



LEIXLIP

Educate Together
National School

Station Road, Collinstown, Leixlip, Co. Kildare

Roll No. 20526D

DRAFT WHOLE SCHOOL

SPHE PLAN

**Leixlip Educate Together National School
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Social, Personal and Health Education Whole School Plan

Introductory Statement

This plan was developed by the school principal at the start of the 2019/2020 school year. This plan will form the basis of each teacher's long and short term planning in SPHE and so will influence teaching and learning in individual classrooms. It will also inform new or temporary teachers of our approaches and methodologies in this subject area. It was updated and reviewed in November 2020 in consultation with staff, parents and the Board of Management 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.

Rationale

This plan was devised in line with the 1999 Primary School Curriculum. The staff and management of Leixlip ETNS acknowledge the importance of the formal adoption of an SPHE policy outlining our school's approach to the teaching of the subject. Through SPHE, we seek to develop positive self-esteem, social and communication skills, appropriate expression of feelings, and safety and protection skills in each child in our care. The opportunity to develop these skills will be provided through a structured programme.

This plan was drafted:

- To benefit teaching and learning in our school.
- To contribute to the holistic development of children.
- For cross curricular purposes.

The implementation of the plan is the responsibility of all the teaching staff.

Vision and Aims

Vision

SPHE in the primary school fosters the personal development, health and well-being of the child and helps them to create and maintain supportive relationships and to become an active and responsible member of society. (Ref: SPHE Teacher Guidelines). Leixlip Educate Together NS is a newly established equality-based school which upholds the values of the Educate Together ethos, encapsulated in the motto "Learn Together to Live Together".

Leixlip ETNS values the uniqueness of all individuals within a caring school community. Through our SPHE programme, we aim to develop children's feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community.

Aims

The children of Leixlip Educate Together NS should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- To promote the personal 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 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 independent nature of the world.

Content of SPHE 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.

Leixlip ETNS 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. Leixlip NS have created this timetable to reflect this approach:

	Year 1	Year 2
Strand	Strand Units	Strand Units
Myself	Self-identity (Sep/Oct)	
	Taking care of my body (Jan/Feb)	Safety and Protection (Jan/Feb)
	Growing and Changing (Mar/Apr)	Making decisions [3 rd to 6 th Class] (Mar/Apr) *This strand will be covered from Third to Sixth only. Infants to second complete the Safety Issues section of Safety and Protection
Myself and others	Myself and my family (Nov/Dec)	
		My friends and other people (Sep/Oct)
		Relating to others (May/Jun)
Myself and the wider world	Developing Citizenship (May/Jun)	
		Media Education (Nov/Dec)

Stay Safe Programme

The Stay Safe programme is developmentally tailored and contains four sets of lessons suitable for Infants, First and Second classes, Third and Fourth classes, and Fifth and Sixth classes. This approach is compatible with the structure of the SPHE curriculum. The lessons plans are divided into the five Stay Safe Topics:

- Feeling Safe and Unsafe
- Friendship and Bullying
- Touches
- Secrets and Telling
- Strangers

The lessons of the Stay Safe programme are spiral in nature, where similar content is revisited at each level but the processes, approaches and information adopted are designed to reflect the needs of children at a particular time and at their various stages of readiness.

The Stay Safe programme will be taught in its entirety over one school year. Each topic builds on the learning from the previous topic. Teachers should therefore ensure that topics are taught consecutively, beginning with Topic One and working through to Topic Five.

The Stay Safe Programme will be taught in Senior Infants, 2nd, 4th and 6th and will be taught each year after the Spring holidays. All relevant classes will teach the programme at the same time. This will increase the effectiveness of the programme.

Further details and online resources are available from the PDST <https://www.pdst.ie/Stay-Safe-Teachers>

RSE Programme

RSE **sensitive lessons** will be taught by the whole school after the February Mid-term break, each year.

Other RSE lessons will be taught throughout the year by linking in with curriculum topics.

Teachers refer to the whole school RSE plan to ensure that they are teaching suitable content and using appropriate terminology. The PDST anatomical terminology grid

(<https://www.pdst.ie/sites/default/files/NEW%20Sensitive%20Language%20Grid%2011.18.pdf>) has been used as a guide when creating this RSE whole school plan. It contains the appropriate terms as recommended by The Department of Education and Skills and those terms will be used throughout the year at all year levels when appropriate.

Walk Tall Programme

Contexts for SPHE:

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

Positive School Climate and Atmosphere

Leixlip Educate Together NS will ensure 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

Discrete time for SPHE

SPHE is allocated half an hour per week on each teacher's timetable in Leixlip Educate Together NS. However, teachers may allocate one hour per fortnight to allow for more in-depth exploration of a strand unit. Children who are withdrawn from the classroom for supplementary teaching should not miss out on SPHE lessons. This discrete time is used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE and Child Protection are addressed through discrete time.

