

SPHE POLICY

INTRODUCTIONARY STATEMENT AND RATIONALE

(a) Introductory Statement

SPHE is a lifelong process and as such begins before the child comes to school. In this school we will provide a foundation that will inform the child's actions and decisions and provide a basis for further development. In this context parents are acknowledged as the primary educators of their children and the school will work in a supportive role. This SPHE plan was originally drafted by staff in 2004. Many developments and changes have taken place since then and this policy required review and revision based on our school's experiences to date. This policy conforms to the requirements of the revised Primary School Curriculum

1. CPP
2. Anti-Bullying
3. RSE

This policy was revised in November 2018.

(b) Rationale

The purpose of this policy is to provide practical guidance for teachers, parents, school board members and other interested persons on the provision of effective SPHE teaching in our school. It also fulfils our obligations under the Education Act 1998.

(c) Vision

Kilcleagh N.S. is a vertical mixed school with a pleasant learning environment. The children interact with each other in a very easy manner, reflective we feel of the good relationship interaction which exists between the teachers. This enhances the whole education process as learning is easier in a secure and relaxed atmosphere. Our children are treated with patience, kindness and care. Visitors to the school frequently comment on the lovely warm, homely atmosphere which prevails. 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 their decisions and actions now and in the future – enabling them to respect and relate to themselves and others and become an active and responsible citizen in society. Children with special needs are an important part of our vision.

(d) Aims

While seeking to meet the pupils' needs, we will follow the aims and objectives of the SPHE Curriculum Statement, pages 9-10. We endorse the aims of the Primary School Curriculum for SPHE:

- 1) To promote the personal development and well-being of the child.
- 2) To foster in the child a sense of care and respect for herself and others and an appreciation of the dignity of every human being.
- 3) To promote the health of the child and provide a foundation for healthy living in all its aspects.

- 4) 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.
- 5) 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.
- 6) To enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

This SPHE plan will be addressed under the following headings

Curriculum planning

1. Strands and strand units
2. Contexts for SPHE
3. Approaches and methodologies
4. Assessment
5. Children with different needs
6. Equality of participation and access

Organisational planning

7. Policies and programmes that support SPHE
 - 7.1 Policies/Programmes
 - 7.2 Substance Use Policy & Walk Tall Programme
 - 7.3 Relationships and Sexuality Education Policy & R.S.E. Programme
 - 7.4 Child Protection Policy & Stay Safe Programme
8. Homework
9. Resources
 - 9.1 Programmes and other materials
 - 9.2 Guest speakers
10. Individual teachers' planning and reporting
11. Staff development
12. Parental involvement
13. Community links

CONTENT OF PLAN

CURRICULUM

1. Strands and Strand Units

- (a) Active learning is the principal teaching and learning approach adopted for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.
- (b) SPHE will be planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period. Some strand units will be chosen from each of the strands in any one year. The strand units not covered in year one will be included in the teacher's planning for the following year. (See Appendix 1).
- (c) Teachers are familiar with the content objectives for their own class

2. Contexts for SPHE

SPHE will be taught through a combination of contexts

- (a) Positive school climate and atmosphere
- (b) Discrete time
- (c) Integration with other subject areas

Positive School Climate and Atmosphere

Teachers in this school will endeavour to create a positive school climate and atmosphere by:

- (a) Building effective communication within the school
- (b) Catering for individual needs of the children
- (c) Creating a health-promoting physical environment
- (d) Developing democratic processes
- (e) Enhancing self-esteem
- (f) Fostering respect for diversity
- (g) Fostering inclusive and respectful language
- (h) Developing appropriate communication between home and school

Discrete Time

- (a) This time will be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.
- (b) Timetabled ½ hour per week
- (c) Lessons will be timetabled by each individual teacher.
- (d) Discretionary time will be used for SPHE as required
- (e) Teachers will ensure that pupils who are withdrawn for supplementary teaching will be included for as much of the SPHE programme as possible.

Integration

- (a) At each class level, teachers will seek to integrate SPHE with other curricular areas.
- (b) Content objectives will be addressed through meaningful integration with other subjects
- (c) Integration will be reflected in the teacher's planning.

3. Approaches and Methodologies

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

The following active learning strategies will be promoted in the school

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, with whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media Studies
- Information and communication technologies
- Looking at children's work: portfolios, projects ...

A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning. These approaches and methodologies will also be used for S.P.H.E.

- Talk and discussion
- Skills through content

- Collaborative learning
- Problem-solving
- Use of the environment

4. Assessment

- Teachers will assess informally throughout the school year, and formally at the end of each school year.
- Assessment tools will be used as follows:
 - Teacher observation
 - Teacher-designed tasks
 - Work samples, portfolios, projects
- Teachers will share information with each other, with parents, with children, with other professionals either informally, or formally through a written report at the end of the school year.
- Records will be kept by individual teachers and transferred to individual files at the end of the school year.
- Records will be kept for ten years from the child leaves the school.

5. Children with Different Needs

- Teachers will support and ensure the participation of children with special needs
- All children will be enabled to make an important contribution regardless of academic achievement

6. Equality of Participation and Access

- Equal opportunities will be given to boys and girls to participate in classes/activities
- Boys and girls will have equal access to and opportunities to experience all strands
- All children have access to services, facilities, or amenities in the school environment

ORGANISATIONAL

7. Policies and Programmes that Support SPHE

7.1 Policies/Programmes

- SPHE links with school policies/programmes:
 - I. **Policies:** RSE, Child Protection, Enrolment, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating, Acceptable Usage.
 - II. **Programmes:** Walk Tall Programme, Stay Safe Programme, R.S.E. Programme, Food Dudes, Health Ace Programme, Health Promoting Schools, Green Flag, Blue Star Programme, Be Safe.

