

Scoil Mhuire gan Smál, Cill Choirle

Whole School Plan for Social Personal and Health Education (SPHE)



Policy Details

Name of Policy: Whole School Plan for SPHE

Date Developed: n/a

Signed by

Date Reviewed: June 2021

Chairperson: *Ceráldine Kelly*

Ref Code:

Principal: *Donna Kirby*

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1. Introductory Statement:

- 1.1 SPHE is a lifelong process and as such begins before the child comes to school.
- 1.2 At Scoil Mhuire gan Smál we aim to provide a foundation that will inform the child's actions and decisions and provide a basis for further development.
- 1.3 Scoil Mhuire gan Smál is committed to encouraging and supporting each child within the school to develop healthy relationships and friendships as well as a healthy self-image. This is reflected in the school motto Happy Children, Healthy Citizens.

2. Rationale:

In developing this plan, the school seeks:

- 2.1 To benefit teaching and learning in our school
- 2.2 To conform to principles of teaching and learning outlined in the curriculum
- 2.3 To review the existing work in SPHE
- 2.4 To establish a formal structure for teaching SPHE

3.1 Vision & Aims:

- 3.1 In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform his/her decisions and actions now and in the future – enabling him/her to respect and relate to him/herself and others and become an active and responsible citizen in society.
- 3.2 As a Catholic school, Scoil Mhuire gan Smál promotes the development of the whole person within the Christian context in partnership with the parents and in an atmosphere of inclusivity, respect and acceptance.
- 3.3 Our school values the uniqueness of all individuals within a caring school community.
- 3.4 We recognise that SPHE is intrinsic to the teaching and learning that occurs both formally and informally in the school and in the classroom.
- 3.5 The programme also 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.
- 3.6 The parents have the primary role in the social, personal and health education of their children so their role will be encouraged as much as possible.
- 3.7 We endorse the aims and objectives of the Curriculum for SPHE and in addition we emphasise the following:
 - 3.7.1 Enabling the children to develop an awareness of their responsibilities to others in a caring community
 - 3.7.2 Enabling the children to take greater control of their personal lives as individuals.

3.7.3 Encouraging the children to be active in determining their own learning.

4. Content of the Plan:

4.1 SPHE is planned so that children receive a comprehensive programme over their eight years in school.

4.2 Teachers use the appropriate **Walk Tall book** for their individual class, selecting appropriate lessons to ensure that strands and strand units are appropriately covered throughout the year.

4.3 The **Stay Safe Programme** is taught annually to Junior Infants, First, Third and Fifth classes, and revised in Senior Infants, Second, Fourth and Sixth class.

4.4 Relationships and Sexuality Education course materials will be taught annually in all classes.

4.5 Lessons from the **KiVa anti-bullying programme** will be taught from First to Sixth Class (two 45 minute lessons a month), with First to Third classes using the Unit 1 booklet and Fourth to Sixth classes using the Unit 2 booklet.

4.6 Additionally, First class avail of the **Fun Friends** resilience programme and Fourth Classes avail of the **Friends for Life** resilience programme for older classes. (10 weeks). Junior Infants to 2nd class avail of weekly Circle Time.

Class:	Material Covered:	
Junior Infants	Walk Tall Junior Infant lessons Weekly Circle Time	Stay Safe Programme for Junior & Senior Infants RSE Materials for Junior & Senior Infants
Senior Infants	Walk Tall Senior Infant lessons Weekly Circle Time	Stay Safe Programme for Junior & Senior Infants (Revision) RSE Materials for Junior & Senior Infants
First Class	Walk Tall First Class lessons Fun Friends Resilience Prog. Weekly Circle Time	Stay Safe Programme for First & Second Class RSE Materials for First & Second Class
Second Class	Walk Tall Second Class lessons Weekly Circle Time	Stay Safe Programme for First & Second Class (Revision) RSE Materials for First & Second Class
Third Class	Walk Tall Third Class lessons	Stay Safe Programme for Third & Fourth Class RSE Materials for Third & Fourth Class
Fourth Class	Walk Tall Fourth Class lessons Friends for Life Resilience Prog.	Stay Safe Programme for Third & Fourth Class (Revision) RSE Materials for Third & Fourth Class

