



St. Molaga's N.S.
Social, Personal and Health Education Policy

Introductory Statement

This plan for SPHE in St Molaga's SNS was formulated by the SPHE Post Holder, the Principal and four staff members representing the four class groupings in the school. As the plan was developing, the whole staff was consulted during monthly staff meetings. Considerable time was given to discussion at those meetings, during the academic year 2011-2012.

Rationale

The staff of St Molaga's decided to focus on developing SPHE in the school in order to provide a coherent approach to the teaching of SPHE across the whole school and to review the existing SPHE policy.

Vision:

St Molaga's SNS is a co-educational primary school. It has a Catholic ethos. The school ethos is one that values and respects all of our pupils. The school provides a curriculum and a working atmosphere to help each child to develop their potential to the full. Our SPHE plan aims to develop in the child a framework of attitudes, values, understanding and skills that will inform their decisions both now and in the future.

Aims:

We in St. Molaga's N.S. 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.

Strands and strand units: Attached in Appendix A

Contexts for SPHE:

SPHE will be taught through a combination of contexts

- Positive school climate and atmosphere
- Discrete time: One half hour per week is allocated to S.P.H.E. This may be used as one hour per fortnight.
- Integration with other subject areas: Teachers will integrate S.P.H.E with other curricular areas as appropriate.

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

Positive school climate and atmosphere:

In St. Molaga's N.S. we endeavour.....

- To ensure a sound moral and religious development in the children.
- To enable each child to live a full life as a child, to develop to their full potential through the provision of a constructive learning environment and the delivery of a broad curriculum and to enable them to obtain skills and interests to enhance their leisure time outside school.
- To equip each child to avail himself or herself of further education so that he or she may go on to lead a full life as an adult in society.
- A spirit of mutual respect is promoted within the school community. Pupils are drawn by example and teaching, to appreciate and respect people of different religious affiliations and of different nationalities.
- Close contact is maintained between the school and the home. Parents and teachers support one another and collaborate with one another as partners in leading the young pupils to the fullness of their potential at the different stages.
- It is agreed that a high standard of behaviour requires a strong sense of community within the school and a high level of co-operation among staff and between staff, pupils and parents.
- New teaching and support staff receive induction support to familiarise them with school policies, procedures and school organisation.
- Parents of new entrants receive school information brochure on enrolment and are invited to attend an induction meeting at the beginning of the school year which aims to familiarise them with school policies, procedures and school organisation.

Approaches and methodologies

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.

A variety of strategies will be utilised:

- 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
- E Learning/ICT
- Looking at children's work: portfolios, projects ...

A broad range of approaches and methodologies will also be implemented:

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

Assessment

- Informal assessment will be used to assess children's learning in SPHE.

Teachers' observations will be shared with parents at parent teacher meetings.

Children with different needs

- Through differentiation teachers support and ensure the participation of all children with additional needs. All children are enabled to make an important contribution regardless of academic achievement or additional learning needs. Class activities are adapted and modified so that all children can participate.
- Learning support/Resource teachers work together with mainstream class teachers to support learning in SPHE.
- SNA s support the work of the class/support teachers in SPHE.
- Individual needs of children e.g. bereavement or loss, disability, illness are taken into account as the need arises in each class.

Equality of participation and access

All our children receive the same education regardless of their gender, disabilities, background, race or religion.

Policies and programmes that support SPHE

Policies/Programmes

- S.P.H.E. links to many of our school policies and programmes: School Ethos, RSE, Stay Safe, Child Protection, Enrolment, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating, Green School Programme, Critical Incident policy, Rainbows programme, Religious Education programme (Alive-O)

Substance Use Policy

The National Drugs Strategy, 'Building on Experience', requires schools to have a drugs policy in place (*Action 43, Ireland's National Drugs Strategy 2001-2008*)

The Substance abuse Policy is available from the office and is also published on the school website.

Content objectives covering substance abuse are contained in Appendix A.

Relationships and Sexuality Education (RSE)

- **RSE is taught in the context of S.P.H.E.**
- **The R.S.E. policy is attached.**
- Provision is made for children whose parents wish to withdraw them from these lessons
- Boys and girls receive a gender specific talk in relation to puberty, growing and changing in February of fourth class. The fourth class teachers organise and facilitate the lesson, splitting the classes by gender. The boys and girls return to their own teacher and classroom after the lesson. Prior notice is given to parents and pupils and parents are encouraged to use the lessons to discuss the topic at home.

Dealing with questions

Teachers answer questions in line with school ethos and the Primary school curriculum. Questions pertaining to topics/issues outside of the curriculum guidelines are not discussed. Instead, pupils are encouraged to ask their parents.

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.

All aspects of the programme are taught within the Child Protection Guidelines and any concerns are reported to the DPL.

