

Kingsland NS Whole School Plan

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

School Name: Naomh Atrachta Kingsland

Date: January 2017-2020

1. INTRODUCTION:

All Staff were involved in the development of this plan. This plan was formulated during an in-school curriculum day under the guidance of an SPHE Cuiditheoir. .

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:

(See Appendix 1 for Glance Cards Content Objectives)

<u>Strands</u>	<u>Strand Units (Year 1)</u> <u>2019-2020</u>	<u>Strand Units (Year 2)</u> <u>2020-2021</u>
Myself	Self Identity (Sept/Oct)	
	Taking care of my body (Jan/Feb)	
	Growing & Changing (Mar/Apr)	Safety & Protection (Jan /Feb) Stay Safe
		Making Decisions (March/April)
Myself and others	Myself & my family (Nov/Dec)	
		My friends and other people (Sept./Oct.)
		Relating to others (Nov/Dec)
Myself and the wider world	Developing Citizenship(May/Jun)	
		Media Education (May/June)

(See Appendix 2 for details of Lessons (Making Connections))

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:

- E-mail
- Notice Boards
- Important information sent around to staff in a folder

- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher
- Pupil Voice – Suggestion Box Questionnaires

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 Association organise talks for parents etc. fundraising/book fair.

Visitors:

- Visitors are greeted upon arrival/offered tea/coffee
- Facilities/room provided for visitors.

2. Catering for individual needs

- Individual reward system in every class e.g. Star Book, 3 stars each day, Prize at end of Page.
- Announcements made.
- School 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.
- Resource teacher/SET teacher/SNA.
- In-class support/Team Teaching
- Social skills /S.A.L.T Program

3. Creating a health-promoting physical environment

- Well maintained school.
- Playground markings for yard time activities.
- Children’s work on display throughout school.
- School garden.
- Litter management by senior pupils.
- Recycling in classrooms.
- Newsletter/Intercom mentions achievements.
- Active Parent’s Association

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 have activities each evening and take responsibility re. same.
- Children represent the school in a wide variety of activities e.g. sports, music, art, write a book.
- Biannual assembly.

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

- Reward systems in place classes/displaying children's work.
- Openness to change/Pictures on School Website.
- New pupils – open evening.
- Library promotes reading
- Swimming, computers, participation in outside competitions.
- By organising/attending/training courses.
- Availing of DES/PDST support.
- Regular appraisal of staff efforts.
- Inclusion in newsletter.

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 etc.
- Resources are in place to cater for needs of minorities e.g. SNAs, Resource teacher.
- Integration of different social groups through organised games, activities, etc

- S.A.L.T program to help children who display anti-social behaviour or lack of personal discipline.

7. **Fostering inclusive and respectful language**

- Refer to children by Christian name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Awareness e.g. children go to Mrs. X – not to a slow class, etc.
- Promote minority cultures in a positive light.
- 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**

- Regular newsletters, notice boards, posters etc.
- PT meetings. Notes in homework journals
- Parents Association
- Collaboration for SEN. children for assessment/ iep etc.
- Policy statements / School Website

9. Developing a school approach to assessment

- Teacher and SNA observations (ongoing)
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group
- Teacher designated Tasks and Tests
- SALF Folders
- Communication with parents

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

Quiet Time

We will try to incorporate Quiet Time in to our classrooms' climate and atmosphere where we give the children 15 minutes every fortnight 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 Policy
- R.S.E. Policy
- Substance Use Policy
- Health and Safety Statement
- Child Safeguarding Statement
- AUP Policy
- Healthy Eating Policy

We are also adopting the National Guidelines for the Protection and Welfare of Children and the Department of Education and Science Child Protection Guidelines and Procedures. (D.L.P. = David Murphy Principal)

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" – New Program
- Visiting Speakers. (See Circular 42 2018 Guidelines (Appendix 3))
- SPHE Curriculum Books – Videos.
- Stay safe (See appendix 4 Vocab used in Lessons)
- RSE
- SALT Programme

10. COMMUNITY LINKS:

- Involved in Church . Sacraments
- Involved in Community Games/C. na mBunscoil.
- Involved in Environmental Awards.
- Visits from local Garda/NEPS.
- Health Board – Provide Health checks/ Would like Health Board to give talks to parents/children around SPHE issues. NPC talks.
- PDST in-school support
- Health and Wellbeing Pilot Project (WARP)

11. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

Some/all of the teaching staff has attended:

- 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
- Summer Course

12. KEY CONSIDERATIONS:

- Variety of family backgrounds.
- SEN/learning support children will be included/involved in class lessons.
- Resource Teacher 1 to 1 for SEN
- Differentiation RSE and Stay Safe
- Parental Involvement Stay Safe Home/school sheets
- See RSE Policy for withdrawal procedures

13. 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 SALF Folders.
- Self-Assessment.

14. ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework e.g.
- 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.

15. TIMEFRAME FOR IMPLEMENTATION:

- January 2020.
- Staff will review this plan under the guidance of PDST.

16. REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of _____ School on __11-2-2020_____ .

Chairperson of Board of Management: _____Mary Harrington_____

This plan will be reviewed every three years.