

St. Joseph's National School

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School Name: St. Joseph's NS

School Address: Dublin Road Longford.

**Whole School Plan for
SPHE**

SPHE

Social, Personal and Health Education Whole School Plan

Introductory Statement and Rationale

(a) Introductory Statement

The staff of St. Joseph's 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 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.

(b) Rationale

Aspects of SPHE have been taught in St. Joseph's 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. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

Vision and Aims

(a) Vision:

SPHE provides particular opportunities to foster the personal development, health and well being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.

(b) Aims:

The children of St. Joseph's 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.

St. Joseph's 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.

A Standard approach to Whole School Teaching of SPHE in St. Joseph's N.S

Month	Year 1	Year 2
September/October	Myself and my Family (Myself and others)	Self- Identity (Myself)
November/December	Relating to Others (Myself and others)	My Friends and other people (Myself and others)
January/February	Growing & Changing*** (Myself)	Safety and Protection ((Myself)*
March/ April	Taking care of my body (Myself)	Making decisions ** (Myself)
May/June	Developing Citizenship (Myself and the wider world)	Media Education (Myself and the wider world)

**Safety and protection can be completed in block form; i.e if teachers feel it necessary; you can teach two lessons of Stay Safe a week to complete the programme in the two month block (Relevant to Junior -2nd Class)*

*** Making decisions is only a strand unit from 3rd-6th. Junior-2nd may complete the safety issues section of Safety and protection at this time. Due to increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit making decisions after Safety and Protection in a standard two year plan will enable teachers to achieve some of the content objectives of Making Decisions through the Stay Safe Programme.*

**** When teaching Growing and Changing the Junior and Senior Infants will include the Lessons on ' Touches ' from the Stay Safe Programme.*

2. Contexts for SPHE:

SPHE will be taught in St. Joseph's NS through a combination of the following three contexts:

a) Positive School Climate and Atmosphere

St. Joseph's 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

b). Discrete time for SPHE

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

c). 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 Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes such as Fruity Friday and Healthy Heart Week etc. will also be explored.

3. Approaches and Methodologies:

- St. Joseph's 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
 - Talk and Discussion- Circle Time

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.

St. Josephs NS uses the following recommended informal tools for assessment in SPHE:

- Teacher observation
- Teacher-designed tasks and tests

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. St. Joseph's 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:

- St. Joseph's 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. St. Joseph's NS is under Roman Catholic school management, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties and Children who are learning English as a second language.

Organisation:

7 Policies and Programmes that support SPHE:

7.1 Policies/Programmes:

- Code of Behaviour
- Admissions Policy
- Health and Safety Policy
- Anti Bullying Policy
- Healthy Eating Policy

7.2 Substance Abuse policy.

See Substance Abuse Policy

7.3 Relationships and Sexuality Education:

See RSE Policy

7.4 Child Protection:

See Child Protection Policy

8 Homework:

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

9 Resources:

*Making the Links will be used as a guide for all class teachers for the teaching of SPHE. All class teachers will have **Stay Safe, Walk Tall and RSE Manuals**. There are various other SPHE resources throughout the school that the teachers have access to and may use to support them in their teaching of SPHE.*

9.1 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 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 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:

- two full days in-service seminars by the Primary Curriculum Support 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.
- training in Circle work
- 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.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as St. Joseph's 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.

13 Community Links:

St. Joseph's 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, 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:

St. Joseph's 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.

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. Orla Egan Principal is responsible along with Ms Noreen Devine AP II are co-ordinating this review.

Those involved in the review will include:

- Teachers
- Pupils
- Parents
- SPHE Post holder and ISM
- BOM

Ratification of Policy

This policy will be reviewed by the Board of Management every three years.

This policy was review and adopted by the Board of Management on 7.3.2019

Signed: Rozanne Cooney
Chairperson of Board of Management

Date: 7/3/2019

Signed: Mrs O. Egan
Principal

Date: 7/3/2019

Appendices

School year 2019/2020 Year 2.

Month	Year 1	Year 2
September/October	Myself and my Family (Myself and others)	Self-Identity (Myself)
November/December	Relating to Others (Myself and others)	My Friends and other people (Myself and others)
January/February	Growing & Changing*** (Myself)	Safety and Protection ((Myself)*
March/ April	Taking care of my body (Myself)	Making decisions ** (Myself)
May/June	Developing Citizenship (Myself and the wider world)	Media Education (Myself and the wider world)

*During remote learning class teachers did concentrate on Well Being and Mindfulness activities as directed by the Government Guidelines.

