

Ballinakill N.S.



Roll No. 17273G

Social, Personal and Health Education Policy

Introductory Statement and Rationale

(a) Introductory Statement

We aim through this plan, drawn up in accordance with the SPHE curriculum, to set out our approach to SPHE. This plan will form the basis for teachers' long and short-term planning. It will also inform new or temporary teachers of the approaches and methodologies used in our school. The Staff, parents and Board of Management were involved in drawing up this document.

(b) Rationale

State the reason(s) why it was decided to focus on this area for development e.g.

To benefit teaching and learning in our school

To conform to principles of learning outlined in the Primary School Curriculum

To review the existing resources for SPHE

Vision and Aims

(a) Vision

Relate the plan to the school's characteristic spirit (ethos) e.g.

In order to foster the personal development, health and well being of the individual child.

(b) Aims

Ballinakill N.S. ideally hopes to achieve the aims and objectives of the SPHE curriculum (*Refer to aims and objectives for SPHE, Curriculum pp. 9-10*)

We endorse the aims of the Primary School Curriculum for SPHE

- 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

This SPHE plan will be addressed under the following headings;

Curriculum planning

- Strands and strand units
- Contexts for SPHE
- Approaches and methodologies
- Assessment
- Children with different needs
- Equality of participation and access
- Organisational planning
- Policies and programmes that support SPHE
 - Policies/Programmes
 - Substance Use Policy
 - Relationships and Sexuality Education
 - Stay Safe Programme
 - Child Protection
- Homework
- Resources
- Programmes and other materials
- Guest speakers
- Individual teachers' planning and reporting
- Staff development
- Parental involvement
- Community links

Strands and strand units;

(Refer to SPHE Curriculum pp. 16 – 66)

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 in the classroom. SPHE must be planned in such a way that the child will receive a comprehensive programme 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.

SPHE 2 Year Cycle

Time of Year	Year 1 Strand and Strand Unit	Year 2 Strand and Strand Unit
Sept – Oct	Self-identity <ul style="list-style-type: none"> Self-awareness Developing self-confidence Making decisions ➤ Classroom Rules 	My friends and other people <ul style="list-style-type: none"> Friendship and Bullying Treating others with dignity and respect Peer pressure ➤ Classroom Rules
Nov – Dec	Myself and My family <ul style="list-style-type: none"> My family Different types of families How families look after each other Communicating Changes that happen in families Family life in other countries 	Relating to Others <ul style="list-style-type: none"> Making friends/meeting people Manners Empathy and understanding Listening to each other Expressing opinions Compliments Conflict resolution
Jan - Feb	Taking Care of My Body <ul style="list-style-type: none"> Knowing about my body Food and nutrition Health and Wellbeing 	Safety and Protection <ul style="list-style-type: none"> Personal safety Safety issues <ul style="list-style-type: none"> <i>Farm Safety, Water Safety etc</i> <i>Drugs and Alcohol</i> <i>Medicines</i> The consequences of risky behaviour
March – April	Safety and Protection <ul style="list-style-type: none"> ➤ Stay Safe Feeling Safe and Unsafe Friendship and Bullying Touches Secrets and Telling Strangers 	Growing and Changing <ul style="list-style-type: none"> Feelings and emotions As I grow I change New life ➤ Sensitive areas of RSE 2nd Making Decisions 3-6th <ul style="list-style-type: none"> ➤ Sensitive areas of RSE 3-6th Rights and responsibilities
May - June	Developing Citizenship <ul style="list-style-type: none"> My school community Living in the local community Environmental care Local and wider communities (4th/5th) 	Media Education <ul style="list-style-type: none"> Distinguish between fact and fiction Cyber safety - <i>Webwise</i> The power of advertising - <i>Mediawise</i>

	<ul style="list-style-type: none"> National, European and wider communities (5th/6th) 	<ul style="list-style-type: none"> Cyber bullying - <i>Myselfie and the wider world</i>
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Contexts for SPHE

SPHE will be taught through a combination of contexts

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

(See SPHE Curriculum p. 11, Teacher Guidelines: SPHE p. 5, pp.31 – 32, 36 – 41)

Positive school climate and atmosphere

We encourage a positive climate and atmosphere

- Building effective communication within the school
- Catering for individual needs of the children
- Creating a health-promoting physical environment
- Developing democratic processes
- Enhancing self-esteem
- Fostering respect for diversity
- Fostering inclusive and respectful language
- Developing appropriate communication between home and school (See Parental involvement section of this plan)
- Developing a school approach to assessment (See Assessment section of this plan)

Discrete time

Time to be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

Timetabled ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate. (See Primary School Curriculum, Introduction pp. 67 – 70)

Integration

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of relevant subject areas.

(See Teacher Guidelines: SPHE pp. 31 – 33, pp. 38-39)

Approaches and methodologies

(See Teacher Guidelines: SPHE pp. 54-99)

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

We promote SPHE through:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children's work: portfolios, projects ...

We use the following approaches:

- Talk and discussion
- Skills through content
- Collaborative learning
- Problem-solving
- Use of the environment

Assessment

We assess using Teacher observation, self –assessment and peer assessment(from time to time).

