

Social, Personal and Health Education Policy and Whole School Plan Dromclough NS

Introductory Statement and Rationale

(a) Introductory Statement

The staff of Dromclough NS formulated this school plan for SPHE, in consultation with our Board of Management and our parents, as 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.

(b) Rationale: The SPHE curriculum has been taught in Dromclough NS 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. It has also been taught through integration with other subject areas such as Physical Education, Religion, Art, Music etc. We wish to outline clearly our formal whole school plan for the teaching of SPHE.

Vision and Aims

(a) Vision:

Our vision in teaching S.P.H.E. is to reinforce the ethos of our school and to proactively nurture and educate each child to live their fullest potential at every stage of their development.

We encourage the cultivation of strong relationships within the school and the community.

(b) Aims: The children of Dromclough should 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 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

Curriculum:

1. Strands and Strand Units:

The curriculum is delineated into 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. We will teach aspects of 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.

Month	Year 1	Year 2
September/October	Self-identity (Myself)	Myself and my family (Myself and others)
November/December	My friends and Myself other people (Myself and others)	Relating to others (Myself and others)
January/February	Safety and protection (Myself)	Growing and changing (Myself)
March/April	Making Decisions* (Myself)	Taking care of my body (Myself)
May/June	Media education (Myself and the wider world)	Developing citizenship (Myself and the wider world)

*Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased number of lessons in the Stay Safe Programme from 3rd to 6th class.

Placing the strand unit **Making decisions** after the **Safety and Protection** in a standard two year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.

2. 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 Dromclough NS in its entirety as part of the two year cycle of SPHE. All teachers will outline this clearly in their individual planning documents.

3. Contexts for SPHE:

SPHE will be taught in Dromclough NS through a combination of the following contexts:

- Positive School Climate and Atmosphere: ,Dromclough NS aims to create a positive and nurturing 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

- Discretionary time for SPHE:

SPHE has been allocated ½ hour per week on each teacher’s timetable in Dromclough NS. However, the new primary curriculum framework allows “Wellbeing” a weekly allocation of 3 hours. This includes SPHE and Physical

Education. Third-Sixth class will be timetabled 1.5 hours for SPHE and 1.5 hours for PE.

Infants to 2nd class have 30 minutes scheduled for SPHE and 1 hour for PE.

Teacher may allocate more time to allow for more in-depth exploration of a strand unit. Discretionary SPHE time provides for the teaching of some elements of the programme during designated class periods. This time can 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. To use this time effectively it may be more appropriate for the teacher to organise it in block periods and use it as required rather than confining the time to a set period in each week. Infants have 5 hours of flexible time per month according to the New Primary Framework and first and second class have 6 hours of flexible time per month.

• Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a 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, Friendship Week, Kindness week, Antibullying week, Lenten Campaign, Amber flag, Active flag, Food dudes, Lust for Life, etc. will also be explored.

4. Approaches and Methodologies:

Dromclough NS believes 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 (this will be kept to a minimum given the needs of the pupils)
- use of media
- information technologies

5. Assessment:

Assessment is a central part of the 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. Dromclough NS uses the following recommended informal tools for assessment in SPHE:

- Teacher observation
- Teacher-designed tasks
- Worksheets and Posters

6. 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 teacher will collaborate with class teachers to support and supplement the work done in the classroom where necessary. Dromclough 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

.7. Equality of Participation and Access:

Dromclough recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment will ensure that equal opportunities are given to all children to participate in discussion, debate, presentation, etc. Dromclough NS is under Roman Catholic school management, and we endeavour to provide for all members of the community, children with disabilities, families with literacy difficulties and children who are learning English as a second language.

8. Organisation:

Policies and Programmes that support SPHE:

- Child Safeguarding Statement
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Enrolment

- Health and Safety
- Healthy Eating
- Digital education and Internet Acceptable Usage

Programmes to support teaching of SPHE:

Active School Flag
 Health Promoting Schools
 Food Dudes
 Incredible Edibles
 Amber Flag
 Friends for Life
 Webwise
 Lust for Life
 Emotion Coaching (Staff training)

9. Resources

Books for Parents: available from HSE: Making the 'Big Talk' Many Small Talks, Busy Bodies and Tom's Flower Power

Books for Teachers: As above as well as RSE manuals, Walk Tall manuals and Stay Safe manuals.

Making the Links
 Weaving wellbeing

Posters and visuals throughout the school.
 Webwise

10. 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.

11.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 Míósúil 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.

12.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 Relationships and Sexuality Education programme /R.S.E.
- Training in Emotion Coaching and Friends for Life

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.

13. Parental Involvement: Parental involvement is considered an integral part to effectively implementing SPHE as Dromclough NS believes that SPHE is a shared responsibility.

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

<http://www.pdst.ie/staysafe>

14. Community Links: Dromclough believes that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Nurse, Fire Brigade, Gardaí, Paramedics, Water Safety, Bike Safety, Local County Council representatives, Heritage Officers etc.

Implementation:

Timeframe: The plan will be implemented by end of November 2023

Success Criteria: 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 through informal assessment.

Review (a) 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 principal, Melanie O'Sullivan, is responsible for coordinating this review.

Those involved in the review will include:

Teachers

Pupils

Parents

Board of M/anagement

Timeframe: This plan will be reviewed in four years unless a need arises that has to be addressed.

Ratification and Communication

The Board of Management of Dromclough NS ratified this plan on the 23 November 2023

Signed: John Fox Signed: MASullivan
(Chairperson of Board of Management) (Principal)
Date: 23/11/2023

This plan is available to view at the school by the parents on request.