## Whole School Plan

## for

## Social, Personal and Health Education

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| **Introductory Statement and Rationale**   1. **Introductory Statement**   The principal and staff of Scoil Mháirtínformulated this school plan for SPHEwhich is intended to give structure to the area of SPHE wihin the school. In implementing this SPHE policy we intend to reinforce the central tenets on which our school vision is based, notably, ‘to provide a caring, learning environment which facilitates the nurturing of each pupil’s full potential’ and that this school is ‘dedicated to the academic, physical, emotional, cultural, spiritual and moral development of all the students committed to its care’. 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.   1. **Rationale**   The SPHE curriculum has been taught in Scoil Mháirtín for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Active Flag, Green Flag etc. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, Art, Music etc. We wish to outline clearly our formal whole school plan for the teaching of SPHE. |
| **Vision and Aims**   1. **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.  We support the key charactersitics on which the SPHE curriculum is based.   * That SPHE is a lifelong process which begins before the child comes to school and will continue long after he/she has left school. * That the SPHE curriculum is spiral in nature and is developed in a combination of contexts e.g., within a positive school climate, during discrete class time, in cooperation with the child’s home. * That SPHE must engage the children in ‘activity based learning’. * That the SPHE programme is designed to serve the specific needs of the children attending Scoil Mháirtín.  1. **Aims:**   The children of Scoil Mháirtínshould 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 healthdimensions 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 Plan**  **Curriculum:**  ***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.  Scoil Mháirtín will teach aspectsof all three major strands 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. Scoil Mháirtín have created this timetable to reflect this approach.   |  |  |  | | --- | --- | --- | | Strands | Strands Units ( Year 1)  (2023-2024) | Strand Units (Year 2)  (2022-2023) | |  | Stay Safe (Jan-Mar) | RSE  Taking care of my body Growing & Changing (Jan/Feb)  Stay Safe Touch Lesson | | Myself | Self-Identity (Sept/Oct) | Safety & Protection (May/June) | |  | Making Decisions (April/May)  *(Safety & Protection- revision Infants to II)* |  | | Myself and others | Myself & my family (Nov/Dec) | My Friends and other people (Sept/Oct) | |  |  | Relating to others (Nov/Dec) | | My self and the wider world | Developing Citizenship (June) | Media Education(Mar/April) |   ***Stay Safe Programme:***  ‘All primary schools are required to fully implement the Stay Safe programme. The Stay Safe programme for primary schools plays a valuable role in helping children develop the skills necessary to enable them to recognise and resist abuse and potentially abusive situations’. (Child Protection Procedures for Primary and Post-Primary Schools 2017, P. 67).  The Stay Safe programme will be taught in Scoil Mháirtín in its entirety every second year in accordance with the Child Protection Procedures. All teachers will outline this clearly in their individual planning documents.  ***Contexts for SPHE:***  SPHE will be taught in Scoil Mháirtín through a combination of the followingcontexts:   * **Positive School Climate and Atmosphere**   Every effort will be made by the principal, teachers, staff, parents and children to create a positive school climate and atmosphere. In doing this the health and wellbeing of all members of the school community will be positively fostered. A ‘positive school’ reflects a safe and secure environment where children and adults experience a sense of belonging and where the concerns and contibutions of children, teachers and parents are taken into account.  Scoil Mháirtín has created a positive atmosphere by:   * building effective communication * catering for individual needs * creating a health-promoting physical environment * developing democratic processes * enhancing self-esteem * fostering respect for diversity * fostering inclusive and respectful language * developing appropriate communication * developing a school approach to assessment   **Child Protection**   * Our Child Safeguarding Statement follows the Child Protection Procedures for Primary and Post Primary Schools 2017. * The DLP in our school is Helen Leddy and the Deputy DLP is Trisha Coughlan. * In accordance with the Child Protection Procedures, Stay Safe must be fully implemented in our school every second year. * All staff members are familiar with the procedures to be followed and they are updated annually. * Any substitute working in the school will be made aware of our Child Protection Procedures, DLP and Deputy DLP and SPHE plan., where necessary.   **Discrete time for SPHE**  SPHE is allocated ½ hour per week on each teacher’s timetable in Scoil Mháirtín. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.  **Integration with other subject areas and Linkage within SPHE**  Teachers will endeavour to adopt an **thematic** approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Wellbeing Wednesday, etc. will also be explored.  ***Approaches and Methodologies:***  Scoil Mháirtín 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   ***Assessment:***  Assessment is a central part of the everyday learning and teachingprocess in SPHE. It can provide valuable information on the child’sprogress and on the effectiveness and suitability of the programme andthe teaching methods being used.  Scoil Mháirtín uses the following recommended informal tools for assessment in SPHE:   * *Teacher observation* * *Teacher-designed tasks and tests* * *Portfolios and projects*   Each child will keep an SPHE A4 manuscript copy and this will be used to assess a child’s progress in SPHE. This will be a record of the work done in SPHE and will show each individual childs progress. It will be used by teachers as a means of assessing each child’s progress in SPHE.  