

*Scoil Mhuire Gán Smál,
Creagh,
Ballinasloe.*

*Social, Personal and Health Education Plan
Draft Plan*

Introductory Statement

This is the Social, Personal and Health Education Plan of Scoil Mhuire Gan Smál, Creagh, Ballinasloe. This plan was reviewed by the teaching staff of our school following a PDST school support training day on February 1st 2017. *The revised draft copy of this plan will be uploaded to our school website (February 2017) to enable staff and parents to view same and make submissions.*

This plan conforms to the requirements of the revised Primary School Curriculum. The three core policies for SPHE are as follows:

1. Child Protection Policy
2. Anti Bullying Policy
3. *Relationships and Sexuality Policy (RSE)

A new RSE policy is also being drafted at this time and will follow the same consultative process as outlined above.

Rationale

Our policy will provide a comprehensive, developmental and staged Social, Personal and Health Education programme in our school. It affords us an opportunity to review our current position and to plan for future developments by implementing a programme which is balanced and which reflects a spiral approach. Our Policy is important as we view Social, Personal and Health Education as central to the lives of the children in our school. It will provide opportunities for them to foster personal development, to create and maintain supportive relationships and to become active and responsible citizens in society. Our S.P.H.E. programme promotes self-worth, self-confidence and self-awareness and contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

Relationship to Characteristic Spirit and Ethos of Our School

Social, Personal and Health Education in our school should enable all pupils to develop personally, socially and academically in a safe climate which fosters positive attitudes, develops a sense of citizenship, shows care and respect for each individual and for our environment and recognises and values difference and human and cultural diversity.

Our policy encourages the promotion of self-esteem and self-confidence in our pupils and we seek to nurture each child's ability to relate to others in the community in a positive and creative way.

We also recognise and encourage the role of parents in the Social, Personal and Health Education of their children and acknowledge their right to withdraw their child from lessons which deal with more sensitive or R.S.E. issues of the programme.

We also acknowledge the right of any teacher to withdraw from teaching lessons which they may deem to be of a sensitive nature.

The Board of Management of the school has overall responsibility for the dissemination of the Social Personal and Health Education curriculum in our school.

Aims

We endorse the aims of the revised curriculum

- 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 the Plan:

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.

With regard to Stay Safe, Creagh NS has decided, upon consultation with staff, that it will be taught **every year** during the period January-March.

Creagh NS will teach aspects of all three major strand units 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. Creagh NS have created this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Safety and Protection (Jan-March)-Stay Safe Self-identity (Sept.-Oct.)</i>	<i>Safety and Protection (Jan-March)-Stay Safe</i>
	<i>Taking care of my body (Jan-Feb)</i>	<i>Making Decisions (March-April) *This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
	<i>Growing and Changing (Mar-April) Sensitive areas of RSE will be covered every second year (Senior Infants/2nd/4th/6th)</i>	
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

Please note the following:

- 1. The Stay Safe Programme is covered with all classes in its entirety every year.**
- 2. The Sensitive Areas of the RSE Programme (Strand Unit: Growing and Changing) are covered in Senior Infants, Second Class, Fourth Class and Sixth Class**
- 3. Year 1 of the Timetable refers to 2016/17; Year 2 refers to 2017/18 and this pattern will continue for subsequent years ensuring pupils receive a comprehensive SPHE Programme over a two year period.**

Context for S.P.H.E : **Positive School Climate and Atmosphere.**

A positive school climate and atmosphere is one where all individuals are valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. It is important that all members of our school community enjoy a positive school climate and atmosphere.

Strategies for creating a positive school climate and atmosphere in our school include:

Effective Communication Systems

Attention will be paid in our school to encouraging the expression of opinion and developing listening systems.

Effective communication systems are essential among all members of our school community:

- Staff Member – Staff Member
- Staff Member – Parent/Guardian
- Parent/Guardian – Staff member
- Pupil – Staff Member
- Staff Member - Pupil
- B.O.M. – Staff Member
- Staff member – B.O.M.
- Parent/Guardian – Parent/Guardian

Staff member to Staff Member

This school recognises the importance of a positive school culture and climate. We are guided by DES documents such as the Well Being Guidelines for Primary Schools; the Teaching Council Professional Conduct Guidelines and The Working Together Document.

- Staff notices will be posted in the staffroom – General Notices, Notices and information from the Department of Education and Skills, Notification re Professional Development Courses; Information from the INTO, IMPACT and other relevant Union Bodies;
- Staff meetings will be held each month and an agreed agenda will be circulated in advance.
- Minutes of staff meetings will be circulated via Aladdin by the recording secretary for that meeting. A hard copy of these minutes will be kept on record.
- Liaison between different teachers dealing with the same child will be facilitated.
- Liaison between teachers, at the end of the school year, when children are promoted will be facilitated.
- Liaison between teachers and SNAs will be facilitated.
- Staff will be notified of Circulars relevant to whole staff through Aladdin.
- Regular memos to staff from Principal via Aladdin.

