



Whole School Plan for

# **Social, Personal and Health Education**

St. Joseph's N.S.



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

### ▪ 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

### ▪ 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.

### ▪ 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)***

### ▪ 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



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- 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)***



**Content**

**Junior Infants - 6th Class**

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

Year 1 - 2024/25

Year 2 - 2025/26

**Single Classes**

Month	Year 1	Year 2
September / October	Self-identity (Myself)	Myself and my family (Myself and others)
November / December	My friends and 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 amount 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.*

**Split Classes**

<u>Split</u>	<u>Strands/ Strand Units</u>	<u>Making the Links Book</u>	<u>Use resources for ...</u>
Jun/ Senior	Year 1	Jun – Sen: Making the links	Junior Infants
Senior/ 1 <sup>st</sup>	Year 2	Jun – Sen: Making the links	Senior Infants
1 <sup>st</sup> / 2 <sup>nd</sup>	Year 1	1st – 2nd: Making the links	1st Class
2 <sup>nd</sup> /3 <sup>rd</sup>	Year 2	1st – 2nd: Making the links	2nd Class
3 <sup>rd</sup> / 4 <sup>th</sup>	Year 1	3rd – 4th: Making the links	3rd Class
4 <sup>th</sup> / 5 <sup>th</sup>	Year 2	3rd – 4th: Making the links	4th Class
5 <sup>th</sup> /6 <sup>th</sup>	Year 1	5th – 6th: Making the links	5th/6th Class

\*Accord will visit the school every year with relation to RSE Sensitive Areas to 6<sup>th</sup> Class

### **Junior Infants - 1st Class**

As part of our SPHE curriculum, Junior Infants - 1st Class will engage with the Zippy's Friends programme alongside Walk Tall, Stay Safe and Relationship and Sexuality Education.

**Zippy's Friends is divided into six modules of four sessions each. Each module has a different topic. We summarise them here, so that you can see what your child will be learning.**

#### **MODULE 1**

##### **FEELINGS**

The children start by discussing feelings - sad, happy, angry, jealous and nervous. They practise saying how they feel in different situations and explore ways to make themselves feel better.

#### **MODULE 2**

##### **COMMUNICATION**

This module teaches children how to communicate effectively. The programme teaches children to listen to others. It teaches them how to ask for help and to say what they want to say, even in difficult situations. Quiet children often 'open up' in these sessions and learn to express themselves more freely.

#### **MODULE 3**

##### **MAKING AND BREAKING RELATIONSHIPS**

Here the children learn about friendship - how to make and keep friends, and how to deal with loneliness and rejection. They practise how to say sorry and how to make up with a friend after a quarrel.

#### **MODULE 4**

##### **CONFLICT RESOLUTION**

This module deals with how to resolve conflicts, and teachers comment that children quickly become much better at settling their differences. In particular, this module deals with the problem of bullying and what children can do if they or others are bullied.

#### **MODULE 5**

##### **DEALING WITH CHANGE AND LOSS**

This module looks at coping with changes, both big and small. The biggest change of all is when someone dies. Although adults often find death a very difficult subject to talk about, young children rarely do. They welcome the chance to talk openly about a topic that has become taboo for many adults. One session is spent visiting a graveyard or cemetery and, perhaps surprisingly, this is often rated the most popular session of the whole programme.

#### **MODULE 6**

##### **WE COPE**

The final module affirms all that the children have learnt - finding different ways to cope, helping others, and adapting to new situations. The final session is a celebration, with each child receiving a crown and a certificate.



### **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:

#### **Building effective communication within the school**

##### **In-school:**

- Aladdin Noticeboard
- E-mail/phones in classrooms
- Notice Boards – Staff Rooms
- Important information sent via Aladdin
- 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
- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher



Parents:

- Text /email on Aladdin
- Regular News updates on the website
- Notes i.e. homework journal
- Samples of children's work on the website
  
- Parent/Teacher Meetings – By appointment meetings also.
- Coffee/Tea sessions after religious/sacramental events/school events.
- Parent's Council in the school.
- Parent's Council organise talks for parents/courses etc. fundraising/book fair.

Visitors:

- Visitors are greeted upon arrival/offered tea/coffee
- Facilities/room provided for visitors.
- Invited to staff room for breaks.

2. Catering for individual needs

- Individual reward system in every class e.g. student of the week.
- Announcements made.
- 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.
- Resource teachers.
- Lámh Programme
- Learning support teachers.
- In-class support for maths and English
- Social skills training.