Stay Safe Programme

The Stay Safe programme is taught in Third and Fifth Classes.

- The Stay Safe Programme is available to all classes as a reference to support the topics in S.P.H.E.

Child Protection

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. *The Principal, Pauline Costello is the D.P.L.*

All staff, teachers, SNAs, secretary and caretakers have a copy of the school policy.

Staff are made aware of the school policy at the first staff meeting each year.

The policy is available on the school website, from the school office and a copy is available on the noticeboard at the school offices.

Homework

If SPHE homework is given, it is to reflect the active learning approach as described in the curriculum. Pupils are encouraged to discuss with their parents any topics that interested them, raised questions for them and to show their projects and school work in this subject.

Resources

Class teachers have the relevant RSE books and Walk Tall books for their class.

A box of relevant books and resources are maintained by the relevant post holder.

A pack of resources relating to Growing and Changing is available for 4th and 6th class teachers.

A list of resources is attached.

Guest speakers

The community garda play an active role in visiting the school and facilitating workshops with fifth classes each year.

Other guest speakers are invited on occasion to deal with Internet Safety information for parents or other concerns/issues that may arise.

Facilitators from Accord have supported the RSE programme delivered by 6th class teachers each June prior to the end of term. Class teachers are present during the workshop and parents are provided with information on the content of the programme. Parents are invited to information evenings in regard to RSE programme in conjunction with the Parents Association.

Staff development

Staff meetings provide time for discussion of all curricular areas including SPHE/RSE. Teachers are encouraged to attend courses and to share skills/expertise and experience at staff meetings and planning meetings.

Professional development opportunities are availed of for whole staff development through outside facilitators when available.

The Board of Management provide funding for professional development for relevant courses.

Parental involvement

It is recognised that parents have the primary role in the social, personal and health education of their children. Parents can contribute to the development and implementation of SPHE in the school by supporting teachers in implementing certain aspects of the programme and discussing the learning that takes place in school with their children. Parents are also involved in the review of aspects of SPHE within the school such as Substance abuse, Child Protection, RSE, Healthy Lunch Policy and the Code of Behaviour.

Community links

Members of the community can play an important role in supporting the SPHE programme. This varies from year to year depending on the resources available in the community.

Examples of programmes which have taken place:

Community Garda visit to fifth classes

Volunteers from the R.N.L.I.

Success criteria

We will know if the policy is being successfully implemented if

The teachers are basing their preparation on the plan and the procedures in the plan are being followed.

We will judge the effectiveness of this plan by observation and feedback from those involved with SPHE throughout the school i.e, teachers, parents, pupils, community and inspectors.

We will discuss if the plan has enhanced pupils learning and establish if the aims have been achieved.

Implementation

(a) Roles and Responsibilities

The whole staff will implement the plan in their work.

The teacher with responsibility for SPHE will co-ordinate the progress of the plan and ensure that the resources required are available to staff subject to funding being available from the Board of Management/Department of Education and Skills.

(b) Timeframe

The SPHE plan will be implemented from _____

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school.

The plan will be reviewed on a two year basis.

Ratification and Communication

Ratification by Board of Management.

The SPHE/RSE plan will be discussed at a Board of Management meeting.

A copy of the plan will be published on the school website for all parents. A hard copy will be available from the office.

Ratified by the Board of Management on _____

Date of review _____

Appendix A

3rd Class

| Strands | Strand Units | Topics |
|----------------------------|-----------------------------|--|
| Myself | Self - Identity | Valuing Self and Others (Walk Tall Unit 2) Special Gifts (RSE Unit 1) |
| | Taking Care of My Body | My Body in and Out of Balance (Walk Tall Unit 4) |
| | Growing and Changing | Preparing for New Life (RSE Unit 6) As I Grow I Change (RSE Unit 8) |
| | Safety and Protection | Keeping Safe (RSE Unit 4) Stay Safe. Fire, road, water safety. |
| | Making Decisions | Choices (Walk Tall Unit 5) Making Decisions (RSE Unit 9) |
| Myself and Others | Myself and my Family | My Family (RSE Unit 3) |
| | My friends and other people | Sometimes Friends Fight (RSE Unit 2) Bullying (Stay Safe) |
| | Relating to Others | Sometimes Friends Fight (RSE Unit 2) Bullying (Stay Safe) Expressing Feelings (RSE Unit 5) |
| Myself and the Wider World | Developing Citizenship | Setting the Scene (Classroom Rules) (Walk Tall Unit 1) |
| | Media Education | Folders and Resources Available |

