

S.P.H.E. Whole School Plan

Last updated: Jan 2019

Introduction

Social, personal and health education is concerned with the personal development of the child and with his health and well-being. It is, therefore, one of the most important areas of the child's education. It helps children to understand how to care for themselves and it fosters in them a sense of responsibility for their own actions.

S.P.H.E. is a lifelong process which begins before the child comes to school and which will continue long after he has left school. Therefore, as teachers, we see our role in the S.P.H.E. curriculum as working in partnership with parents to promote the social, personal and health development of the children in our school.

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.

This plan will also enable our school to build on existing good practice and to work with the home and community in promoting the well-being of our children.

Our Vision for S.P.H.E.

S.P.H.E. in our school should enable the children to develop respect for themselves and others through working and playing together in a safe, tolerant and caring environment. It should also enable the children to respect human and cultural diversity, and to become participative members of their local and wider community. We also envisage supporting those who suffer emotional and behavioural challenges and those who struggle with social interactions.

Aims and Objectives of S.P.H.E.

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 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. (S.P.H.E. Curriculum Statement p.9)
- To enable the child to develop strategies to cope with emotional and behavioural difficulties in a constructive, appropriate manner.

Broad objectives:

When due account is taken of intrinsic abilities and varying circumstances, the S.P.H.E. curriculum should enable the child to:

- Be self-confident and have a positive sense of self-esteem;
- Develop a sense of responsibility and come to understand his 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, and an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health;

(Healthy eating is encouraged by reference to the healthy eating pyramid and through the school's healthy lunch policy. .Meanwhile, initiatives such as Walk on Wednesday (WOW), Active School Week and Friday Bike Initiative (FBI) serve to promote and encourage an active lifestyle). We also participate in the Food Dudes programme to encourage healthy eating. Children experience first-hand the growing of fruit and vegetables in our school garden.

- Develop a sense of safety and an ability to protect himself 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;

(Drimnagh Castle is a Green School and all of the pupils have participated in major environmental conservation initiatives in recent years, which has resulted in the school being awarded six Green Flags in the past twelve years. The school also has an award-winning garden, the development and cultivation of which all pupils are actively and enthusiastically involved.)

- 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. (S.P.H.E. Curriculum Statement p.10)

Policies:

The following policies are relevant to S.P.H.E. and our teaching will be informed by these policies:

Health and Safety Policy	Physical Education Plan
Enrolment Policy	Anti-Bullying Policy (including cyber- bullying)
Code of Discipline	Substance Use Policy
R.S.E. Policy	Stay Safe
Healthy Lunch Policy	Homework Policy
Child Protection and Welfare	Intercultural Policy
Special Educational Needs/Inclusion Policy.	

Child Protection and Welfare

the Child Protection Procedures 2017

Child Protection and Welfare

In our school all child protection and welfare issues will be dealt with in accordance with **Children First Act 2015**, **Children First: National Guidance for the Protection and Welfare of Children 2017** and **Department of Education Child Protection Procedures for Primary and Post Primary Schools (2017)** and **DES Circular 0118/2017**. Our Designated Liaison Person is the Principal; our second nominated person is the Deputy Principal. Information on Child Protection and Welfare is posted in school reception and a copy of the **Child Safeguarding statement** is available in every classroom.

Inter-Culturalism and Anti-Racism

All children have an equal right to education. In order to fulfil this right, differences will be respected and valued in our school. Our school will be pro-active in challenging racism and a day is set aside each year to celebrate the diverse cultural backgrounds of our children. All holidays/festivals of countries from which our newcomer children originate are marked/acknowledged.

Teaching /Learning Content

The teaching and learning content is outlined for each standard for the three programmes; Walk Tall; Stay Safe; and RSE.

In our school S.P.H.E. is taught in a combination of the following three ways:

- i. Positive school climate.
- ii. Discrete teaching time of ½ hour per week, with the flexibility to block these ½ hour periods into bigger units of time.
- iii. An integrated approach which means that at every class level teachers will endeavour to link S.P.H.E. to all relevant curricular areas.
- iv. Block teaching of specialised programmes e.g. FRIENDS for Life Programme and Rainbows Programme.
- v. Small group teaching for those with specific challenges.

Children with Different Needs:

Every child in our school will have the opportunity to participate in, and benefit from, the full range of experiences offered in S.P.H.E. In order to achieve this, the programme may be differentiated to meet the needs of individual children. In teaching S.P.H.E, teachers will endeavour at all times to be sensitive to the ethnic, cultural, religious and family background of the children. Specific programmes designed to meet the needs of special needs pupils are currently being implemented in Drimnagh Castle Primary. These include Incredible Years, Social Skills Training (cookery classes, friendship groups) and Smart Moves to promote fine and gross motor skills.

Approaches and Methodologies:

In teaching S.P.H.E. all the central methodologies of the curriculum will be used, with a particular emphasis on active learning. Strategies will include: drama activities, co-operative games, circle time, leadership activities, pictures, photographs and visual images, discussion, written activities, the media, information and communication technologies and looking at children's work. (page 57 Teacher Guidelines)

Resources:

The main resources in our school are:

Walk Tall, Stay Safe, R.S.E., Be Safe, Circle Time, FRIENDS for Life, Classroom Posters, and the website <https://pdst.ie/SPHE>

Human Resources: From time to time, and as appropriate, members of the wider community will be invited to support and reinforce the work being done by the teachers. In advance of such a visit, the teacher will inform the visitor of the content objectives to be addressed, and in turn the class teacher will acquaint him/herself with the content of the speaker's presentation. Visitors to our school include Community Garda, Accord personnel (Relationships and Sexuality Dublin Schools' Programme), Anti-Bullying Programme facilitators, Junior Achievement Programme presenters, Bible Study teacher, sports coaches and Bike for Life facilitators. All visiting personnel who interact with pupils will be vetted.

At all times, a teacher will remain in class during the presence of a visitor.

Staff Development:

At regular intervals, staff training needs will be audited and, where appropriate, the support of the local Education Centre and/or financial support from the Board of Management will be sought. In our school the teaching staff will be encouraged to, and facilitated in, the sharing of S.P.H.E. – related expertise.

Success Criteria/Assessment:

In our school S.P.H.E. will be assessed in accordance with Guidelines outlined in Curriculum Statement pp 70-77.

Roles and Responsibilities

S.P.H.E. is a shared responsibility between family, school, health professionals and the community. Since parents have the primary role in the social, personal and health education of their children, the school will provide them with opportunities to contribute to the development and implementation of S.P.H.E. in the school. Parents will be advised of ways in which they can contribute to the social, personal and health development of their children. Parents are afforded the opportunity to view the school plan and the resources available for its implementation.

During the implementation of this revised policy the S.P.H.E. co-ordinator will be monitoring progress and accepting feedback from staff on progress of implementation.

Review and Evaluation

The SPHE plan is reviewed and updated at regular intervals.

Ratification

In draft form this plan was seen by all the school staff, representatives of the parent body, and by the Board of Management. Having taken into account views/amendments suggested by the above, this revised plan was ratified by *the B.O.M.* and is now the S.P.H.E. Whole School Plan for Drimnagh Castle Primary School.