KiVa anti – bullying programme, Unit 1 (1st – 3rd Class)

KiVa anti – bullying

Fifth Class	Walk Tall Fifth Class lessons	Stay Safe Programme for Fifth & Sixth Class RSE Materials for Fifth & Sixth Class	programme, Unit 2 (4 th – 6 th class)
Sixth Class	Walk Tall Sixth Class lessons	Stay Safe Programme for Fifth & Sixth Class (Revision) RSE Materials for Fifth & Sixth Class	

4.7 The content objectives for some of the more sensitive areas of the RSE elements of SPHE may be addressed either by the class teacher or by an invited and qualified speaker for 6th class.

5. Contexts for SPHE:

5.1 We aim to teach SPHE in a combination of the following contexts:

- For a total period of 60 minutes each week approx.
- Discrete time will be used to develop and practice particular skills and to deal with sensitive issues or to explore issues that are not addressed in other areas of the curriculum.
- At each class level, we seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaeilge, SESE, P.E., Visual Arts and Drama.

6. Strategies for SPHE:

Within a positive school climate and atmosphere, the following strategies will be adopted:

6.1 Building effective communication within the school and between school and home. Attention will be paid to encouraging everyone to express opinions and concerns and to respond to the opinions and concerns of others as a dimension of classroom work and general school life.

6.2 In School: Internal e-mail, notice boards, information sent around to staff in folder. Children are involved in class decisions, student council, assembly, intercom announcements, signs and posters around the school eg: Monthly Care Theme, children report issues to class teacher or yard duty teacher, every child is greeted on entry to the school and has supervised social time before class starts

6.3 Parents/Guardians: Monthly newsletter, private Twitter feed, school website, homework journals, parent teacher meetings, school events, parent night for new pupils, open day for new pupils, parental involvement on school committees and at

school celebrations, teachers available at the gate at 3pm, Grandparents Day, complaints procedure

6.4 Visitors: Visitors are greeted upon arrival, facilities/ room provided for visitors where required, invited to staffroom for breaktimes as appropriate and in keeping with National Guidelines for infection control.

6.5 Catering for individual needs (individual needs may be social, emotional, spiritual, physical or intellectual.) Through assessment, observation and discussion with parents, we strive to identify and meet individual needs.

- Individual reward system in each class
- Behaviour book and recognition at assembly
- Group and individual achievements recognised at assembly and put on Twitter
- School choir, ensemble, sports teams, quiz teams, gardening club, concerts, World Book Day events, Grandparents Day, Junior Entrepreneur Programme, Science fair, charity fundraisers
- Observance and celebration of feasts and festivals in the Catholic Liturgical calendar
- Art projects and competitions (Texaco Art, Link up with Highlanes Gallery and local artists)
- Friends for Life and Fun Friends resilience programmes
- Timetabling accommodates withdrawal where necessary
- General positive school climate with emphasis on the Positive Discipline Approach and monthly Care Programme
- The school SET approach is inclusive and integrated
- SNA support
- Relaxation facility
- Other activities may include: Birthday Hat, Robotics Club, Fís Film Competition, Craft/Knitting projects in keeping with infection control guidance

6.6 Creating a health-promoting physical environment

Our school fosters positive attitudes and awareness of healthy life choices and environmental awareness.

- Regular fire drills
- Road, Cycling and Farm safety talks (Agri Aware, RSA/Seatbelt Sheriff)
- Community Guards regularly visit 5th and 6th classes and discuss road safety, cyberbullying, the role of the Guard, Halloween safety
- We are a recognised Health Promoting School – Food Dudes Programme, Healthy Lunch policy, diverse P.E. curriculum, Operation Transformation, Asthma Ambassadors
- Beautifully decorated and well-maintained school
- Designated play areas in the yard with appropriate playground markings

- Frog bog, outdoor classroom, sand pit, wilderness garden, bug hotel, vegetable and herb garden, fruit trees, wildflower garden, mud kitchen, recycled greenhouse and outdoor seating, football pitches, basketball and tennis courts, infants soft play area, access to community playground and community centre, elements and science courtyards
- Cooking facilities, relaxation area, G.P. room, Care corners in each room, toilet facilities in each classroom
- Children's work on display throughout the school and photographs/ newspaper clippings of achievements displayed
- Litter and recycling management by pupils
- Active Parent's Association
- Annual Sponsored Walk and Sports Day/Evening
- Every child has access to tennis coaching annually and swimming is provided to the senior classes

6.7 Promoting democratic processes in certain levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic processes by sharing responsibilities, by valuing the opinions of others, by experiencing a sense of belonging to one's own class group and the wider school community and by developing a sense of commitment to common goals.

