**Social, Personal and Health Education Plan**



**Dunboyne Senior Primary School**

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23. **Introduction**

Social, Personal and Health Education (SPHE) is a lifelong process and as such begins before the pupil comes to school. In Dunboyne Senior Primary School, we will provide a foundation that will help to inform the pupil’s actions and decisions and provide a basis for further development. However, we understand that it is a shared responsibility and parental contributions and involvement will be essential to the effective implementation of the SPHE programme in the school.

This policy review was undertaken in order to facilitate teacher reflection on the content of the curriculum as set out by the Department of Education and Skills and to integrate the strategies from our other school policies such as Anti-Bullying, Anti-Cyber-Bullying, Child Safeguarding Statement into a cohesive and consistent whole-school approach.

1. **Rationale**

In line with our school ethos, SPHE will provide opportunities for the individual pupil to develop a framework of values, attitudes, understanding and skills that will inform his/her decisions and actions now and in the future. Our SPHE programme will foster feelings of self-worth and self-confidence and will enable each pupil to develop a positive sense of self-esteem and a sense of personal responsibility for their own behaviour and actions and become an active and responsible citizen in society.

1. **Aims**

The aims of social, personal and health education are

* to promote the personal development and well-being of the pupil.
* to foster in the pupil a sense of care and respect for him/herself and others and an appreciation of the dignity of every human being.
* to promote the health of the pupil and provide a foundation for healthy living in all its aspects.
* to enable the pupil 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 pupil a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life.
* to enable the pupil to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world.

1. **Objectives**

The SPHE curriculum should enable the pupil 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.

1. **Content**

The content of the SPHE curriculum is presented in three strands, *Myself, Myself and others and Myself and the wider world*. Since SPHE is spiral in nature, it is advised that we should cover the following content over a two-year period. Therefore, the Stay Safe programme is taught in Third and Fifth Classes and the RSE programme is taught in Fourth and Sixth Classes. The following grid provides an overview of the strands and strand units to be taught over the two-year cycle:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Third and Fifth | | Fourth and Sixth |
| Strands | **Strand Units** | **Strand Units** | |
| September/October | ***Self-identity (Myself)*** | ***Myself and my Family (Myself and others)*** | |
| November/December | **My Friends and other people (Myself and others) (Third Class only)**  **Friends for Life (Fifth Class only)** | ***Relating to others (Myself and others)*** | |
| January/February | ***Safety and Protection (Myself)***  ***Stay Safe is taught in all Third and Fifth Classes during Jan/Feb every year.*** | **\*Growing and Changing (Myself)** | |
| March/April | ***Making Decisions (Myself)*** | **Taking care of my body (Myself)** | |
| May/June | **Media Education (Myself and the wider world)** | ***Developing Citizenship (Myself and the wider world)*** | |

\*Accord deliver the sensitive components of the RSE programme to 5th and 6th Classes.

1. **Teaching and Learning Contexts**

We will teach SPHE in a positive school climate and atmosphere and adopt strategies which are reinforced in other key school policies, e.g. Anti-Bullying, Anti-Cyber Bullying, Healthy Eating, Relationship and Sexuality Education, Stay Safe and Child Safeguarding policies.

A positive school climate and atmosphere will be fostered in a variety of contexts and some examples of the strategies used in our school are as follows:

1. **Building effective communication within the school and between home and school**

*In-School:*

* Staff e-mail with daily updates
* Key information available on noticeboards in staffroom and on corridors
* Important information notified to staff via Aladdin
* Pupils are involved in in-class decisions
* Pupils report bullying to class teacher/yard duty teacher

*Parents:*

* Regular updates on the school website
* Notes, i.e. homework journal
* Parent/Teacher meetings
* Coffee/Tea after religious/sacramental events/school events
* Active Parents’ Association in the school
* Parents Association organise talks for school community, e.g. cyber-bullying seminar

*Visitors:*

* Visitors are greeted upon arrival and are invited to staff room for breaks

1. **Catering for individual needs**

* Every class has a reward system in place
* All pupils are offered opportunities to participate in school choir, sports teams, quizzes, concerts, Green Schools’ activities, Active Flag activities, Health-promoting, STEM, etc.
* A variety of teaching methodologies are used to enhance learning opportunities for each pupil
* A positive school climate exists whereby positive behaviour is highlighted and reinforced
* The school uses a variety of models of in-class support to further enhance classroom learning
* Lunch time clubs are provided for pupils who experience sensory overload on the yard
* Social skills training blocks are taught each year

