



Social Personal and Health Education Policy

Introductory Statement and Rationale

Introductory Statement

The staff of Blessington Educate Together 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. Their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. It was drafted by the school principal and staff and brought to the attention of the Board of Management and Parents.

Rationale

Aspects of SPHE have always been taught in BETNS through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subject areas such as Physical Education, Learn Together, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

Vision and Aims

Vision:

SPHE in BETNS should promote self awareness and understanding by helping children to name and manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds. SPHE should help children establish supportive relationships, to enjoy the company of others and to resolve conflicts in appropriate ways.

Aims:

The children of BETNS 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:

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.

BETNS have created the following scheme so:

- Five strands are taught in Year 1
- Five strands are taught in Year 2
- Each strand is allocated two months teaching and learning time
- At least one strand unit is taught from each of the strands

SPHE Whole School Plan

Month	Year 1 (Even Years) Strand and Strand Unit	Year 2 (Odd Years) Strand and Strand Unit
September/October	Myself – Self Identity	Myself and Others – Myself and my Family
November/December	Myself and Others – My friends and Other People	Myself and Others – Relating to Others Myself – Growing and Changing
January/February	Stay Safe	Stay Safe
March/April	Myself – Making Decisions (3 rd to 6 th class only. Juniors - 2 nd class undertake Myself – safety and protection	Myself – Taking Care of my Body
May/June	Myself and the Wider World – Media Education	Myself and the Wider World – Developing Citizenship

Teachers are advised to consult *Making the Links and Beyond – Revised Edition* (PDST, 2018) which aids integrated SPHE planning incorporating Walk Tall, Stay Safe and RSE.

BETNS has put in place a scheme for teaching the updated Stay Safe Programme. All lessons within the five topics are covered across two years in January and February. Each teacher must ensure that s/he places a tick beside each lesson after they are taught. This checklist will be located in the Child Protection folder which is secured in a filing cabinet in each class.

Stay Safe Programme and Checklist

Infant Classes

Topic	Junior Infants	Completed (Tick in box)	Senior Infants	Completed (Tick in box)
Feeling Safe and Unsafe	Lesson 1: Feelings Lesson 2: Feeling Safe and Unsafe		Lesson 3: Feeling Safe and Unsafe	
Friendship and Bullying	Lesson 1: Friendship		Lesson 2: What is Bullying? Lesson 3: What can we do to Stop Bullying?	
Touches	Lesson 1: Touches		Lesson 2: Never Keep a Touch a Secret	
Secrets and Telling	Lesson 1: Secrets and Telling		Lesson 1: Secrets and Telling (Revise)	
Strangers	Lesson 1: Strangers		Lesson 1: Strangers (Revise)	

First and Second Classes

Topic	First Class	Completed (Tick in box)	Second Class	Completed (Tick in box)
Feeling Safe and Unsafe	Lesson 1: Feelings are important		Lesson 2: Sometimes I feel safe, sometimes I feel unsafe Lesson 3: What to do if I feel unsafe	
Friendship and Bullying	Lesson 1: Friendship Lesson 2: What is bullying?		Lesson 3: Exclusion Lesson 4: The effects of	

			bullying	
			Lesson 5: Class agreement	
Touches	Lesson 1: Different types of touches		Lesson 2: Dealing with inappropriate touches	
Secrets and Telling	Lesson 1: Secrets and Telling		Lesson 1: Secrets and Telling (Revise)	
Strangers	Lesson 1: Strangers		Lesson 1: Strangers (Revise)	

Third and Fourth Classes

Topic	Third Class	Completed (Tick in box)	Fourth Class	Completed (Tick in box)
Feeling Safe and Unsafe	Lesson 1: Feelings Lesson 2: Feeling Safe and Unsafe		Lesson 3: Feeling Safe and Unsafe	
Friendship and Bullying	Lesson 1: Friendship Lesson 2: What is bullying? Lesson 3: Other Types of Bullying		Lesson 4: Cyberbullying Lesson 5: Coping with Bullying Lesson 6: Class Agreement	
Touches	Lesson 1: Different types of touches		Lesson 2: Touches	
Secrets and Telling	Lesson 1: Secrets and Telling		Lesson 1: Secrets and Telling (Revise)	
Strangers	Lesson 1: Strangers		Lesson 1: Strangers (Revise)	