- Green Schools Committee
- Student Council
- STEM team
- Asthma Ambassadors
- Digital Learning Team
- Pupils involved in drawing up class rules
- Code of Behaviour is widely publicised and school rules displayed in every classroom (also recited at every monthly assembly)
- Children bring home their own rubbish
- School rota for litter picking
- Job allocations in classrooms
- Reading Buddies and SALF (Self-assessment and learning folder) peer review activities
- Selecting charities to sponsor is a democratic process
- Children represent the school in a wide variety of activities (sports, music, art, film, poetry, drama etc)
- Junior Entrepreneur Programme in 5th class

Note: Certain activities are temporarily suspended subject to National Guidance on Covid-19 infection control. They will resume once restrictions are lifted.

6.8 Enhancing the self-esteem of all members of the school community. The staff is aware that their role in helping children develop their self-esteem is to create an environment

within the school that is as positive as possible for all concerned. As a school we are mindful of the five building blocks of self-esteem as outlined in the curriculum; a sense of identity, a sense of belonging, a sense of security, a sense of purpose and a sense of competence.

- Reward systems and displaying children's work
- Recognition of individual achievements and talents (both staff and children) on our "Read All About It!" wall or at assembly
- Recognition of contributions of staff, pupils, parents and the community in our newsletters, assemblies and on Twitter
- Retreat for 6th class
- All children and staff are encouraged to partake in teams, clubs, music groups and initiatives run by the school
- Our school sports day promotes the team approach, where older and younger children are partnered, and all points are awarded on a team basis. All teams are awarded medals.
- Induction packs for new parents
- The school accommodates work experience placements for past pupils and mentoring of student teachers and SNA's in training
- Involvement of both student and teachers in school committees (Green Schools, Student Council etc.)
- The classroom environment allows for the children to use the toilet or leave to attend SET sessions autonomously
- Staff regularly participate in staff social events
- The school server is accessible to all staff members for policies and plans
- Reading is actively promoted throughout the school (Drop Everything And Read time daily, World Book Day events, Biennial Book Fair, Paired reading activities, station teaching)
- Staff are encouraged to avail of training courses, and these are displayed in the staff room. Attendees are given time to feed back at staff meetings.
- Availing of DES, PDST and HSE support

6.8 Fostering respect for diversity and prioritising inclusive and respectful language. We prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.

- The school is wheelchair friendly
- Anti – bullying programme and policy exist and are practiced by all staff members
- Communicating school policies and practices to all parents and children (Website, text a parent, hard copies)
- All children are encouraged and given the opportunity to participate in teams, choirs, concerts, photo opportunities etc, relative to their interests, skills and talents.

- Resources are in place to cater to the specific needs of individuals
- Friends for Life and Fun Friends programmes to develop resilience skills
- The school actively promotes Global Citizenship through the Green Schools Programme and partaking in internationally recognised days (International women's day, International assembly, Autism Day, Earth Hour, World Thinking Day etc)
- Asthma Ambassadors team and noticeboard
- Zero tolerance for racist or offensive language
- Being conscious of different family structures and units and respecting them in whole class situations

6.9 Taking responsibility and pride in the school environment by promotion of behaviour and habits required for maintaining a clean environment (Green Schools Committee, Gardening Club, Litter-picking, composting and recycling rotas, tidy classroom competitions, National Spring Clean activities)

7. Approaches & Methodologies:

7.1 We employ the following approaches and methodologies (taking account of the school facilities and the children's needs).