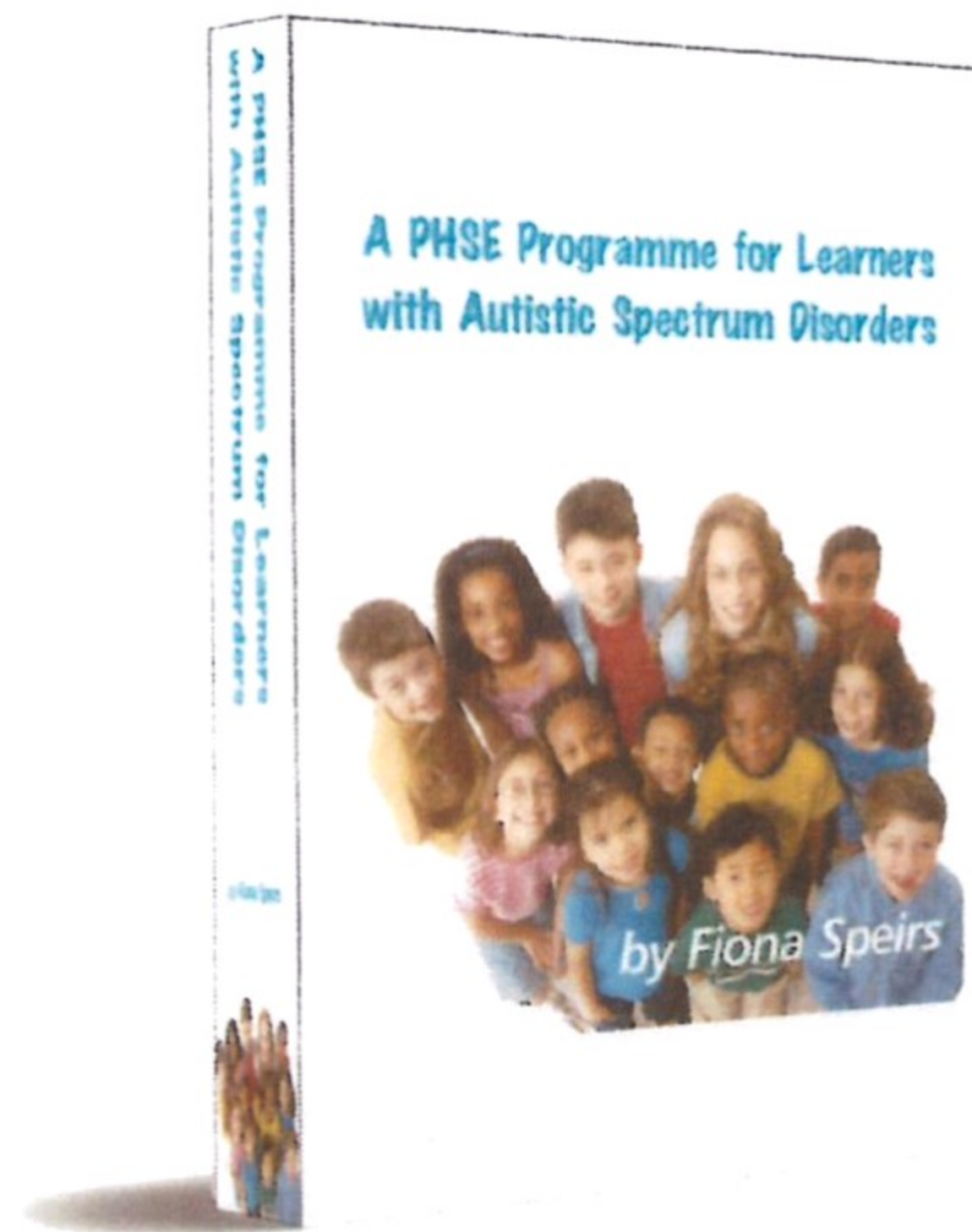
School year 2020/21 Year 1.

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September/October	Myself and my Family (Myself and others)	Self-Identity (Myself)
November/December	Relating to Others (Myself and others)	My Friends and other people (Myself and others)
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Due to Covid 19 during remote learning we made the decision to swap the Strand Unit Growing and Changing with Taking Care of my body because of the sensitive nature of this topic

Special Classes

We hope to roll out the PHSE Programme for Learners with Autistic spectrum Disorders by Fiona Speirs in both Special Classes in the coming year as it is more appropriate to the learning needs of the pupils within the special classes.



A highly visual full colour modular resource that offers a comprehensive PHSE (SPHE) programme to help learners develop understanding of self and others in social situations By Fiona Speirs

Learners with ASD typically struggle to understand the myriad of social rules that inform our social practice and daily interactions with others. This complete PHSE Programme is aimed at learners at the more able end of the autistic spectrum who will benefit from having a programme of social skills taught to them in a concrete and meaningful way.

Ten modules of learning link together to help the learner develop understanding of self and others in social situations:

- Me and My Appearance
- Me and My Personality
- Me and My Body
- Me and My Emotions
- Me and My Behaviour
- Me and My Relationships
- Me and Sexual Expression
- Me Staying Safe and Healthy
- Me and Others – Differences / Autism
- Me and My Life Skills

Each module has an introduction, clearly defined learning objectives and suggested resource list to aid teaching.