Staff Member – Parent

- Annual Parent – Teacher Meeting. Opportunity for parental input.
- Appointments – Parents are welcome to make representations on behalf of their children at any stage during the school year. Meetings will be facilitated after 2p.m.
- Homework Journal – this can be used as a medium of communication between class teacher and home.
- and parents.
- School Newsletters
- Annual School Calendar
- Information Meetings for newly enrolled pupils.
- School Website

Pupil – Staff Member / Staff Member-Pupil

- Listening all the time – informally
- Children reminded in Stay Safe Programme that Teachers will listen
- Explain how things are organised and the reasons for this
- School Assemblies
- Student Council meet with designated teaching staff member.

Board of Management – Staff / Parents / Pupils

- School Policies and Procedures
- Newsletters
- Agreed B.O.M. Reports
- Seminars / Meetings

Parent-Parent

- Parents' Association Notice Board
- Parents' Association Notifications in School Newsletter
- Policies and Procedures
- Social Occasions such as Table Quiz

Fostering Respect for Diversity

- Integration of children with special needs in all areas of school life where possible.
- Inclusion of special needs pupils into mainstream classes.
- Appropriate Teaching Methodologies which recognise the diversity of intelligences.
- Recognising, Celebrating and being Aware of the wide diversity and richness of cultures that exist in our school – travellers, pupils from other countries
- Teaching resources to reflect inclusion and diversity
- Gender Equity on school committees, teams, representatives
- Commitment to learning from others with different viewpoints and abilities.
- Commitment to resolving conflict without discord – school yard.
- Belief that each individual is important.

- Society, Culture and History – gaining knowledge of pupils’ **own** society, culture and history, and societies, cultures and histories of **other** pupils.

Catering to the Individual Needs of Children – all children have individual and different needs.

- Identify the specific needs of children – social, intellectual or emotional.
- Access to resource / learning support.
- Parental involvement and help.
- Peer work, group work, co-operative learning.
- Use of IT.
- Resources bought with specific children in mind.
- Teacher addressing differing academic abilities.
- No one size fits all.
- Focus on strengths – on abilities rather than disabilities.
- Effort is recognised above achievement.
- Broad based curriculum.

Promoting Respectful Language

- Teachers/Pupils Awareness – use and accept only respectful language.
- Use First names of children (Teacher / Pupil : Pupil / Pupil)
- Non-acceptance of “put downs”.
- No “bad” language in school.
- School will set about dealing with name calling (non-acceptance, S.P.H.E. lessons, discussion and role play).

Creating a Health-Promoting Physical Environment

- B.O.M. endeavours to maintain a clean, safe school – cleaners, cleaning and hygiene products – Safety Committee.
- Lunches eaten inside under supervision of the teacher.
- Waste goes into proper containers for recycling.
- Playground rules are built around the health, safety and wellbeing of children.
- Playground supervision
- Healthy Lunches Policy.
- Code of behaviour promotes positive behaviour to create a safe school – physically, emotionally and healthwise.
- Bullying is addressed in the Anti-bullying Policy and Code of Behaviour.
- Individual & Team Games which promote physical fitness are encouraged, promoted and developed – skipping, football, soccer, hurling, camogie, athletics, illustrated games in infant playground.

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

Structures to foster the child's sense of self-worth

- Positive re-enforcement
- Affirming effort rather than end result
- Showing interest and giving encouragement
- Differentiation – pitching work at appropriate level for each child.
- Assemblies to promote effort and achievement.

Teachers play down excessive competition.

- Appraising group work
- Group averages
- Changing groups
- Variety of competitions
- Co-operative groups

Staff feel encouraged

- Inclusion in decision making
- Good relations
- Staff meetings
- Social outings
- Caring induction of new staff and children
- Being informed on school related matters.

Parents

- Inclusion in decision making
- Good relations
- Parents' meetings / Parents' Association
- Social Occasions
- Developing Partnership
- Being informed on school related matters.

This section of our S.P.H.E. Policy supports / is supported by our Pastoral Care Policy.

Discrete time for SPHE:

Each teacher is to devote one half hour per week to the teaching of Social, Personal and Health Education or one hour lesson per fortnight.

Time slots must be formally recorded on the timetable.

The core programmes for the delivery of the SPHE Curriculum are as follows:

- 1. SPHE Curriculum Books**
- 2. Revised Stay Safe Programme (2017) MANDATORY**

3. **Revised Walk Tall Programme (2017)**
4. **RSE Manuals**

Approved additional resources are listed in **Appendix A** of this plan.