Examples of assessment methods that will be utilised by teachers in SPHE include:  Self Assessment such as thumbs up/thumbs down, traffic lights, talk partners/buddies, ladders, plus/minus and interesting diagram.  Conferencing  Portfolio Assessment  Concept Mapping  Questioning  Teacher Observation  Teacher Designed tasks and tests  **Assessment for Learning** involves the pupil in their learning process. It is ongoing. Teachers will use their professional judgement and discussion with pupils to interpret their understanding of concepts, skills and knowldege. Teachers will provide feedback to pupils to promote greater involvement in their own learning.  **Assessment of Learning** involves measuring pupils achievment. It is a formal record of pupil’s progress and attainment at the end of a period of time.  **Self Assessment**  Children will need to reflect on their own progress in self-development.  Encouraged to talk to teachers if they feel the need to.  Use skills learnt in SPHE to apply to situation and reflect on their progress to date.  ***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 SET will collaborate with class teachers to support and supplement the work done in the classroom where necessary, by pre-teaching and re-inforcing specific vocabulary and languag, where deemed necessary.Scoil Mháirtín will liasise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.  ***Equality of Participation and Access:***  Scoil Mháirtín 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*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.Scoil Mháirtín is under *Roman Catholic* school management, and we endeavour to provide for *Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language.*  ***Organisation:***  ***Policies and Programmes that support SPHE:***   |  | | --- | | ***Policies*** | | * Child Safeguarding Statement * Anti-Bullying * Relationships and Sexuality Education * Substance Use * Code of Behaviour * Enrolment * Health and Safety * Internet Acceptable Useage |  |  | | --- | | ***Programmes*** | | * Active School Flag * Health Promoting Schools * Food Dudes * Green Flag * Friends for Life * Anti-Bullying Campaign * Walk Tall * Stay Safe * Relationships and Sexuality Resource Materials * Mindful Matters |   ***Homework:***  SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.  ***Resources:***  ***Programmes and Other Materials:***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Books for Pupil** | **Books for Teacher** | **Audio / Visual** | **Posters** | **Media & ICT** | | Busy Bodies  Tom’s Flower Power  Mindful Matters  Stay Safe Booklet  SPHE Copy | RSE Manuals  Walk Tall  Stay Safe  Bí Folláin  Making the Links  Weaving Wellbeing  Picture Books  Mindful Matters | Busy Bodies  Tom’s Flower Power  Food Dudes | Various posters throughout the school | Webwise  Busy Bodies  PDST.ie  Different Families Same Love |   ***Guest Speakers:***  When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 42/2018) and make the speaker aware of this school plan and attached policies.  ***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 Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.Teachers will record clearly the Strands and Strand Units of SPHE taught.  ***Staff Development:***  Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:   * *Training in Child Protection* * *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 Advisorsupport*   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.  ***Parental Involvement:***  Parental involvement is considered an integral part to effectively implementing SPHE as Scoil Mháirtín believe that SPHE is a shared responsibilty. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.  Parents/carers will be informed that the Stay Safe Programme and RSE are implemented in the school. If parents wish to opt their children out of any of the sensitive aspects of the SPHE programme they must provide a written statement to inform the school of their decision.  In advance of teaching the Stay Safe parents will be notified and will be able to familiarise themselves with the content of the Stay Safe lessons at [www.pdst.ie/staysafe](http://www.pdst.ie/staysafe)  In withdrawing their child from specific topics of SPHE, parent(s)/guardians take on the responsibility of covering the specific topics with their child/children.  ***Community Links:***  Scoil Mháirtín believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liasise with the members such as the Nurse, Fire Brigade, Gardaí, Paramedics, Water Safety, Bike Safety, Local County Council representatives, Heritage Officers, Dental Hygienist, New Parentsetc. |
| **SuccessCriteria**  The SPHE programme will be consistently followed from class to class. Feedback from teachers, parents and pupils will be sought. 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. |
| **Implementation**   1. **Roles and Responsibilities:**   Scoil Mháirtín 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.   1. **Timeframe:**   The plan will be implemented by the teaching staff of ScoilMháirtín over a 2-year period. |
| **Review**  **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.The princial and/or SPHE coordinating teacher is responsible for co-ordinating this review. A review of our schools’ SPHE policy took place during Spring 2022.  Those involved in the review will include:  *Teachers*  *Pupils*  *Parents*  *Post holders/Plan co-ordinator*  *BoM/DES/Others*   1. **Timeframe:**   This plan will be reviewed in 2 years unless a need arises that has to be addressed. |
| **Ratification and Communication**  The Board of Management of Scoil Mháirtín ratified this plan on ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This plan is available to view at the school by the parents on request. |