- Green Schools.
- Carol singing for Christmas.
- Visits from local Historian/Garda/Health Worker.
- Library visits and visits to local historical sites.

. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

We hope to provide opportunities for some staff members to receive the following training:

- training in the Child Abuse Prevention Programme (Stay Safe),
- training in the Relationships and Sexuality programme (R.S.E.)

- training in the Children First Guidelines [DES Guidelines and Procedures]
- Health and Safety training: Manual Handling and Fire Marshall.

KEY CONSIDERATIONS:

- Wide variety of family backgrounds.
- Ensuring that children with special educational needs are included and involved in class lessons.

SUCCESS CRITERIA/ASSESSMENT:

Assessment of SPHE includes:

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios.
- Self-Assessment.
- Informal family and community feedback.
- Achievement of Green Flags.

ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → support SPHE through involvement in homework etc.
- 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

REVIEW AND RATIFICATION:

- This school plan was formulated by the staff and approved by the Board of Management of Clonmoney Primary School in April, 2016.
- Chairperson of Board of Management: _____

This policy will be reviewed in 2018/19