Integration with other subjects and Linkage with SPHE:

Teachers may integrate the Social, Personal and Health Education programme with all other areas of the curriculum, specifically Physical Education, Religion Education, English, Geography and Science. Themes/Projects such as Healthy Eating.....will also be explored.

Approaches and Methodologies:

The approaches and methodologies used in Social, Personal and Health Education are crucial to the effectiveness of our programme. Our emphasis is on **Active Learning** where children avail of opportunities to be actively engaged in their learning at many different levels. The key features of **Active Learning** are :

- It is a process in which pupils can begin from what they already know, explore possibilities, question, draw conclusions and reflect on outcomes.
- It can be carried out by individuals or in groups. There will be particular emphasis on **small – group** activities while also recognising that on occasions individual activities may be more appropriate.
- It engages children at difference levels. Children can be engaged in their learning at physical, emotional and cognitive levels or at a combination of these levels.

It promotes action. Children learn to transfer their learning to everyday situations they may encounter.

It places children at the centre of the learning process and the issues explored are relevant and linked to the child's own experience.

It requires the teacher to guide and direct the work so that the pupils are provided with a variety of appropriate opportunities to engage in their own learning.

It requires an atmosphere of trust and support so that children feel secure in giving their own point of view, knowing that they are respected as individuals and that their opinions are valued and taken into account.

Other **Approaches and Methodologies** used for the teaching of S.P.H.E. will include :

- **Drama** (P.59 SPHE Teacher Guidelines) – paired activities, role play, resolving conflict, interviews, phone conversations, response to situations, exploring different emotions and learning to express them appropriately.
- **Co-operative Games** (P69 SPHE Teacher Guidelines) – active games that require movement, quieter board games and table activities.
- **Pictures / Visual Images** (P72-78 Teacher Guidelines) – interpret a picture, interpret part of a picture, acting out a photo.
- **Discussion** (P80-85 Teacher Guidelines) – open-ended statements, brainstorming, circle time, interviews, stories, poetry, debates, soap box, agree-disagree, exploring a piece of music. Working in pairs / groups / whole class.
- **Written Activities** (P87-95 Teacher Guidelines) – worksheets, lists and check-lists, projects, questionnaires, newsletters, creative writing, poetry, speech bubbles, captions, surveys and polls, discussions, findings explored and reasons given for particular conclusions.
- **Children’s Work** – displays of work, group reporting back, individual groups, looking at others work in a positive way, portfolios.
- **Problem Solving**
- **Use of Environment** - School buildings and grounds, Creagh Area.
- **Media** – newspaper and news.
- **I.T.** – learning to take turns, to share and co-operate, decision making, help them to become discerning and judicious users of various technologies, to collate and present data.

Assessment:

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child’s progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Creagh NS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*

Other options include keeping an SPHE Scrapbook. This could also be used to assess a child's progress in SPHE.

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 learning support and resource teachers will supplement the work of the class teachers where necessary. Creagh NS will liaise 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

Creagh NS 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-sex school and we endeavor to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Creagh NS is under Roman Catholic school management, and we endeavor to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language. The same curriculum is offered to **all** pupils.

Organisation of Social, Personal and Health Education

Policies and Programmes that support SPHE:

- Child Protection
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage
- Administration of Medicines
- Mobile Phone Policy
- Critical Incident Policy

Programmes

- Active School Flag
- Health Promoting Schools
- Green Flag
- Yellow Flag – promoting inclusion and celebrating diversity

Homework

Homework assigned in the area of Social, Personal and Health Education will endeavour to maximise communication between pupil and parent/community and for the most part will be investigative, orally based, and seek to promote discussion on the issues addressed in school.

Resources

The following resources have been identified and are available in our school to support our Social, Personal and Health Education Programme. Further resources are available on www.pdst.ie/SPHE

- SPHE Curriculum Books
- Revised Stay Safe Programme (2017)
- Revised Walk Tall Programme (2017)
- RSE Manuals
- Making the Links
- Busy Bodies (RSE Resource)
- Webwise
- Grow in Love/Alive O Programmes

Lists of additional resources are attached to this plan.

- **Appendix A** – Details of Approved Resource List for Schools.

The delivery of the sensitive issues of the RSE Programme

In order to address the sensitive Relationships and Sexuality Education issues of Social, Personal and Health Education the school **may** select from the following strategies.