1. **Creating a health-promoting physical environment**

* The basic physical needs of the school community are met, i.e. heat, light and ventilation
* There are playground markings on both yards which provide pupils with structure for their play activities
* As part of the Active Schools’ initiative, pupils work is on display throughout the school encouraging healthy eating and the importance of regular exercise
* A range of activities is provided annually to celebrate Well-being Week
* As part of the Green Schools’ initiative, there is a clear litter and waste management policy in the school
* The school website promotes the achievements of our pupils and our newsletter provides regular updates on the work of the school

1. **Developing democratic processes**

* Pupils are involved in formulating class rules
* The School’s Code of Behaviour is widely publicised
* Each classroom operates a weekly rota whereby pupils carry out jobs/tasks on behalf of the teacher
* Pupils represent the school in a wide variety of activities, e.g. sports, music, art, science and literacy, etc.

1. **Enhancing the self-esteem and well-being of members of the school community**

* Rewards system in place recognising pupil achievement and pupil effort
* Photographs of important occasions/achievements on display in the school
* New pupils appointed ‘buddies’ to help them settle into their new class and navigate play time on the yard
* Folder provided for new staff members on school policy and procedures
* Members of staff are involved in numerous school initiatives
* Regular appraisal of staff efforts
* Ongoing staff engagement with training courses provided by various education agencies, e.g. National Educational Psychological Service (NEPS), Professional Development Service for Teachers (PDST).

1. **Fostering respect for diversity**

* Our school anti-bullying and anti-cyber bullying policies are implemented by all staff members
* School policies are communicated to all parents and pupils via website and teacher instruction
* All pupils are offered opportunities to participate in a wide variety of school activities
* Intercultural Day is celebrated annually with a host of activities celebrating the cultures and traditions of all our pupils.

1. **Fostering inclusive and respectful language**

* Positive language based on praise, encouragement and affirmation is used in our school
* Use of racist/offensive language is unacceptable and ‘restorative justice’ measures are implemented as outlined in our anti-bullying policy
* Our school takes great care in delivering lessons on ‘My Family’ and ensures that such lessons recognise that pupils come from different family structures

1. **Discrete time**

SPHE is timetabled for a 30-minute lesson per week but may be blocked for one hour every fortnight at the discretion of the class teacher.

1. **Integration**

Teachers will avail of opportunities to adopt a thematic approach when planning SPHE lessons. Subjects such as English, SESE, Visual Arts, Physical Education and Religion offer the most opportunity for integration. Project work will also be developed where appropriate.

1. **Approaches and Methodologies**

The approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. While some of the objectives of the curriculum can be achieved through more direct teaching, the emphasis in SPHE is on active learning. It requires pupils to actively participate in their learning in a wide variety of ways, thereby increasing the possibility of internalising what they have explored and of being able to use the learning in their everyday lives. Active learning contributes significantly to fostering self-confidence, self-discipline and self-control in the learner.

Teachers will choose from the following strategies when organising a SPHE lesson:

* Drama activities
* Co-operative games
* Use of pictures/photographs/visual images
* Discussion
* Guest speakers
* Written activities
* ICT

1. **Assessment**

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the pupil’s progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Teachers will use observation, teacher-designed tasks/tests, analysis of pupils’ written work/project work and self-assessment strategies to assess pupil understanding in SPHE. Assessment will focus on the following:

* the ability of the pupil to co-operate and work in groups or to work independently
* the informal interactions between pupil and teacher and between the pupil and his/her peers
* the quality of written work
* participation and interest of the pupil in a variety of activities
* level of personal or social responsibility exhibited by the pupil
* the reliability of the pupil in carrying out established routines
* the perseverance of the pupil in carrying out a task
* the pupil’s awareness of the difficulties of others and his/her willingness to help
* the questions the pupil asks and the responses the pupil makes to questions and suggestions made by the teacher
* various behaviours, e.g. shyness, leadership ability, level of self-confidence, anxiety, assertiveness, aggression, readiness to take risks and meet challenges, sense of fair play
* ability of the pupil to engage in assessing his/her progress and reflecting on his/her learning

1. **Pupils with Different Needs**

Teachers in both mainstream and special education settings will adapt and modify activities and methodologies in SPHE in order to maximise participation by pupils with special educational needs. The special education team will supplement the work of the class teachers where appropriate. We will also liaise with trained professionals and appropriate agencies when dealing with sensitive issues, e.g. bereavement, disability, illness, etc.

1. **Equality of Participation and Access**

The SPHE programme plays a key role in ensuring equality of opportunities for all pupils. Our school recognises diversity and believes all pupils are entitled to access the services, facilities and amenities that are available in the school environment. We ensure that equal opportunities are provided for both boys and girls and recognise that stereotyped expectations of gender roles can inhibit pupils’ educational achievements.

