

SPHE
School Plan
Aghamore
N.S.

SPHE

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Aghamore 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. It was brought to the attention of Parents and B.O.M. in September 2009.

(b) Rationale

Aspects of SPHE have been taught in Aghamore NS for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ Vision and Aims

(a) Vision:

Social, personal and health education provides particular opportunities to foster the personal development, health and well-being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future.

(b) Aims:

The children of Aghamore NS 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 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.

Aghamore 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.

Aghamore NS have created this timetable to reflect this approach:

Month	Strand Units (Year 1) (Odd Years e.g. 21/22)	Strand Units (Year 2) (Even Years e.g. 20/21)
September/October	<i>Self-identity (Myself)</i>	<i>Myself and My Family (Myself and Others)</i>
November/December	<i>My friends and other people (Myself and Others)</i>	<i>Relating to others (Myself and Others)</i>
January/February	<i>Making Decisions (Myself)</i>	<i>Taking Care of My Body (Myself)</i>
March/April	<i>Media Education (Myself and the Wider World)</i>	<i>Developing Citizenship (Myself and the Wider World)</i>
May/June	<i>Safety and Protection (Myself)</i>	<i>Growing and Changing (Myself)</i>

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 Aghamore 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 Aghamore NS through a combination of the following three contexts:

1. Positive School Climate and Atmosphere

Aghamore NS has created a positive 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
- developing a school approach to assessment

2. Discrete time for SPHE

SPHE is allocated $\frac{1}{2}$ hour per week on each teacher's timetable. However teachers may allocate 1 hour per fortnight to allow for more in depth exploration of a strand unit where appropriate._

Discrete 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.

3. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt an 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 Healthy Eating Week, Advent Campaign, Lenten Campaign, etc. will also be explored.

4. Approaches and Methodologies:

Aghamore NS believe 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
- use of media
- information technologies and looking at children's work

5. 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.

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

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

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. Children with special needs will be pre taught the language pertaining to the topic to help understanding and participation. The learning support and resource teachers will supplement the work of the class teachers where necessary. Aghamore 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:

Aghamore 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 endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Aghamore NS is under *Roman Catholic* school management, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language as the need arises.

8. Organisation:

Policies and Programmes that support SPHE:

Policies/Programmes:

- Code of Behaviour
- Enrolment Policy
- Health and Safety Policy
- Anti-bullying Policy
- Healthy Eating Policy

8.1 Substance Use Policy:

See Substance Use Policy

8.2 Relationships and Sexuality Education:

See Relationships and Sexuality Education Policy

8.3 Child Protection:

See Child Protection Statement

9. Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

10. Resources

The Following Resources will aid the implementation of the SPHE curriculum:

RSE Manuals	Tom's flower Power	Zippy's Friends Programme
Walk Tall	Busy Bodies	Webwise
Stay Safe	Weaving Well Being	
Making the Links	Friends First Programme	

11. Guest Speakers:

If a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom and make the speaker aware of this school plan and attached policies.

12. 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 Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

13. Staff Development.

The staff have attended training in the following areas and this training will support an effective implementation of the SPHE programme:

- *two full days in-service seminars in 2002-4 by the Primary Curriculum Support Programme*
- *training in the Substance Misuse programme /Walk Tall*
- *All staff have completed Children First Training. 13/04/2018*
- *RSE training attended in Mayo Education Centre.*
- *Zippy's Friends Programme completed by two staff members. 18/10/2018*
- *Wellbeing Course in Mayo Education Centre completed by two staff members. 04/03/2020*
- *PDST Primary Wellbeing Seminar 12/05/2022*

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.

14. Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Aghamore NS believe 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 were also involved in drafting the R.S.E. policy

15. Community Links:

Aghamore NS believes that the local community has a very important role

to play in supporting the programme in SPHE and endeavour to liaise with members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, etc.

■ 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.

■ Implementation

(a) Roles and Responsibilities:

Aghamore NS believes that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

■ 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.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM/DES/Others.