

LETTERFRACK NS
Letterfrack, Connemara, Co. Galway

Whole School Plan for

SPHE

SPHE

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Letterfrack N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our 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. It was originally drafted during an in-school planning day, with the assistance of a local cuiditheoir from the Primary Curriculum Support Program, and brought to the attention of the Board of Management and Parents. The plan was redrafted and reviewed by a PDST advisor in 2016.

(b) Rationale

Aspects of SPHE have been taught in Letterfrack N.S. 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.

■ Vision and Aims

(a) Vision:

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. It's development is influenced significantly by the ethos and characteristic spirit of the school.

(b) Aims:

The children of Letterfrack NS 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

■ 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.

Letterfrack NS 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. Letterfrack NS have created this timetable to reflect this approach:

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.) Mind-Up</i>	
		<i>Taking care of my body(Nov. – Dec.)</i>
	<i>Safety and Protection (Mar.-April.)</i>	<i>Growing and Changing (March-April)</i>
Myself and others	<i>Making decisions (Jan. – Feb.) Stay Safe</i>	
	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (Sept. – Oct.) S.A.L.T</i>
		<i>Relating to others (Jan. – Feb.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	
		<i>Media Education (May-June) Media – internet safety.</i>

Objectives:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child to:

Be self-confident of personal 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, 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 recognize 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.

2 Contexts for SPHE:

SPHE will be taught in Letterfrack NS through a combination of the following three contexts:

1. Positive School Climate and Atmosphere

Letterfrack NS 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

(Delete as appropriate – consider prioritising some strategies for the future)

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Letterfrack NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

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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, Religious Education, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

3 Approaches and Methodologies:

Letterfrack NS 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
- use of ICT

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.

Letterfrack NS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*
- *Peer and self-assessment*

5 Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Letterfrack NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

6 Equality of Participation and Access:

Letterfrack NS 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. Letterfrack NS 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:

7.1 Policies/Programmes:

- Code of Behaviour
- Enrolment Policy
- Health and Safety Policy
- Anti-bullying Policy
- Healthy Eating Policy

7.2 Substance Use Policy:

See Substance Use Policy

7.3 Relationships and Sexuality Education:

See Relationships and Sexuality Education Policy

7.4 Child Protection:

See Child Protection Statement

8 Homework:

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

9 Resources:

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio Tapes	Posters	Media & ICT
	RSE Manuals New Walk Tall New Stay Safe Bi Follain Making the Links Besafe – fire/water/electric S.A.L.T Zippy’s Friends Anti-bullying Cyber Bullying Health Promoting Schools Handbook Active School Flag Website	Busy Bodies Food Dudes	Various posters throughout the school	Web Wise

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom and make the speaker aware of this school plan and attached policies.

10 Individual Teachers’ Planning and Reporting:

This SPHE plan and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

11 Staff Development:

The staff have attended training in 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 Relationships and Sexuality Education programme /R.S.E.*
- *Cuiditheoir support (PCSP & PDST)*
- *Zippy's Friends*

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.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Letterfrack NS 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 welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

13 Community Links:

Letterfrack NS 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 as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, Renvyle Cat & Dog, Gardai etc.

■ 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:

Letterfrack NS 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 from 2016.

■ 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. Olivia is responsible for co-ordinating this review.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM/DES/Others

(b) Timeframe:

This plan will be reviewed in 2019/2020

■ **Ratification and Communication**

The Board of Management of Letterfrack NS ratified this plan in 2015/2016

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