

Whole School Plan

Social, Personal and Health Education (S.P.H.E.)

School Name: Doolin National School

Date: Review 2014

1. INTRODUCTION:

This plan was formulated during an in-school curriculum day under the guidance of an SPHE Cuiditheoir. All staff were involved in the development of the plan.

2. RATIONALE/VISION:

SPHE in our school will enable each child to: -

- Develop a positive sense of self-esteem, enhance social and communication skills and equip him/her with the knowledge and ability to lead a healthy life.

3. 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/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.

(See page 9 of the Curriculum Statement)

4. OBJECTIVES:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

- be self-confident and have a positive sense of self-esteem
- develop a sense of personal responsibility and come to understand his/her 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, an ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain health
- develop a sense of safety and an ability to protect himself/herself 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
- 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.

(See page 10 of the Curriculum Statement)

5. CONTENT:

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

<u>Strands</u>	<u>Strand Units (Year 1)</u> <u>2013/14</u> <u>2015/16</u>	<u>Strand Units (Year 2)</u> <u>2014/15</u> <u>2016/17</u>
Myself		
	Making Decisions & Sensitive Issues (Jan/Feb)	Self Identity Sept / Oct
	Safety & Protection (March / April)	Taking Care of My Body Jan /Feb
	Growing & Changing (May / June)	
Myself and others	My Friends & Other People (Sept / Oct)	Relating to Others March /April
		Myself & My Family Nov / Dec
Myself and the wider world	Media Education Nov / Dec	
		Developing Citizenship May / June

6. TEACHING/LEARNING CONTEXTS:

We will teach SPHE in a combination of the following contexts:

A positive school climate and atmosphere and adopt strategies such as:

1. Building effective communication within the school

In-school:

- Notice Boards – Staff Rooms
- Important information sent around to staff in a folder
- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher

Parents: Regular Newsletter

- Notes i.e. homework journal
- Parent/Teacher Meetings – By appointment meetings also.
- Coffee/Tea sessions after religious/sacramental events/school events.

Visitors:

- Facilities/room provided for visitors.
- Invited to staff room for breaks.

2. Catering for individual needs

- Individual reward system in every class
- Announcements made.
- School band/choir/sports teams/quizzes/school concert.
- Timetabling is very fair for withdrawal.
- We use a variety of teaching styles & activities – Activity based learning.
- General positive school climate with regard to reinforcing positive behaviour.
- Learning support teachers.

3. Creating a health-promoting physical environment

- Beautifully decorated & well maintained school.
- Playground markings for yard time activities.
- Children's work on display throughout school.
- Litter management by senior pupils.
- Recycling in classrooms

4. Developing democratic processes

- Pupils involved in drawing up class rules.

- Code of Behaviour is widely publicise
- Job allocations in classrooms.
- Involvement in school activities i) on own time ii) with materials
- Children represent the school in a wide variety of activities e.g. sports, music, art, write a book.

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

- Reward systems in place classes/displaying children's work.
- Openness to change/photographs on display of winners/successes/a special visit/play in our school yard.
- New pupils – appointed 'buddies' to look after them.
- By organising/attending/training courses.
- Availing of DES support.
- Regular appraisal of staff efforts.

6. Fostering respect for diversity

- Anti-bullying policy exists and is practised by all staff members.
Communicating school policies and practices to all parents and children.
- All children are included in teams, choirs, concerts, photo opportunities etc.
- Integration of different social groups through organised games, activities, etc.

7. Fostering inclusive and respectful language

- Refer to children by Christian name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Awareness e.g. children go to Mrs. X – not to a slow class, traveller class etc.
- Promote minority cultures in a positive light.
- *Being conscious of different family structures and units, respect them and refer to them in whole class situations.

8. Developing appropriate communication between home and school

- Regular newsletters, notice boards, posters etc.
- PT meetings. Notes in homework journal
- Collaboration for S.N. children for assessment/ iep etc.

9. Developing a school approach to assessment

- Teacher and SNA observations (ongoing)
- Discussion with children formally/informally
- Teacher designated Tasks and Tests
- Communication with parents via telephone

Integration

- R.E.
- S.E.S.E.
- ENGLISH
- VISUAL ARTS
- PHYSICAL EDUCATION

7. POLICIES:

The following policies related to SPHE issues have been drawn up in consultation with the Board of Management

- Bullying in the context of our Behaviour/Discipline policy
- Enrolment
- R.S.E. Policy
- *Substance Use Policy
- Health and Safety Statement
- * In progress.

We are also adopting the National Guidelines for the Protection and Welfare of Children and the Department of Education and Science Child Protection Guidelines and Procedures. (D.L.P. = Michelle Moroney (Principal))

8. APPROACHES AND METHODOLOGIES:

We will adopt the following approaches and methodologies:

- **Active learning** which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, discussion, use of media and information technologies and looking at children's work.
- Talk and discussion
- Skills through Content
- Collaborative learning
- Problem-solving
- Use of the Environment

9. RESOURCES:

- "Walk tall – Quality Circle Time"; J. Mosley
- Be safe.
- Primary Education – Visiting Speakers.
- SPHE Curriculum Books – Videos.
- Stay safe.
- Bi Follain.
- RSE
- Allways Video/Busy Bodies/Bounty

10. COMMUNITY LINKS:

- Involved in Church singing.
- Carol singing for Christmas.
- Involved in Environmental Awards.
- Visits from local Historian/Garda/Health Worker/fire brigade
- Health Board – Provide Health checks/ Would like Health Board to give talks to parents/children around SPHE issues.

11. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

Some/all of the teaching staff has attended or would like to attend the following:

- training in the Child Abuse Prevention Programme (Stay Safe),
- training in the Relationships and Sexuality programme (R.S.E.)
- training with the Walk Tall Programme (S.M.P.P.)
- training in the Children First Guidelines [DES Guidelines and Procedures]
- two full days in-service seminars in 2001-3 by the Primary Curriculum Support Programme.
- Rainbows Training
- Circle Time (Jenny Mosley)

12. KEY CONSIDERATIONS:

- Wide Variety of family backgrounds.
- SCN/learn support children will be included/involved in class lessons.
- English not 1st language – Through using a variety of teaching methodologies – visually, auditory, kinaesthetically etc.
- Urban backgrounds.

13. SUCCESS CRITERIA/ASSESSMENT:

Self-assessment for Teachers

- Have I covered the agreed strand units?
- What do we need to change?

Pupil assessment: P. 70-77

- Teacher observation.
- Teacher designed tasks and tests.

- Self-Assessment.

14. ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework e.g.
- Principal → oversees implementation and supports staff.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → Co-operate and participate in class lesson.
- Other staff → be aware of contents of this plan and follow procedures re. same.

15. TIMEFRAME FOR IMPLEMENTATION:

- September 2013
- Staff will review this plan under the guidance of Ms. M. Moroney

16. REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of _____ School on _____ 2014

Chairperson of Board of Management: _____

This plan will be reviewed as necessary.