- Class teacher delivers each lesson
- Outside facilitators **may** be employed by Board of Management to deliver lessons on the more sensitive areas of the Social Personal and Health Education programme to senior pupils. As per Circular 22/2010, a teacher will be present during these sessions and the Guest Speaker will be made aware of the SPHE Policies and Plan in advance of the session to ensure content is in line with SPHE Curriculum.
- Any supplementary interventions must be age and stage appropriate, and should include evidence-based content and methodology and clear educational outcomes.
- All materials proposed for use must be approved in advance by the Principal and BOM, be age and stage appropriate for pupils and be in line with the ethos of the school, and the principles of the SPHE curriculum. There is a need also to take account of all relevant school policies and procedures, including the school's Child Protection Policy, RSE Policy and Substance Misuse Policy. The SPHE Teacher Guidelines (page 103) outline sample criteria for choosing appropriate resources.
- Interventions and external inputs should be evaluated by the school principal, teachers, and pupils (as appropriate) in terms of the content, approach, methodology and proposed learning outcomes.
- It is strongly recommended that parents are consulted and made aware of any visitor or agency proposing to engage with pupils in classrooms and schools.
(Circular 22/2010, SPHE Best Practice Guidelines for Primary Schools)

Information for Parents and Parental Consent

On enrolment to Creagh NS, parents will be informed that the Stay Safe Programme is taught every year in all classes and that the sensitive areas of the RSE Programme are taught in Senior Infants, 2nd Class, 4th Class and 6th Class. Parents will be encouraged to speak with the Principal should they wish to discuss the teaching of these sensitive areas further. In addition, parents will be notified at the beginning of Term 2 (January-March) that the Stay Safe Programme and, where relevant, the sensitive areas of the RSE Programme will be taught during subsequent weeks. This will alert parents to the fact that their child may have questions relating to these areas. Parents will be reminded of how they may access the content and resources relevant to these programmes.

Pupils whose parents do not consent to their children attending lessons on **sensitive issues** will be supervised in a different classroom while these lessons are in progress. **Parents who withdraw their children from these lessons do so on the understanding that they as parents are taking full responsibility themselves for this aspect of their child's education.**

Guest Speakers for SPHE/Community Links:

Guest speakers from the community (where possible) may also address some of the areas of

- Healthy Diets
- Exercise
- Inter-Cultural
- Politics
- Preserving our Heritage
- Environmental Awareness

Circular 22/2010 will inform the BOM and Principal in selecting guest speakers and ensure that the following are avoided:

Scare tactics, Sensationalist Interventions, Testimonials, Information only Interventions, Information that is not age appropriate, Once off/short term Interventions, Normalising young people's risky behaviour, Didactic approach.

Individual Teachers' Planning and Reporting:

This SPHE School Plan and the SPHE curriculum documents will inform and guide teachers in their long term and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE. In addition teachers will record the Stay Safe Topics covered on a separate word document, one document for each of the months January, February and March. These documents will be emailed to the Principal. The purpose of this additional record is to provide easy access to the record of the topics covered by each class.

Parental Involvement: Staff Development:

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- 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 Advisor support and modelling of lessons
- other

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.

We believe that our S.P.H.E. Programme will be most effective when it is based on a consistency in approach and where the responsibility is shared by parents, teachers, children, B.O.M., health professionals and other relevant members of our community. Consultation and communication between these partners will be an important element in the planning, implementation and review of our programme.

This plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcome to make submissions/recommendations when plans and policies are being reviewed.

Implementation

Creagh NS believes that the school community must be involved to successfully implement the SPHE Programme. Therefore the teaching staff will implement the plan with the support of Parents, the Board of Management and the local community.

Roles and Responsibilities

While the Principal has the overall responsibility to ensure the successful implementation of the SPHE Programme at all class levels, teachers also have responsibility to ensure the programme is covered with their class as outlined in this plan.

Success Criteria

We will evaluate the success of this policy using the following criteria :

- Delivery of the Social, Personal and Health Education Curriculum
- Resources to support the delivery of Social, Personal and Health Education.
- Delivery and participation by children in the Stay Safe Programme
- Teacher Observation of behaviour and attitudes
- Feedback from other professionals working with children
- School atmosphere and climate.

Timeframe for Implementation

This revised plan will be implemented from **April 24th 2017** following ratification by our Board of Management.

Timeframe for Review

It will be necessary to review the plan on a regular basis to ensure optimum implementation of the revised SPHE Curriculum.

Responsibility for Review

- Whole Staff
- Board of Management / Parents
- Co-ordinator – Principal

Ratified by the Board of Management on _____

Signed: _____ Chairperson of the Board of Management.

Appendix A

Resource List for Schools

- As with all resources, teachers are advised to ensure that materials used are appropriate to the needs of their class. Teacher Guidelines, P.103 sample criteria for choosing resources.
- Websites should be evaluated by teachers to ensure that they are appropriate to the needs of their class. Ref. Teacher Guidelines P.103.

