



# **Pelletstown Educate Together National School**

## **SPHE Policy**

Social, Personal and Health Education Policy

## **Introductory Statement**

This plan was formulated by the teaching staff of Pelletstown Educate Together National School, in consultation with the Board of Management and the parent body (represented by the Parent Teacher Association), as we believe that S.P.H.E. is a shared responsibility and their contributions and involvement are essential to the effective implementation of the S.P.H.E. programme in the school. Training in the S.P.H.E. curriculum and the new Stay Safe programme was delivered by the PDST to all staff in August 2018.

## **Rationale**

S.P.H.E. has been taught in our school, in line with the Primary School Curriculum, through various programmes and initiatives such as Stay Safe, Walk Tall and Relationships and Sexuality Education. It has also been taught through integration with other subject areas, and permeates the culture of our school. All staff members acknowledge the importance of S.P.H.E. in our school, and this policy was therefore prioritised in order to formalise and further enhance the teaching and learning of S.P.H.E., and to plan for it on a whole-school basis.

## **Vision**

We seek to foster the personal development, health and wellbeing of the individual child and to prepare pupils to contribute and play a meaningful role in their communities.

## **Aims**

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

## Content of Plan

This SPHE plan will be addressed under the following headings:

1. Curriculum Planning
2. Contexts for SPHE
3. Approaches and methodologies
4. Assessment
5. Children with different needs
6. Equality of participation and access
7. Policies that support SPHE
8. Programmes and resources that support SPHE
9. Homework
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

### 1. Curriculum planning

The curriculum is delineated at four levels (Infant classes, 1<sup>st</sup> and 2<sup>nd</sup> classes, 3<sup>rd</sup> and 4<sup>th</sup> classes, and 5<sup>th</sup> and 6<sup>th</sup> classes), and is divided into three strands:

1. Myself
2. Myself and others
3. Myself and the wider world.

Pelletstown Educate Together National School will teach aspects of all three 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. Pelletstown Educate Together National School have created this timetable to reflect this approach:

Strands	Strand Units Year 1 (JI, 1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> )	Strand Units Year 2 (SI, 2 <sup>nd</sup> , 4 <sup>th</sup> , 6 <sup>th</sup> )
September - October	Self-identity	Self-identity
	Myself and my family	
November - December	Taking care of my body	My friends and other people
January - February	Safety and Protection	Safety and Protection
		<i>Making decisions This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
March - April	Growing and changing/Taking Care of my Body	Growing and changing/Taking Care of my Body
		Relating to others
May - June	Developing Citizenship	Media Education

## 2. Contexts for SPHE

SPHE will be taught through a combination of contexts, as follows:

- (a) Positive school climate and atmosphere
- (b) Discrete time
- (c) Integration with other subject areas

### (a) Positive School Climate and Atmosphere

Staff in Pelletstown ETNS will endeavour to create a positive school climate and atmosphere by:

- 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

### (b) Discrete Time

- This time will 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.
- SPHE is timetabled for  $\frac{1}{2}$  hour per week in all classes
- Lessons will be timetabled by each individual teachers.
- Discretionary time will be used for SPHE as required.
- Teachers will ensure that pupils who are withdrawn for supplementary teaching will be included for as much of the SPHE programme as possible.

### (c) Integration

- At each class level, teachers will seek to integrate SPHE with other curricular areas.
- Content objectives will be addressed through meaningful integration with other subjects.
- Integration will be reflected in the teacher's planning.

### **3. Approaches and Methodologies**

Active learning is a key principle of the overall curriculum and is the main 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.

The following active learning strategies will be promoted in the school;

- 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; e.g. portfolios, projects
- Assembly

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning. The following approaches and methodologies will also be used for S.P.H.E.:

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

### **4. Assessment**

- Teachers will assess informally throughout the school year, and formally at the end of each school year.
- Assessment tools will be used as follows; Teacher observation., teacher-designed tasks. Work samples, portfolios and projects and self-assessment.
- Teachers will share information with each other, with parents, with children, with other professionals either informally or formally through a written report at the end of the school year.
- Assessment information will be reported to parents at the Parent-Teacher Meeting, in the end-of-year report, and on other occasions, if necessary.
- Records will be kept by individual teachers and transferred to individual files at the end of the school year, including Aladdin Software.
- Records will be kept until the child is 21, in line with GDPR guidelines.

