

Social, Personal and Health Education Policy



December 10th 2020

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Scoil Chríost Rí formulated this school plan for SPHE, in consultation with our Board of Management and 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. This plan was revised in 2019.

(b) Rationale

Aspects of SPHE have been taught in Scoil Chríost Rí for many years 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, 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:

SPHE provides particular opportunities to foster the personal development, health and well-being of the individual child, to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Since SPHE has a moral and spiritual dimension, its development and implementation are influenced significantly by the ethos of the school.

(b) Aims:

The children of Scoil Chríost Rí 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

(c) Objectives:

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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.
- Promote resilience and positive mental health in our students

■ 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. See table below.

Strand	Strand Unit
Myself	<ul style="list-style-type: none"> • Self Identity • Taking Care of my Body • Growing and Changing • Safety and Protection • Making Decisions (3rd to 6th)
Myself and Others	<ul style="list-style-type: none"> • Myself and My Family • My Friends and Other People • Relating to Others
Myself and the Wider World	<ul style="list-style-type: none"> • Developing Citizenship • Media Education

Scoil Chríost Rí 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. Sensitive areas are taught in 4th and 6th class every year. links Scoil Chríost Rí have created this timetable to reflect this approach:

SPHE 2 Year Plan Scoil Chríost Rí			
Strands	Friends Programmes	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Term 1 annually <ul style="list-style-type: none"> • 1st Class: Fun Friends • 3rd Class: Friends for Life • 5th Class: Youth Friends * Scoil Chríost Rí has chosen to utilise The Friends Programmes as a preventative initiative in order to build a strong foundation for mental health promotion and a resilience for life in our pupils.	Self-Identity (Sept-Oct)	
		Taking Care of My Body (Jan-Feb)	
		Growing and changing -RSE (March- April)	
		* <i>The sensitive areas RSE are covered with 6th class every year using the resource Busy Bodies and also the growing and changing element is covered with 4th class every year.</i>	Safety and Protection Stay Safe(Jan-Feb) * Stay Safe- 5 topics to be FULLY covered*
Myself and Others		Myself and My family (Nov- Dec)	My Friends and Other People(Sept- Oct)
			Relating To Others (May-June)
Myself and the Wider World		Media Education (Nov-Dec)	
		Developing Citizenship (May-June)	

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Stay Safe Programme

Strand: Myself Strand Unit: Safety and Protection.

Stay Safe is the **mandatory** programme that has to be taught during this strand in order to meet the requirements of the Department of Education and Child Protection Guidelines and Procedures. Stay Safe is to be taught every second year (**Year 2 of School plan**) in its entirety. It is taught in an **8 week block** and completed every week as the topics build on each other.

RSE Programme

Strand: Myself Strand Unit: Growing and Changing

RSE is to be taught every second year (**Year 1 of School plan**). It is taught in an **8 week block**. There are two Strands in the RSE Curriculum and Guidelines: “Myself” and “Myself and Others”. Within these Strands the topics are arranged in Strand Units. Under “Myself” the Strand Units include self-esteem, growing and changing, new life, feelings and emotions, keeping safe and making decisions. Under “Myself and Others” the topics are based on relationships with family, friends and other people. At primary level, RSE aims to help children learn about their own development and about their friendships and relationships with others. This work will be based on developing a good self-image, promoting respect for themselves and others and providing them with appropriate information. Please note the **sensitive areas RSE** are covered with **6th class** every year using the resource Busy Bodies and also the **growing and changing element** is covered with **4th class** every year.

Friends programmes:

FRIENDS is a cognitive behavioural program designed to combat anxiety and depression by teaching specific life skills.

We have chosen to utilise The Friends Programmes as a preventative initiative in order to build a strong foundation for mental health promotion and a resilience for life in our pupils. Fun Friends will take place in 1st class annually. Friends for Life will take place in 3rd class annually. Youth Friends will take place in 5th class annually

This is a preventative initiative rolled out by the SET team during the 1st Instructional Term each year going forward. FRIENDS takes 10 sessions to complete and is run by class teacher and an SET team during normal class times. The program promotes self-esteem, problem-solving skills, psychological resilience, self-expression, and building positive relationships with peers and adults. It is a positive, fun learning experience.

2 *Contexts for SPHE:*

SPHE will be taught in Scoil Chríost Rí through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Scoil Chríost Rí 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 ½ hour per week on each teacher's timetable in Scoil Chríost RÍ. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit. It is important that teachers' use a full half hour session for discrete SPHE time and that their timetable reflects this.

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, Friendship Week, Healthy Heart Week, Lenten Campaign, Creative Schools, Green Schools etc. will also be explored.