Children with different needs

- We differentiate according to children's needs.
- We seek professional advice for specific crisis e.g. NEPS

Policies and programmes that support SPHE

Policies/Programmes

Policies with SPHE content include:

- Substance Use
- RSE, Stay Safe
- Child Safeguarding
- Enrolment
- Code of Behaviour
- Anti-Bullying
- Health and Safety Statement

Relationships and Sexuality Education (RSE)

Refer to SPHE curriculum documents, RSE. A Partnership between Home and School (DES), RSE in Catholic Schools (Veritas), Resource Materials for Relationships and Sexuality Education (DES)

Consider the following in relation to the school's RSE policy

- RSE is addressed in the context of SPHE.
- Sensitive issues are dealt with in 5th & 6th class in alternative years by an invited expert who presents the busy bodies programme with parents and class teacher present. All the local schools join up at a central location over two nights.
- We address the needs of pupils with special needs as they arise and on a case by case basis.

Confidentiality

See RSE Policy.

Parental concerns

If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they should discuss their concerns with their child's class teacher or the principal or outside professional.

Stay Safe Programme

We place emphasis on the Stay Safe programme and teach it in its entirety every year.

Child Safeguarding

This school follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children. (*Reference: Child Protection Guidelines and Procedures, 2001, DES*)

- *See Policy*

Resources

(See Teacher Guidelines: SPHE pp.31-33, 102-103; PDST website – SPHE section for strand units and class levels resource lists; Information and Communications Technology (ICT) in the Primary School Curriculum: Guidelines for Teachers)

Programmes, ICT, Internet, Videos, Textbooks, Supplementary Materials

- Stay safe
- RSE
- Walk Tall

- Making the Links
- HSE
- positive behaviour posters displayed on walls

Guest speakers

(See Teacher Guidelines: SPHE p. 32)

From time to time we may invite speakers to talk to the children. These include:

- Garda
- School Nurse
- Fire Officer

Individual teachers' planning and reporting

Teachers follow yearly plan.

Staff development

- Teachers have access to current research, reference books, resource materials, and websites dealing with SPHE.
- Teachers have the opportunity to share their skills/expertise/experience.
- Teachers avail of internal and/or external expertise to inform and up skill the school community.
- The following staff members may be involved in promoting a positive climate:
 - Resource teacher
 - Learning-Support teacher
 - Special Needs Assistant
 - Caretaker, Secretary, other staff

Parental involvement

Refer to Teacher Guidelines: SPHE p. 30 and also Guidelines for Parents – Your child's learning (Primary School Curriculum)

Parents are encouraged to promote the SPHE curriculum at home and through being involved in formulating plans and encouraging a positive relationship with the school.

Community links

- School Nurse
- Garda
- HSE health promoting unit

Implementation

This policy is effective from January 2017.

Ratification & Communication

Monitoring of Assessment Policy is an ongoing procedure.

This policy has been prepared based on conditions existing in our school at the time of writing. It may be altered, revised or updated at a future date so as to comply with any changes in Assessment policy in our school.

This policy has been reviewed February 2024

Signed_____ Chairperson BOM

Signed_____ Principal

Next Review; June 2026

Reference Section

- Curriculum documents for SPHE
- Primary School Curriculum, Your child's learning, Guidelines for Parents
- NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities, 2002
- Equal Status Act 2000
- Looking at our School, 2003, DES
- Map of SPHE Resources for Primary Schools, North Eastern Health Board
- Relationships and Sexuality Education in Catholic Schools, Veritas
- Relationships and Sexuality Education, A Partnership Between Home and School, DES
- Guidelines for developing a School Substance Use Policy, DES
- Walk Tall, Programme for the Prevention of Substance Misuse
- Bí Folláin, A Programme of Social & Health Education for Primary Schools, Standard Printers
- Primary School Health Education Programme, Health Education Office, Donegal.
- Action for Life, Irish Heart Foundation
- Child Safeguarding Guidelines and Procedures, 2001, DES
- Children First, National Guidelines for the Protection and Welfare of Children, 1999, Dept. of Health and Children
- Our Duty to Care, Dept. of Health and Children

- Stay Safe Programme, Health Promotion Unit, Dept. of Health & Children; CAPP, Cherry Orchard Hospital, Dublin 10
- Be Safe – Road Safety, Fire Safety, Water Safety. National Safety Council
- Stop it! Steps to address bullying, Wexford Education Network
- Responding to Bullying, First Steps for Teachers, The Cool School Programme. NEHB
- Investigating and Resolving Bullying in School, Further Steps for Teachers, NEHB
- INTO Intercultural Guidelines for Schools
- Trócaire – Development Education resources
- Bereavement Counselling for Children, Barnardos
- Video: Childsafe – Be safe on the Farm, Health and Safety Authority, 10 Hogan Place, Dublin 2

Websites:

PDST	www.pdst.ie
SDPS	www.sdps.ie
NCTE	www.ncte.ie/internetsafety
DES	www.education.ie
NCCA	www.ncca.ie
INTO	www.into.ie
IPPN	www.ippn.ie
NPC Primary	www.npc.ie

Timetable

This policy will be reviewed in 2 years time and amended as necessary by means of a whole school collaborative process.

References

www.sess.ie

Working Together to make a Difference for Children – NEPS

Appendix A: Assessment in the Primary School