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 Learn Together, Language, Geography, History, Visual Arts, Physical Education, etc. *Themes/Projects such as Active Week, Friendship Week, Multicultural Week, etc. will also be explored. Some themes will be explored by the whole school community through Assemblies.*

Approaches and methodologies

In Leixlip ETNS 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, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Circle time
- Problem solving activities
- Written activities
- Media studies
- Information and communication technologies
- Looking at children's work
- Use of external speakers/visitors

Confidentiality: While confidentiality within discussion groups will be encouraged, children should be informed that some information may have to be passed on at the discretion of the teacher to the appropriate person e.g. Principal, parents/guardians

Assessment and record keeping

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.

Leixlip ETNS uses the following recommended informal tools for assessment in SPHE:

- Willingness to participate in activities
- Interest, enthusiasm/attitudes of children
- Skill level
- Willingness to cooperate with other pupils in structured activity

Assessment takes place on an on-going basis through:

- Teacher observation.
- Teacher-designed tasks.
- Self-assessment by students.
- Portfolios and projects

The information gained from such assessment is used to determine whether the individual or group is ready to proceed to the next task or skill level. Feedback on the areas assessed e.g. willingness to participate, levels of co-ordination, where relevant are communicated to parents at parent-teacher meetings and on end of year report cards.

Children with Additional and Different Needs

Teachers will be familiar with the NCSE and SESS additional materials for teaching SPHE to children with additional and different needs. Where resources allow, every effort will be made in Leixlip ETNS to structure classes to support and include children with additional needs (e.g. children with emotional and behavioural difficulties; children with learning difficulties; children with physical disabilities and those with exceptional ability) The Special Education Teacher (SET) will supplement the work of the class teachers where necessary. Leixlip ETNS will liaise with trained professionals/appropriate agencies, where appropriate, when dealing with sensitive issues such as bereavement or loss to ensure that children involved are fully supported.

Equality of Participation and Access:

We recognise and value diversity, and believe all children are entitled to access the services, facilities, or amenities that are available in the school environment. Our ethos is based on the four principles of Educate Together i.e. co-educational, equality-based, democratic and child-centred. We will endeavour that all children will be given appropriate support to ensure equality of access and participation in the SPHE programme.

Organisational Planning

Policies and Programmes that will be put into place to support SPHE:

- Child Safeguarding Policy
- Code of Positive Behaviour Policy
- Anti-Bullying Policy
- RSE Policy
- Health and Safety Policy
- Acceptable Use Policy
- Healthy Eating Policy
- Parental Involvement Policy
- Substance Use and Abuse Policy
- Relationship and Sexuality Education
- Stay Safe Programme
- Walk Tall Programme
- Learn Together Programme
- Different Families, Same Love
- Information booklet for New Parents
- Green Flag
- Active Flag

- Plastic-Free Lunchbox programme

Homework

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

Resources:

(PDST have developed a resource list, which is available here:

https://drive.google.com/file/d/162jYLLTK30j2K_DFY9M69u2IZBeXRMdh/view?usp=sharing

Programmes and Other Materials:

Books and Online Resources for Teacher
RSE Manuals Walk Tall Stay Safe Bi Follain Making the Links Mindful Matters Busy Bodies Video and Audio links on Stay Safe programme 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 (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies

Individual teachers' planning and reporting

- Teachers individual plans are guided by the Whole School Policy on Social, Political and Health Education, the RSE Policy and the curriculum documents for SPHE
- Cúntaisí Míósúla serve in reviewing and developing individual planning and the whole school plan.

Staff development

- Teachers have access to current research, reference books, resource materials, and websites dealing with SPHE.
- Where resources permit, demonstrations may be arranged to try out equipment/resources and assess whether or not they should be purchased
- Appropriate SPHE courses are available and teachers encouraged to attend
- Teachers are encouraged to share the expertise acquired at these courses at staff meetings.
- Opportunities for team-teaching will be encouraged in the future.
- Visitors with expertise in areas of the SPHE programme are invited to the school for demonstrations. e.g. mothers with new born babies, dentists, health care experts.

Parental involvement

Parental involvement is considered an integral part to effectively implementing SPHE as Leixlip ETNS believes that SPHE is a shared responsibility. This plan and the curriculum documents are available for

parents to inform them of the programme for SPHE. Parents are actively encouraged to support the SPHE programme in the following ways:

- Parents are informed of the school's programme for SPHE through their parent representatives on the Board of Management; and also by written communications from the school.
- Parents are aware of the content of the SPHE programme for their child
- Information will be sent to parents prior to the teaching of the Stay Safe programme and the sensitive topics of RSE.
- Parents are informed of RSE and Stay Safe Lessons through Home/School links and information pages. Parents are asked to sign and return home-school link work in these lessons.

Community links

We 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 Parents of new babies, Dental Hygienist, Health Nurse, Fireman, Garda, Vet, Sports clubs etc.

Implementation

The Principal in cooperation with staff will be responsible for the implementation of this programme and the upkeep of resources.

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.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The whole staff is responsible for coordinating this review. Those involved in the review may include: *teachers, pupils, parents, , Board of Management, DES Cigiri.*

Ratification and Communication

This policy has been made available to school personnel and will be accessible to parents via the school office and via the school website.

A copy of this policy will be made available to the Department of Education and the patron if requested. This policy will be reviewed by the Board of Management at regular intervals.

This policy was ratified by the Board of Management on _____

Signed: _____ Principal, Date: _____

Signed: _____ Chairperson BofM Date: _____