## **5. Children with Different Needs**

- Teachers will support and ensure the participation of children with special educational needs.
- All children will be enabled to make an important contribution regardless of academic achievement.
- Teachers must ensure that pupils with additional needs receive additional support in SPHE, where relevant, to ensure that key messages and lessons are understood, particularly with regard to the safety and protection strand unit.

## **6. Equality of Participation and Access**

- Pelletstown ETNS is a co-educational, child-centred school, and thus equal opportunities will be given to boys and girls to participate in classes/activities.
- Boys and girls will have equal access to and opportunities to experience all strands.
- All children have access to services, facilities, or amenities in the school environment.

## **7. Programmes and resources that support SPHE**

The teaching of SPHE is supported through use of the following programmes;

- Walk Tall
- Stay Safe: The Stay Safe programme will be taught in entirety in Junior Infants, 1<sup>st</sup> class, 3<sup>rd</sup> class and 5<sup>th</sup> class. Mini lessons will take place in all other years. (Appendix 1: Stay Safe Vocabulary)
- Relationships and Sexuality Education
- Weaving Wellbeing (2<sup>nd</sup> class upwards)
- Making the Links and Beyond; Teachers should follow the structure in *Making the Links and Beyond, Revised Edition* (Pages 11 - 72) for a more detailed breakdown of the SPHE curriculum including recommended programmes, chapters and pages.
- Webwise
- Additional programmes, videos and supplementary materials may also be used, where relevant
- Fundamental movement skills
- Guest speakers, where relevant.

Each teacher is responsible for resources at each class level. Relevant resources to each class level will be used throughout the year and kept in the classroom. Other resources that may be used will be returned to the Teacher's Resource area.

## **8. Policies that support SPHE**

SPHE links in with the following school policies, which have been drawn up in consultation with the school community at Pelletstown ETNS;

- Relationship and Sexuality Education (RSE)
- Substance use
- Child Protection Safeguarding Statement and Risk Assessment
- Anti-bullying
- Health and Safety Statement
- Healthy Eating
- Administration of Medication
- Internet Acceptable Usage policy and Mobile phone policy

## **9. Homework**

SPHE homework, when prescribed, will reflect the active learning approach as described in the curriculum, and will be given in order to reinforce key messages of the curriculum, and to highlight home-school links.

## **10. Individual Teachers' Planning and Reporting**

- This school policy and the curriculum documents for S.P.H.E. will provide information and guidance to individual teachers for their long and short-term planning.
- Teachers must use the whole-school short-term planning document, which includes a section for SPHE.
- Teachers plan using the strands and strand units.
- Teachers will be responsible for passing on relevant information about content taught at the end of the year.
- Cuntais míosula will be available in the office.

## **11. Staff Development**

- Teachers have access to current research, reference books, resource materials, and websites dealing with S.P.H.E.
- Teachers are encouraged to attend courses, if available.
- Teachers will be encouraged to share the expertise acquired at these courses.
- Time will be allocated at staff meetings, if required, to discuss aspects of SPHE.
- Teachers can avail of internal and/or external expertise to inform and up skill the school community, as necessary.

## **12. Parental Involvement**

Parental involvement is considered an integral part to effectively implementing S.P.H.E., as Pelletstown Educate Together National School believes that S.P.H.E. is a shared responsibility.

This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

The Parent Teacher Association may organise talks for parents by the National Parents Council (NPC), to cover topics which relate to the S.P.H.E. curriculum.

A letter of information is sent to parents in advance of the teaching of the Stay Safe Programme and RSE Programme. Parents are invited to review these programmes and relevant resources if they so wish. Information is provided on Stay Safe, Walk Tall and RSE at the new parents' information evening in Term 2 every year, as well as being outlined at the class meetings at the start of each school year.