4th class

| Strands | Strand Units | Topics |
|----------------------------|-----------------------------|--|
| Myself | Self - Identity | Who Am I? (Walk Tall Unit 2) |
| | Taking Care of My Body | Being Clean, Keeping Healthy (RSE Unit 7) Substances (Walk Tall Unit 4) |
| | Growing and Changing | Growing and Changing (RSE Unit 8) The Wonder of New Life (RSE Unit 6) |
| | Safety and Protection | Fire Safety Road Safety Water Safety |
| | Making Decisions | Standing Up For Myself (Walk Tall Unit 5) |
| Myself and Others | Myself and my Family | My family (RSE Unit 3) |
| | My friends and other people | Feelings (Walk Tall Unit 3) Feelings and Emotions (RSE Unit 5) Bullying Behaviour (RSE Unit 2) |
| | Relating to Others | Myself and Others (RSE Unit 1) Problem Solving (RSE Unit 9) |
| Myself and the Wider World | Developing Citizenship | Setting the Scene and Listening (Classroom rules) (Walk tall Unit 1) Reasons for Rules (RSE Unit 4) |
| | Media Education | Folders and Resources Available |

5th Class

| Strands | Strand Units | Topics |
|----------------------------|-----------------------------|---|
| Myself | Self - Identity | The Person I Am (RSE Unit 1) |
| | Taking Care of My Body | Alcohol (Walk Tall Unit 5) |
| | Growing and Changing | My Body Grows and Changes (RSE Unit 6) The Wonder of New Life (RSE Unit 7) Caring for New Life (RSE Unit 8) |
| | Safety and Protection | Keeping Safe (RSE Unit 4) Stay Safe |
| | Making Decisions | Making Healthy Decisions (RSE Unit 9) Decision Making (Walk Tall Unit 4) |
| Myself and Others | Myself and my Family | My Family (RSE Unit 3) |
| | My friends and other people | Different Kinds of Friends (RSE Unit 2) |
| | Relating to Others | Feelings and Emotions (RSE Unit 5) Feelings (Walk Tall Unit 2) |
| Myself and the Wider World | Developing Citizenship | Classroom Rules. |
| | Media Education | Influences (Walk Tall Unit 3) Folders and Resources Available |

6th Class

| Strands | Strand Units | Topics |
|----------------------------|-----------------------------|--|
| Myself | Self - Identity | Ways of Seeing (Walk Tall Unit 1) Me and My Aspirations (RSE Unit 1) |
| | Taking Care of My Body | Smoking (walk Tall Unit 4) Drugs (Walk Tall Unit 5) |
| | Growing and Changing | Growing and Changing (RSE Unit 6) Relationships and New Life (RSE Unit 7) A Baby is a Miracle (RSE Unit 8) Transtion from Primary to Secondary School |
| | Safety and Protection | Keeping Safe and Healthy (RSE Unit 4) |
| | Making Decisions | Choices and Decision Making (RSE Unit 9) Decision Making (Walk Tall Unit 3) |
| Myself and Others | Myself and my Family | Families (RSE Unit 3) |
| | My friends and other people | Feelings and Emotions (RSE Unit 5) Feelings (Walk Tall Unit 2) |
| | Relating to Others | Different Kinds of Love (RSE Unit 2) |
| Myself and the Wider World | Developing Citizenship | Classroom Rules |
| | Media Education | Folders and Resources Available |

Appendix B

It was agreed that certain topics will be covered at certain times of the school year.

September:

- Class rules
 - Yard rules
 - Food: Healthy eating
 - Road safety
 - Webwise / Mobile phone and internet safety and responsibilities.
- Anti-Bullying lessons (Anti Bullying Policy review agreed April 2014)

October:

- Fire Safety

November – February: (Third and Fifth Classes)

- Stay Safe

February (4th Class)

- Talk – Growing and Changing

March: Anti Bullying lessons

Term Three (Sixth Class):

- Transition from Primary to Secondary School (Resources in Transition Information Pack)
- Talk – Growing and Changing

June:

- Water Safety

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 Protection 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:

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|--------------------|--|
| PCSP | <u>www.pfsp.ie</u> |
| SDPS | <u>www.sdps.ie</u> |
| NCTE | <u>www.ncte.ie/internetsafety</u> |
| DES | <u>www.education.ie</u> |
| NCCA | <u>www.ncca.ie</u> |
| INTO | <u>www.into.ie</u> |
| IPPEN | <u>www.ippn.ie</u> |
| NPC Primary | <u>www.npc.ie</u> |

Resources:

Websites:

http://www.scoilnet.ie/Safety_Themepage.shtm - Scoilnet Safety Theme Page

http://www.scoilnet.ie/online_safety_primary.shtm - Scoilnet Internet Safety Theme Page

<http://www.fifty-ways.com/> - JCI Ireland Active Citizenship site

<http://www.araskids.ie/html/house/> - Arás an Uachtaráin site for children.