7.2 Talk and discussion (pairs, small groups, with whole class debates)

7.3 Skills through content

7.4 Collaborative learning

7.5 Problem-solving

7.6 Use of the environment

7.7 Active learning which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, use of media and information technologies and looking at children's work.

8. Assessment:

8.1 Children's progress in SPHE is assessed through:

8.2 Teacher observation:

- The ability of children to cooperate and work in groups or to work independently
- The informal interaction between the child and adults and between the child and other children
- Physical and emotional maturity

- The quality and presentation of work
- The participation and interest of the child in a variety of activities.

8.3 Teacher-designed tasks:

Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations, where appropriate.

8.4 Self-assessment by children:

Children may choose to include examples of their work in their Self-Assessment and Learning Folders (SALF).

8.5 DES/Outside Assessment

9. Children with different needs

9.1 In line with the ethos of our school we aim always to be sensitive to and respectful of emotional, physical, spiritual and academic needs of our pupils.

9.2 Activities will be used considering the special needs of our pupils.

9.3 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 (Pastoral role in the Critical Incident Management Team CIMT)

10. Equality of Participation and Access:

10.1 Every child has access to every aspect of SPHE taught in every class band.

10.2 Individual sensitivities will be considered when choosing activities.

10.3 We view the SPHE programme as playing a key-role in ensuring equality of opportunity for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed.

10.4 We provide an equal educational experience for all genders as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements.

10.5 Children with special needs will be encouraged and supported to participate in all activities to the best of their ability.

11 Policies and programmes that support SPHE:

11.1 As well as the SPHE curriculum statement and guidelines, teachers will use the following programmes as our main resources for the teaching of SPHE:

11.2 Walk Tall Programme

11.3 Stay Safe Programme

11.4 RSE Resource Materials

11.5 KiVa anti-bullying programme

11.6 Friends for Life and Fun Friends programmes

11.7 Other resources include HSE publications, Webwise and Zeeko internet safety lessons, An Trócaire packs, Action for Life, Grow in Love programme, Farm Safety presentations, Fire Safety presentations, Garda presentations on safety, RSA (Road Safety Authority) materials, and others as they become available.

11.8 The school uses the monthly themes from the Care Programme to promote self-care and empathy.

11.9 The following organisational policies have been developed by teachers and have been ratified by our B.O.M. They are reviewed and updated as required and at least every three years. Parents are invited to view these documents through the school website.

- Child Safeguarding Policy
- Admissions Policy
- Critical Incident Policy
- Code of Behaviour
- Health and Safety
- Healthy Lunch
- Relationships and Sexuality Education
- Substance Use
- Anti-bullying
- Electronic Devices Acceptable Use Policy

12. Dealing with questions/confidentiality:

12.1 Teachers establish ground rules with the class:-

12.2 limiting the discussion to material covered in present or previous lessons

12.3 Set the limits of the discussion, the level of respect required and the concept of confidentiality.

13. Communication with parents re RSE & Stay Safe matters/Parents' choices:

13.1 Parents have the right to choose whether or not their children receive instruction in the areas covered by the RSE objectives.

13.2 Parents may choose to withdraw their children from some or all of these objectives. The responsibility for teaching these objectives then falls to the parents.

13.3 All parents will be made aware of the RSE and Stay Safe topics that will be covered each school year and the ethos within which they will be delivered.

13.4 Any parent who has concerns should discuss them with the class teacher.

13.5 A parent who asks to have his/her child withdrawn from specific objectives should do so in writing.

13.6 Where a parent chooses to have their child withdrawn from any aspect of RSE, the parent will be responsible for the supervision of the child during this time.

14. Guest Speakers:

14.1 Suitably qualified guest speakers may be invited to complement the work of the class teachers.

14.2 They will be briefed on school policy as related to their subject matter.

14.3 A class teacher will always be present in the class, unless agreed otherwise in advance.

15. Child Protection and Safeguarding:

15.1 The school complies with the DES Child Protection Safeguarding Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

15.2 The Child Safeguarding Statement is reviewed and up-dated annually by the DLP, DDLP and BOM, and is posted in the school foyer.

15.3 Each year at staff meetings, and informally throughout the year, teachers are reminded of the school's Child Safeguarding Statement and the procedures to be followed in dealing with incidents related to child protection.