3 Approaches and Methodologies:

Scoil Chríost RÍ 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

4 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.

Children's progress in SPHE is assessed through:

(a) Teacher observation:

- The ability of the child to co-operate and work in groups or to work in groups or to work independently
- The informal interactions between the child and adults and between the child and other children.
- Physical and emotional maturity
- The quality of presentation of work
- The participation and interest of the child in a variety of activities.

(b) Teacher –designed tests and tasks:

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations.

(c) Portfolios and projects:

Teachers may decide that children will keep personal folders of their work.

(c) Self assessment by children:

Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

5 Children with Different Needs:

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and the methodologies to ensure learning for all pupils. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. The SNA supports particular children or groups as directed by the class teacher. Children who

experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

Special needs\sensitivities\considerations:

1. Mixed Family Backgrounds
2. Behavioural, Emotional and Social Needs.
3. Diverse Cultures and Religions
4. Limited Space
5. International Students
6. Traveller Community
7. Mixed School Population

6 *Equality of Participation and Access:*

Scoil Chríost Rí 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. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. Scoil Chríost Rí 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

Organisation:

7 *Policies and Programmes that support SPHE:*

Policies

- SET Policy
- Child Protection
- Relationships and Sexuality Education
- Anti-Bullying
- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Useage
- Anti-Cyber Bullying

Programmes

- Stay Safe
- Relationships And Sexuality Programme
- Incredible Years
- Friends programmes: Friends for Life, Fun Friends and Youth Friends
- Tom's Flower Power ESRI

- Busy Bodies
- Active School Flag
- Health Promoting Schools
- Food Dudes
- Green Flag
- Digital Flag
- Creative Schools
- An SPHE resources box is available in each class room containing teachers handbooks and Making the Links book. This is updated as required.

8 Homework:

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

9 Resources

Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT Websites and Resources Internet Safety Speaker
	RSE Manuals	Busy Bodies	Various posters throughout the school.	Webwise www.internetsafety.ie PDST website
	Walk Tall	Food Dudes		
	Stay Safe	Peace Out Youtube/ Meditation/music	Noticeboards Wall displays in classrooms	ESRI- Resources for teachers and parents https://www.sexualwellbeing.ie/for-parents/ For professionals - sexualwellbeing.ie
	Bi Follain			https://www.pdst.ie/primary/healthwellbeing/RSE resources and links for teachers and parents
	Making the Links			https://www.pdst.ie/staysafe
	Incredible Years			https://www.pdst.ie/primary/healthwellbeing/RSE NCCA SPHE Curriculum and Teacher Guidelines
	Fun Friends Teachers Manual			https://www.curriculumonline.ie/Primary/CurriculumAreas/Social-Personal-and-Health-Education-Curriculum/ RSE Manuals
	Friends for life Teachers Manual			https://www.pdst.ie/primary healthwellbeing/RSE Walk Tall Manuals https://www.pdst.ie/walktall/
	Youth Friends			Tom's Power Flower https://www.pdst.ie/sites/default/files/Toms%20Flower%20Power.pdf
				Talking to Your Young Child about relationships, sexuality and growing up https://www.pdst.ie/sites/default/files/Talking-to-YourYoung-Child-about-Relationships-Sexuality-and-Growing-Up.pdf
				Busy Bodies Booklet https://www.healthpromotion.ie/hp-files/docs/HCP00478.pdf

<p>Teachers Manual</p> <p>SPHE Resources box in each classroom containing manuals and resources for each class (updated as required)</p>				<p>Busy Bodies Video Clips https://www.healthpromotion.ie/health/inner/busy_bodies</p> <p>Autism https://vkc.mc.vanderbilt.edu/HealthyBodies/files/HealthyBodiesAppendix-Boys.pdf</p> <p>The Healthy Bodies Toolkit - Puberty Storyboards, Visuals and PECS for Girls with Autism https://vkc.mc.vanderbilt.edu/HealthyBodies/files/HealthyBodiesAppendix-Girls.pdf</p> <p>NCSE - Mild GLD https://www.sess.ie/sites/default/files/Resources/Cirricular_Material/P_Mild_SPHE.pdf</p>
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9.1 Guest Speakers:

The principal and the class teacher involved will consult with suitable agencies should guest speakers be required to deal any SPHE issues. The following guidelines will then apply:

- The teacher/teachers concerned will make the guest speaker aware of the objectives to be covered and the policy and ethos within which they will be discussed.
- The class teacher or another class teacher will remain with the class group while the guest speaker is present.

10 Individual Teachers' Planning and Reporting:

This plan in SPHE, the curriculum documents and the "Making the Links" books 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.

