

SPHE Policy

INTRODUCTION:

This plan was formulated during the 2017/2018 school year by school staff. It was based on a review of a previous plan. This policy was developed to coordinate the SPHE curriculum and the various associated programmes and interventions in our school.

RATIONALE:

Aspects of SPHE have been taught in St. Michael's Primary School for many years through various programmes such as Stay Safe, Walk Tall, Relationships and Sexuality Education, Friends for Life and Fun Friends . 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:

It is our hope that the Social, Personal and Health Education (SPHE) Programme in St. Michael's will:

- foster the personal development, health and well-being of all children on our care
- help them to create and maintain positive and supportive relationships
- enable our pupils to become active and responsible members of society
- help them develop a framework of values, attitudes and skills which will enable pupils to make informed and responsible choices now and in the future
- develop a positive sense of self-esteem
- enhance social and communication skills

AIMS:

We endorse the aims of the Social, Personal and Health Education Curriculum for Primary Schools:

- 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

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

CONTENT:

We have adopted a standard approach to whole school planning for the content in SPHE.

This involves :

- Teaching five strand units in Year 1.
- Teaching five strand units in year 2.
- Ensuring each year at least one strand unit is taught from each of the three strands.
- Each strand unit is allocated two months of teaching time.
- The timing of these two month blocks are mapped across each school year.

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

CONTEXTS FOR SPHE:

SPHE will be taught through a combination of contexts:

- Positive school atmosphere and climate
- Discrete time
- Integration with other subject areas

Positive school atmosphere and climate

St. Michael's Primary School has created a positive atmosphere by:

- Building effective communication:
 - Aladdin Schools Communication System – text a parent / staff memos
 - Children are involved in in-class decisions
 - Regular Whole Staff Meetings
 - Notes i.e. homework journal
 - Parent/Teacher Meetings
 - Regular newsletters
 - School website
 - Proactive Parents' Association
 - Student Council
- Catering for individual needs:
 - General positive school climate with regard to reinforcing positive behaviour
 - Weekly assemblies – Student of the Week and Good Work awards
 - Individual reward system in every class.
 - School choir/sports teams/quizzes/school concert
 - Integration of pupils from our Centre for Autism into mainstream classes
 - Social skills groups
 - Team teaching/Station teaching
- Creating a health-promoting physical environment:
 - Children's work on display throughout school
 - Well maintained school
 - Continued involvement and active engagement by all pupils in the Green School's Committee
 - Recycling in classrooms.
 - Litter management by Green Schools Committee
- Developing democratic processes:
 - Pupils involved in drawing up class rules.
 - Code of Behaviour is widely publicised and regularly reviewed in class by class teacher
 - Job allocations in classrooms.
 - Involvement in school activities
 - Children represent the school in a wide variety of activities e.g. sports, music, art, quizzes etc.
 - Student Council
- Enhancing self-esteem:
 - Student of the week/ Principal's award awarded at weekly assemblies
 - Performance assemblies twice monthly

- Good Work Wall awards
- Display of pupils' work
- Involvement in committees

- Regular appraisal of staff efforts
- Reward systems in classrooms
- Line of the Week on playground
- Opportunities for pupils to get involved in school choir, various school sports activities (soccer, football, rounders, cross-country running , swimming and hurling) , chess club, art and music classes
- All pupils learn how to play the tin whistle

- Fostering respect for diversity:
 - Anti-bullying policy in place and is practised by all staff members
 - Anti-bullying week held in March
 - Communicating school policies and practices to all parents and children.
 - Resources are in place to cater for needs of minorities e.g. SNA's, EAL learning support
 - Encourage all pupils to become involved in extra-school activities
 - Integration of pupils from our Centre for Autism into mainstream classes
 - Reverse integration of mainstream pupils into Centre for Autism (Buddy system)
 - Autism Awareness Day celebrated

- Fostering inclusive and respectful language:
 - Staff model inclusive and respectful language
 - Refer to children by Christian name.
 - Praise, encourage and affirm.
 - Zero tolerance of racist/ offensive language.

- Developing appropriate communication:
 - Regular newsletters, notice boards, posters etc.
 - PT meetings
 - Notes in homework journals
 - Parents Association in place and supported in school
 - School website
 - Text a parent

- Developing a school approach to assessment:
 - Effective implementation of the school's Assessment Policy with equal emphasis on assessment of learning and assessment for learning.

Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher’s timetable . However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

Integration

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be covered within the context of English, Gaeilge, PE, Visual Art, Drama and Religion.

APPROACHES AND METHODOLOGIES:

We 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
- discussion – in pairs, small groups and whole class
- photographs and visual images
- use of external speakers/visitors who are specialists in their own fields
- written activities
- use of media
- information technologies and looking at children’s work

ASSESSMENT:

Assessment in SPHE is more informal than in other subject areas and includes the following methods:

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

Each child will keep an SPHE Scrapbook and this will be used to assess a child’s progress in SPHE.

CHILDREN WITH SPECIAL NEEDS:

The SPHE Programme aims to meet the needs of all children in St. Michael’s. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. Evidence of this differentiation will be recorded in teachers’ planning documentation. Members of the SEN team positively support the work of the class teacher. The SNA’s support particular children or groups as directed by the class teachers. Pupils from our Centre for Autism integrate into mainstream classes where appropriate for this subject.

EQUALITY OF PARTICIPATION AND ACCESS:

We view the SPHE Programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all pupils may be addressed. Children with special needs will be included in all activities. Diversity within our school community will be recognized by valuing and promoting the needs, interests, skills and talents of children with special needs.

POLICIES AND PROGRAMMES THAT SUPPORT SPHE:

- RSE Policy
- Healthy Eating Lunch Policy
- Health and Safety Policy
- Substance Use Policy
- Child Safeguarding Statement
- Child Safeguarding Risk Assessment
- Enrolment Policy
- Anti-Bullying Policy
- Code of Behaviour Policy
- Stay Safe Programme
- Walk Tall Programme
- Green Flag Initiative
- Active School Flag
- Food Dudes Initiative
- Fun Friends Programme
- Friends for Life Programme

RESOURCES:

- Teacher Guidelines
- Making the links
- Walk Tall Programme
- Stay Safe Programme
- RSE Programme
- SALT Programme
- Be Safe! (Road, Fire, Water safety- National Safety Council)
- Action For Life - Irish Heart Foundation
- Busy Bodies Programme (HSE)
- The Friendship Formula – Alison Schroeder (LDA)
- Webwise – MySelfie
- Bí Folláin
- Conflict Resolution (Prim.Ed.)
- 101 Games for Social Skills (Jenny Mosley & Helen Sonnet)
- 101 Games for Better Behaviour (Jenny Mosley & Helen Sonnet)
- 101 games for Self Esteem (Jenny Mosley & Helen Sonnet)
- Quality Circle Time in the Primary Classroom – Jenny Mosley
- Circle Time (DVD)
- Busy Bodies

HOMEWORK:

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

GUESTSPEAKERS:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies.

INDIVIDUAL TEACHERS' PLANNING:

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 monitor our progress and assist in future planning.

STAFF DEVELOPMENT:

Training opportunities will include the following areas. This training will support an effective implementation of the SPHE Programme:

- training in the Child Abuse Prevention Programme/ Stay Safe
- training in the Substance Misuse Programme /Walk Tall
- training in the Relationships and Sexuality Education Programme /R.S.E.
- PDST Advisor support and modelling of lessons

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.

PARENTAL INVOLVEMENT:

Since parents are the primary educators of their children, we welcome their support in implementing the SPHE Programme. Their consent is sought prior to teaching the more sensitive issues of the SPHE Programme. Parents/guardians can access the relevant policies on our school website.

COMMUNITY LINKS:

We value the contribution members of the local community can make towards furthering the aims and objectives of SPHE in our school. The community Garda, medical persons, people of other cultures and backgrounds and members of local community groups have much to offer in supporting the SPHE Programme.

SUCCESS CRITERIA:

The success of our SPHE policy will be indicated by:

- Teachers' use of this policy as a basis for their planning and preparation.
- Following procedures outlined in the plan.
- Feedback from teachers, pupils, parents/guardians and inspectors.

IMPLEMENTATION:

(a) Roles and Responsibilities:

This plan has been formulated by the staff of St. Michael's. It will be supported, developed and implemented by teaching and non-teaching staff members alike. Ms. McEntee (Post Holder) will co-ordinate its progression.

(b) Timeframe:

This plan will be implemented by September 2018.

REVIEW:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. Ms. McEntee is responsible for co-ordinating this review.

RATIFICATION:

This policy was ratified by the Board of Management on _____

Signed: _____
Chairperson of Board of Management.

Date: _____

Signed: _____
Principal.

Date: _____