15.4 Each teacher has a copy of our policy on Child Safeguarding Statement and a copy is available to parents.

15.5 A copy is also published on the school website www.kilkerleyns.com

15.6 All staff and volunteers within the school are vetted through DES and/or the Diocese of Armagh.

16. Resources:

16.1 We will select resources/materials that are:

- 16.1.1 Reflective of our school ethos
- 16.1.2 In line with the principles of the SPHE Curriculum
- 16.1.3 Age appropriate
- 16.1.4 Closely matched to specific objectives
- 16.1.5 Free of bias, racial or sexual stereotyping
- 16.1.6 Produced by a reputable agency.

16.2 Specific software, DVDs, online links and textbooks support the SPHE programme. The choice of materials will be reviewed from time to time and may be changed as required.

16.3 Materials purchased with school funds remain the property of the school.

17. Individual Teachers' Planning and Reporting:

17.1 Teachers should base their yearly and short-term plans on the approaches set out in this whole school plan for SPHE.

17.2 Work covered will be outlined in the Cúntas Míosúil, which will be submitted to the principal via the school server.

18. Staff Development:

18.1 Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres or other venues.

18.2 Skills and expertise within the school are shared and developed through input at staff meetings.

18.3 Teaching staff have attended:

- 18.3.1 Training in the Child Abuse Prevention Programme (Stay Safe)
- 18.3.2 Training in the Substance Misuse programme (Walk Tall)

- 18.3.3 Training in the Relationships and Sexuality programme (R.S.E.)
- 18.3.4 In-service seminars hosted by the PDST, TUSLA, DES, HSE, Patron of the school, CPSMA
- 18.3.5 Children First Training on the websites www.tusla.ie and www.pdst.ie
- 18.3.6 Training in the KiVa anti – bullying programme provided by the Genesis Programme
- 18.3.7 CPR and AED training, Epilepsy

19. Parental Involvement:

- 19.1 SPHE is a shared responsibility between family and school.
- 19.2 Copies of the school plan for SPHE are available from the school and policies pertaining to RSE and Child Protection and Safeguarding are available to view on the school website www.kilkerleyns.com
- 19.3 Parents of pupils will be made aware of content objectives that deal with sensitive issues such as the Stay Safe Programme and the RSE course materials and the school's resources for these lessons will be available to view from the school.

20. Community Links:

- 20.1 The school will liaise with the Health Promotion Unit of the local Health Service and other agencies including An Garda Síochána, Accord, Co-ordinators from the KiVa anti-bullying programme and the Genesis Project, (Food Dudes, HSE, Local Fire Brigade, Health Promoting Schools)

21. Success Criteria:

- 21.1 The success of this plan will be measured using the following criteria:
- 21.2 Implementation of the SPHE curriculum will be evident in teachers' work
- 21.3 Continuity of content and methodology will be evident in teachers' preparation and monthly reports
- 21.4 On-going observation will identify whether pupils are acquiring an understanding of concepts taught and an ability to engage with others in a manner appropriate to their age and personality.
- 21.5 SPHE is a lifelong process and as such some of the results may not be assessed while the children are still in school, however the school will use the following guidelines when reflecting on SPHE:

21.6 Does our school maintain a happy environment which is representative of our motto *Happy Children, Healthy Citizens*?

21.7 How do we as a staff model and teach the concept of *respect for the other*?

21.8 What are our observations on discipline and bullying in the school?

21.9 Self-care – do we as a staff place adequate focus on this in our classrooms?
Personally?

21.10 These questions will form part of the review of the plan.

22. Implementation:

22.1 Roles and Responsibilities: The Principal and teaching staff believe that SPHE is a shared responsibility between family, school, health professionals and the community and we see ourselves supporting the home (parents/guardians) in this lifelong process and will seek at all times to develop positive relations with all parties.

22.2 The whole staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report on findings as appropriate.

22.3 The relevant class teacher will be responsible for co-ordinating guest speakers.

22.4 **Timeframe:** The staff will endeavour to implement the SPHE curriculum comprehensively in a spiral nature before the pupils graduate from this school.