Diversity within our school community will be recognised by valuing and promoting the needs, interests, skills and talents of all pupils regardless of their ability, ethnicity, social background, nationality, etc.

1. **Organisation**

Policies and programmes that support SPHE in our school:

|  |
| --- |
| Policies |
| * Child Safeguarding Statement * Anti-Bullying * Anti-Cyber Bullying * Relationships and Sexuality Education * Code of Behaviour * Enrolment * Health and Safety * Healthy Eating * Internet Acceptable Usage |

|  |
| --- |
| Key Programmes |
| * Health Promoting Schools * Active School Flag * Green Schools |

1. **Homework**

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

1. **Resources**

*Programmes and Other Materials*

The Professional Development Service for Teachers (PDST) has developed resource list which is available on the SPHE page at [www.pdst.ie](http://www.pdst.ie). New resources are added to this from time to time. We have hard copies of these resources on the SPHE shelf in the staff room. All teachers have copies of the following resources: RSE manuals, Walk Tall, Stay Safe, Making the Links.

*Guest Speakers*

When a guest speaker addresses the pupils in SPHE, we ensure that they are garda-vetted in advance and that the class teacher remains in the classroom for the duration of the presentation.

1. **Individual Teachers’ Planning and Reporting**

This revised plan in SPHE, the curriculum documents together with PDST resources will inform and guide teachers in their long-term and short-term planning. Each teacher will keep a Cuntas Míosúil which will inform progress and help to guide the evaluation process when it’s due for review.

1. **Staff Development**

Training opportunities will include the following areas which help support the effective implementation of the SPHE programme:

* Stay Safe (PDST advisor visited the school in April 2018 to deliver presentation on revised programme to all staff)
* Walk Tall
* RSE
* PDST Advisor support and modelling of lessons
* Other

Teachers are encouraged to attend SPHE-related courses and share information acquired with other members of staff at group planning meetings and staff meetings.

1. **Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE as Dunboyne SPS 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 invited to support the work we do in the school, to volunteer their talents and to get involved with school initiatives.

1. **Community Links**

Dunboyne SPS recognises the vital role that the local community can play in supporting the programme in SPHE and endeavour to liaise with members from the local health centre, library, community-based projects, county-based projects, etc.

1. **Success Criteria**

The success of this plan will be evaluated through teacher planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the pupils have been enabled to achieve the aims outlined in this plan.

1. **Review**

This plan will be reviewed at regular intervals.

1. **Ratification**

This plan was ratified by:

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Chairperson, Board of Management

**Appendix A**

**Resources**

**Books**

Available in Classrooms:

1. SPHE Curriculum
2. SPHE Teacher Guidelines
3. Making the Links
4. Stay Safe
5. Walk Tall
6. RSE Manuals

Available from Staffroom

1. Circle Time
2. PDST materials for SEN (School Server only)
3. Webwise Primary Teachers Handbook
4. MySelfie
5. Respect Guidelines
6. Food Dudes
7. Be Safe
8. Bí Folláin
9. Human Rights Education: The whole school approach
10. Lift Off
11. Poems for Circle Time
12. Conflict Resolution (Prim-Ed series)

Available from Ms Manning’s Room: Room 19

1. Busy Bodies + DVD
2. Stop, Ask, Listen, Talk (SALT)
3. Friends for Life

**Further documents to assist planning for teaching and learning in SPHE:**

1. Children First Guidance (available from www.pdst.ie)
2. The Child Protection and Welfare Practice Handbook (available from www.pdst.ie)
3. Anti-Bullying Prevention and Intervention Strategies (available from www.pdst.ie)
4. Wellbeing in Primary Schools (available from www.education.ie)
5. Continuum of Support Documents (available from www.education.ie)

**Recommended Websites**

[www.pdst.ie](http://www.pdst.ie)

[www.education.ie](http://www.education.ie)

[www.healthinfo.ie](http://www.healthinfo.ie)

[www.healthpromotion.ie](http://www.healthpromotion.ie)

[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

[www.agriaware.ie](http://www.agriaware.ie)

[www.dentalhealth.ie](http://www.dentalhealth.ie)

[www.fooddudes.ie](http://www.fooddudes.ie)

[www.ndc.ie](http://www.ndc.ie)

[www.sparky.org](http://www.sparky.org)

[www.webwise.ie](http://www.webwise.ie)

[www.amnesty.ie](http://www.amnesty.ie)

<https://zeeko.ie>