## **13. Community Links**

- The Health Promotion Unit of the local Health Board will be utilised by teachers in acquiring materials as required.
- The Dental Health Nurse will visit classes when the Mighty Mouth programme is being taught.
- Food Dudes Healthy Eating Programme (in association with Bord Bia) will be implemented in the school when available.
- Other agencies will be contacted as necessary.

### **Implementation**

#### **a. Roles and Responsibilities**

The Principal, Deputy Principal and APII (overseen by the BOM) are responsible for overseeing and supporting the implementation of the Learn Together Programme. Class teachers are responsible for the implementation of this S.P.H.E. policy in their classes.

#### **b. Timeframe**

This whole-school plan will be implemented from 2018-2019 school year.

### **Review**

This policy will be reviewed during the 2022-2023 school year, when we have completed a full school cycle of Junior Infants - Sixth Class.

The policy will be reviewed before then, should a need arise.



## **Ratification and Communication**

The attention of all newly appointed staff will be drawn to this whole-school plan upon their appointment to the school by the NQT mentor.

This policy will be published on the school website, and a copy of it will be provided to the Parent Teacher Association. A copy of this policy will be made available to the Department of Education and Skills and the Patron, if requested. Hard copies of this, and all school policies, are available at the school upon request.

This policy was adopted by the Board of Management on 28<sup>th</sup> March 2019.

Signed: Eric Young (Chairperson, BOM)

Signed: Caitríona Ní Cheallaigh (Principal)

Date: 28<sup>th</sup> March 2019

Date of next review: March 2023

**Appendix 1: Stay Safe Key Vocabulary**

**Topic 1: Feeling Safe and Unsafe**

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup>/4<sup>th</sup></b>	<b>5<sup>th</sup>/6<sup>th</sup></b>
Excited	Frightened	Comfortable	Pity
Happy	Pleased	Embarrassed	Empathy
Scared	Annoyed	Enthusiastic	Sympathy
Upset	Hurt	Foolish	Lonely
Sad	Sorry	Guilty	Depressed
Angry	Calm	Worried	Confused
		Jealous	Exhilarated
		Frustrated	Impatient
		Cheerful	Excluded
		Stupid	Delighted

**Topic 2: Friendship and Bullying**

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup>/4<sup>th</sup></b>	<b>5<sup>th</sup>/6<sup>th</sup></b>
Friend(ship)	Respect	Courtesy	Resolve
Sharing	Interview	Honest	Pathetic
Thoughtful	Cyberbullying	Loyal	Offensive
Listening	On purpose	Unacceptable	Viral
Helping	Deliberately	Outcome	Body language
Taking turns	Exclude	Physical	Assertive
Being fair	Include	Verbal	Tolerate
Bullying	Ignore	Emotional	
On purpose	Threaten	Identity	
Hurts	Rumour	Mimicking	
Frightens	agreement	Racism	
More than once		Disability	
Co-operating		Homophobic	
Put-downs		Ethnic	
		Nationality	
		Observance	
		Country of origin	
		Gender	
		Lesbian	
		Gay	

**Topic 3: Touches**

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup>/4<sup>th</sup></b>	<b>5<sup>th</sup>/6<sup>th</sup></b>
Private	Facial expression	Ungrateful	Sympathy
Public	Body language		Assertive
Personal	Embarrassed		Dilemma
Penis	Trust		Convince
Vagina			Opponent
Breast			Strategy
Confusing			
Senses - see, hear, smell, touch, taste			
secret			

**Topic 4: Secrets and Telling**

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup>/4<sup>th</sup></b>	<b>5<sup>th</sup>/6<sup>th</sup></b>
Surprise	Pranks		Testicles
Uncomfortable	Blamed		Uncomplicated
Unsure	Dare		
Bribe	By accident		
Threat	responsible		

**Topic 5: Strangers**

<b>Infants</b>	<b>1<sup>st</sup>/2<sup>nd</sup></b>	<b>3<sup>rd</sup>/4<sup>th</sup></b>	<b>5<sup>th</sup>/6<sup>th</sup></b>
Stranger	Comments	Steward	Appropriately
Rules	Behave		Wary
Say no	Option		
Get away	Directions		
Tell	Nasty		