11 Staff Development:

Training opportunities will include 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 the 'FRIENDS' programme*
- *PDST Advisor support and modelling of lessons*
- *other*

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.

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues. Skills and expertise within the school are shared and developed through inputs at staff meetings.

12 Parental Involvement:

SPHE is a shared responsibility between family and school. The following list sets out the agreement reached by the teachers, The Parents' Association and the Board of Management:

- Copies of the school plan for SPHE are available from the office
- Key elements of the SPHE plan will be outlined in the school's information booklet given to all families on enrolment.
- The SPHE programme for each level is outlined.
- Parents will be made aware when their child's class is participating in the Friends programme, Stay Safe and RSE. A letter alerting parents to when their child is covering Friends programmes (Appendix 1), Stay Safe(Appendix 2) and RSE(Appendix 3) will be sent to each students' parents or guardians
- Parents/ guardians have an option to opt out of this instruction upon discussion with the principal. A decision regarding accomodations for the child while this instruction takes place in their class will be decided upon in consultation with the principal.
- Parents will be informed of links where they can access more information regarding the Stay Safe programme and RSE programme annually.

13 Community Links:

The school will liase with the Health Promotion Unit of the local Health Board and other agencies to assist, as appropriate, the school's programme for SPHE.

In order to promote the SPHE curriculum in our school,we aim to foster positive relationships with the community in a variety of ways.

For example:

- Parent Teacher Meetings
- Home School Community Liaison Teacher
- School Newsletter
- Letters home
- Local Garda visit
- Parent's Association
- Information Nights for Parents
- Induction afternoon for in-coming Infants and Parents
- Christmas Concert
- Classes for Parents
- Homework Clubs, After School Activities and various outings
- Community Sports Personnel
- Green Flag

■ 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:

Scoil Chríost Rí 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 and parents.

(b) Timeframe:

The plan will be implemented by December 2020.

■ **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.

(b) Timeframe:

This plan will be reviewed annually to reflect and revise, if needed.

■ **Ratification and Communication**

The Board of Management of Scoil Chríost Rí ratified this plan on 10-12-2020

Signed James Conery

Date 10-12-2020

This plan is available to view at the school by the parents on request.

Appendix 1

Sample Friends Programme letter for p



Friends Programme
Class

Dear Parents/Guardians,

Your child's class will be participating in the Friends Programme beginning _____

This programme is a resilience building and anxiety prevention course. It aims to build self-esteem and teach coping skills and problem solving in a positive, fun, age-appropriate way.

Fun Friends consists of 10 sessions and 2 booster sessions and will take place during school time as part of your child's SPHE curriculum.

If you are happy for your child to take part in this programme you don't need to do anything. But if you **do not** want your child to take part in the programme please fill in the form below and return to school by _____

We hope your child will enjoy taking part in this programme. If you have any queries or concerns please feel free to contact _____

Kindest Regards,

Hugh Connolly
Principal

Appendix 2



Scoil Chríost Rí Stay Safe Programme Information for Parents

The Stay Safe programme will be covered in our school during _____

The aim of the Stay Safe programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g. getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves and emphasises the importance of telling a trusted adult about any problems they have.

The Stay Safe programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. Children are taught the content of the Stay Safe lessons in the classroom by their usual class teacher. Your child may bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home. It gives you an opportunity to discuss personal safety issues with your child and to explain the safety rules that exist in your family.

You can familiarise yourself with the content of the Stay Safe lessons here

<http://cmsnew.pdst.ie/staysafe>

Please contact the school if you wish to discuss the programme further.

Hugh Connolly

Principal

Appendix 3



Scoil Chríost Rí RSE Programme Information for Parents

The RSE (Relationships and Sexuality) Programme will be covered in our school during

Relationships & Sexuality education (RSE) is a key component of the Social Personal & Health Education (S.P.H.E.) curriculum in primary school. RSE provides children with opportunities to develop knowledge, attitudes, beliefs and practical skills necessary to establish and sustain healthy personal relationships with self and others.

Topics addressed in RSE include exploration of feelings, friendships, inclusive families, puberty, pregnancy and conception. Topics are explored with children in a **developmentally appropriate, spiral nature** throughout their primary education. If you would like to view the RSE curriculum, teaching documents and resources, please do so on the following link by the Professional Development Service for Teachers (PDST) <https://www.pdst.ie/primary/healthwellbeing/RSE> or some useful tips or ideas please do so on the following link <https://www.pdst.ie/sites/default/files/RSE%20in%20Primary%20School%20Parent%20Tips.pdf>

Please contact the school if you wish to discuss the programme further.

Hugh Connolly

Principal