Over view of STAY SAFE PROGRAMME

We have decided that we will cover Stay Safe in a 2 year cycle and begin our lessons annually for 6 weeks after the February Mid-term break. A letter (copy attached) is sent to parents in advance of commencement of these lessons.

Aim:

To teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous.

Content:

The lessons cover the following areas:

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

Children participating in this programme will learn:

- To distinguish between safe and unsafe feelings
- What to do if lost
- What to do if the phone or doorbell rings when they are alone in the house
- The importance of friends in children's lives
- What to do if bullied
- Stay Safe Rules: Say No/ Get Away/ Tell
- Why not to bully others
- Appreciating normal, appropriate touches
- That unsafe touches should never be kept secret
- How to respond to inappropriate touches (Stay Safe Rules)
- Good and bad secrets
- That some secrets should not be kept
- Who and how to tell if in trouble
- About strangers and safety strategies
- Appropriate language to express concerns.

Request for withdrawal by parent of pupil or teacher:

If parents are concerned about the more sensitive aspects of the RSE or Stay Safe programmes, they are welcome to visit the school to examine the content of the programmes and discuss their concerns with the principal. Following this meeting if parents wish to have their child/ren withdrawn when sensitive issues are being taught, they are requested to submit this in writing to the Principal. Parents will be expected to make their wishes known each year to the new class teacher. Efforts will be made by the school, using the resources it has, to accommodate these children by providing supervision within another classroom. Teachers cannot be held wholly responsible for language used in school life by children.

A teacher who is concerned about teaching a particular topic within the RSE or Stay Safe programme should talk to the principal about his/her concerns. Such concerns will be handled discreetly. The BOM will endeavour to accommodate such teachers. Resources outside the school profession will be availed of if considered appropriate.

Child Protection:

The school follows the DES Child Protection Guidelines and Procedures, which are based on

- Children First Act 2015
- Children First National Guidelines 2017
- Child Protection Procedures for Primary and Post Primary Schools 2017

The principal is the designated liaison person (DLP). Each teacher has a copy of our policy on Child Protection and a copy is available to parents, through the secretary, if they request one.

Resources

A comprehensive selection of resources is available for teaching all strand units including *Walk Tall, Stay Safe programme, Relationships and Sexuality (DES), Circle Time, Zippy's Friends, ACE Programme, Webwise, Friends for Life, fun Friends.*

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

Parental involvement

SPHE is a shared responsibility between family and school.

- Copies of the school plan for SPHE are available from the office if required.
- Parents will be made aware of content objectives that deal with 'sensitive' issues before teachers cover these in class and will be asked to discuss these issues with their child prior to the lessons in school.

Community links

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

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

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 Miosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

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.
- 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.

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

Kilcleagh N.S. 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.

(b) Timeframe

The plan will be implemented by November 2018.

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. Mary O'Connell is responsible for co-ordinating this review.

Those involved in the review will include:

- a. Teachers
- b. Pupils
- c. Parents
- d. Post holders / plan co-ordinator
- e. BOM / DES / Others

(b) Timeframe:

This plan will be reviewed as deemed necessary.

Ratification and Communication

The Board of Management of Kilcleagh N.S. ratified this plan on 12/11/2018.

Signed: 

Date: 12.11.18

This plan is available to view on the school website.

CONTENT OF PLAN

Appendix 1

Curriculum

I. 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.

Kilcleagh N.S. 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.

Kilcleagh N.S. have created this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity (Sept – Oct.)	Safety and Protection (Feb-Mar) Stay Safe
	Taking care of my body (Jan-Feb.) Safety and Protection (Feb-Mar) Stay Safe	Making Decision (March-April) This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection
	Growing and Changing (Mar-Apr)	
Myself and others	Myself and My Family (Nov-Dec.)	My friends and other people (May-June)
		Relating to others (Sept-Oct.)
Myself and the wider world	Developing Citizenship (May-June)	Media Education (Nov-Dec.)



Kilcleagh National School.

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Mol an Óige

agus tiocfaidh siad.

Our Green Code

By: P. Holloway
We're working to save the
Environment,
We pick up litter at
break,
We compost our waste,
Paper we shred!
Reduce, Reuse, Recycle.



Recycle

To save our planet from ruin
Save Energy
Or we'll be extinct very soon!
Keep Precious Water
So our wells won't dry
And we won't be moving to the
moon so soon!
By: S. Fitzpatrick



Use your feet
instead of fuel,
And keep the world
nice and cool.
By: J. Fitzmaurice.



Green Schools
01 4002222
greenschools@antaisce.org

Dear Parents,

We are planning to teach a personal safety education programme called Stay Safe over the next few weeks.

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 from physical or sexual abuse 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. Co-operation between parents and teachers is essential to the success of this programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child may bring homework sheets which will inform you on the topics being covered in class and how you can reinforce the messages at home.

You can familiarise yourself with the content of the Stay Safe lessons at www.staysafe.ie/teachers/resources.htm

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

Thank you for your co-operation.

The Teaching Staff.