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.
- Mindfulness in classrooms.
- Mindfulness committee display board.
- Recycling in classrooms.
- Newsletter/Intercom mentions achievements.
- Active Parent's Council re. decision – surveyed for opinions.
- Running track to promote daily exercise.
- Use of pitch to promote active involvement in lunchtime football/hurling/soccer leagues.
- Use of playground/obstacle course



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### 4. Developing democratic processes

- Pupils involved in drawing up class rules.
- Code of Behaviour is widely publicised.
- Children bring home own rubbish/litter wardens.
- Reading buddies/recycling campaign/butterfly garden.
- Job allocations in classrooms.
- Green School, Library & Mindfulness committees
- Involvement in school activities i) on own time ii) with materials
- Children have activities each evening and take responsibility re. same.
- Children represent the school in a wide variety of activities e.g. sports, music, art, write a book.
- Weekly assembly.
- Teaching of Lámh to all children and staff.

### 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.
- Folder for new staff members on policy & procedures/social night.
- Involvement in committees.
- Library/Accelerated Reader Programme promotes reading
- Participation in outside competitions.
- By organising/attending/training courses.
- Availing of DES support.
- Regular appraisal of staff efforts.
- Inclusion in newsletter.

### 6. Fostering respect for diversity

- Anti-bullying policy is followed 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.
- Resources are in place to cater for needs of minorities.
- Integration of different social groups through organised games, activities, cooking etc.
- Social skills groups in action to help children who display anti-social behaviour or lack of personal discipline.

### 7. Fostering inclusive and respectful language

- Praise, encourage and affirm.
- Zero tolerance of racist/homophobic/identity based offensive language.
- Awareness.
- 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.



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### 8. Developing appropriate communication between home and school

- School website
- Aladdin –notes and emails
- Communication with parents via telephone
- Regular newsletters, notice boards, posters etc.
- P/T meetings. Notes in homework journals
- Parents council
- Collaboration for SEN. children for assessment/ IEP etc.
- Policies on school website
- On-line surveys to encourage parent input into school decisions.

### 9. Developing a school approach to assessment

- Teacher and SNA observations (ongoing)
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group
- Teacher designated Tasks and Tests
- Portfolios

### **INTEGRATION**

- R.E.
- S.E.S.E.
- English
- Visual Arts
- Gaeilge
- Physical Education

### **POLICIES:**

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

Anti-Bullying

Enrolment

R.S.E. Policy

Substance Use Policy

Health and Safety Statement

Code of Behaviour

Healthy Eating

Internet Acceptable Use

Child Safety Statement



### **Approaches and Methodologies:**

St Joseph's N.S. 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

### **RESOURCES:**

- Walk tall
- Quality Circle Time"; J. Mosley
- Be safe.
- Primary Education – Visiting Speakers.
- SPHE Curriculum Books – Videos.
- Stay safe.
- Busy Bodies
- Bi Follain.
- Food Dudes
- RSE
- Zippy's Friends
- Always Video
- Health Promoting Schools
- Green Flag

### **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.

St Joseph's NS uses the following recommended informal tools for assessment in SPHE:

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

### **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 learning support and resource teachers will supplement the work of the class teachers where necessary. St Joseph's 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.



***Equality of Participation and Access:***

St Joseph's N.S. 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. St Joseph's NS is under Roman Catholic school management, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties and Children who are learning English as a second language.

***Homework:***

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

***Guest Speakers:***

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.

**COMMUNITY LINKS:**

- Involved in Church singing.
- Carol singing for Christmas.
- Athletic competition involving all local schools
- Involved in Community Games/Cumann na mBunscol.
- Involved in Environmental Awards.
- Visits from local Historian/Garda/Health Worker.
- Health Board – Provide Health checks/Would like Health Board to give talks to parents/children around SPHE issues.

**PROVISION FOR TRAINING AND STAFF DEVELOPMENT:**

Some/all of the teaching staff has attended:

- 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
- training in the Children First Guidelines [DES Guidelines and Procedures]
- Rainbows Training
- Lámh Training
- Zippy's Friends Training
- PDST Advisor – policy development



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### KEY CONSIDERATIONS:

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

### 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.
- Projects and Portfolios.
- Self-Assessment.

#### DES/outside assessment

- Informal family and community feedback.

### 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 if 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.

### TIMEFRAME FOR IMPLEMENTATION:

- School Year 2025.
- Staff will review this plan in 2026.

### RATIFICATION AND COMMUNICATION

The Board of Management of St. Joseph's N.S. ratified this amended plan on \_\_\_\_\_.

Signed: \_\_\_\_\_

Chairperson of BoM

Date: \_\_\_\_\_

Signed: \_\_\_\_\_

Principal/Secretary to the BoM

Date: \_\_\_\_\_