Fifth and Sixth Classes

Topic	Fifth Class	Completed (Tick in box)	Sixth Class	Completed (Tick in box)
Feeling Safe and Unsafe	Lesson 1: Feelings Lesson 2: Feeling Safe and Unsafe		Lesson 3: A Child's Right to be Safe	
Friendship and Bullying	Lesson 1: Friendship Lesson 2: What is bullying? Lesson 3: Other Types of Bullying		Lesson 4: Cyberbullying Lesson 5: Coping with Bullying Lesson 6: Class Agreement	
Touches	Lesson 1: Touches		Lesson 2: Touches	
Secrets and Telling	Lesson 1: Secrets and Telling		Lesson 1: Secrets and Telling (Revise)	
Strangers	Lesson 1: Strangers		Lesson 1: Strangers (Revise)	

Contexts for SPHE:

SPHE will be taught in BETNS through a combination of the following contexts:

BETNS has created a positive atmosphere by:

- Building effective communication
- Regular letters to parents, meetings with parents association representatives, welcoming atmosphere to parents,
- Regular staff meetings, in school management meetings, staff memos, correspondence board in staff room.
- Respect for children's views and opinions. Children are encouraged to use respectful language at all times in line with our positive language policy.

We aim to provide for the individual needs of all the children enrolled in our school and who will enrol in the school in the future by:

- Providing learning support and resource hours for children with learning difficulties and those children who are extremely able when time and resources allow.

Creating a health-promoting physical environment

- The school has a healthy eating policy. There is a strong emphasis on a variety of sporting activities catering for all abilities.

Developing democratic processes

- Staff, parents and pupils are welcome to contribute in all areas of school life.

Enhancing self-esteem

- Promotion of positive behaviour is emphasis, and reward for positive behaviour. All teachers nominate a child each fortnight to receive recognition for their exemplary behaviour in the form of star of the fortnight.

Fostering respect for diversity

- It is important that all children are aware of and appreciate children from other cultures and backgrounds. We encourage children to share their experience of lives in different countries. A selection of resources are available in the library on cultural diversity and we endeavour to build this over time in conjunction with Learn Together.

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 in-depth exploration of a strand unit.

Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects will also be explored.

Approaches and Methodologies:

BETNS 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

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.

BETNS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Assessment folder and checklists*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*
- *Talking partners*

Children with Additional 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. BETNS 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:

BETNS 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 an Educate Together school and therefore we live by the ethos of 'no child is an outsider'. We believe all children are equal regardless of background, gender or belief system.

Organisation

Policies and Programmes that support SPHE:

Policies/Programmes:

- Child Safeguarding Statement
- Relationships and Sexuality Education Policy
- Health and Safety Statement
- Code of Behaviour
- Anti-bullying Policy
- Healthy Eating Policy
- Substance Use Policy
- Enrolment Policy

Homework:

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

Resources:

Programmes and Other Materials:

Books for Pupil	Books for Teacher	Posters	Media & ICT
	Making the Links and Beyond – Revised Edition RSE Manuals Walk Tall Stay Safe	Various posters throughout the school	Webwise

Guest Speakers:

When 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.

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.

Staff Development:

Many staff members have attended training in the following areas and 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.*

- *training in Circle work*

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:

Parental involvement is considered an integral part to effectively implementing SPHE as BETNS 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, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

Community Links:

BETNS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the 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. Feedback from parents and children is very welcome and informative.

Implementation

Roles and Responsibilities:

BETNS 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.

Timeframe:

The plan will be implemented by October 2019. 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*

Ratification and Communication

Date Created	Original policy date
Date of Review	September 2019
Date for Next Review	September 2021