

# **SOCIAL PERSONAL & HEALTH EDUCATION PLAN**

GLASHEEN BOYS' SCHOOL (Last Reviewed January 2019)

## **Introductory Statement and Rationale**

This plan was drawn up following consultation with the entire staff (May '14), **reviewed in May / June 2017 and January 2019**. Because of developments in this area and many changes of personnel on our school staff and school population, it was felt that a fresh approach would be beneficial.

## **Aims**

By engaging in the SPHE Programme the students of Scoil Mhuire gan Smál (B) (Glasheen Boys' School) will be enabled to achieve the aims, as outlined in the SPHE curriculum as follows:

- be **self-confident** and have a positive sense of self-esteem
- develop a sense of **personal responsibility** and come to understand his own 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 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  
(See page 10 of the Curriculum Statement)

## Curriculum Content

### 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.

***Making the Links*** is a curricular guide to using materials from the Walk Tall Programme, the Relationships and Sexuality Education Programme (RSE) and the Stay Safe Programme. A standard approach to whole school planning for the content in SPHE has been established to develop consistency around the teaching of SPHE. This approach offers a sample guide to teachers in the school around what to teach and when. This standard approach involves, teaching **five strand units** in Year 1 and **five strand units** in Year 2. This will ensure each year at least one **strand unit** is taught from each of the three strands. Each **strand unit** is allocated two months of teaching time. The timing of these two month blocks is mapped across each school year. Within this standard approach all teachers are covering the same strand units at the same time. This will support the work of whole school atmosphere and integration with planned school activities. It also enables the teachers to anticipate what will be covered and when, therefore increasing the scope for planned integration or thematic planning with other curricular areas.

This also allows for the sensitive topic of growing and changing to be covered in sixth class. We will use the Busy Bodies programme to cover this topic. In recent years this has been taught by class teachers or we have invited expert agencies to the school to teach the topic. Board of Management approval is needed if outside agencies are invited in, as outlined in Circular 0022/2010. It will be left to the discretion of the class teachers, in consultation with school principal to decide on the most suitable approach.

TWO YEAR GRID		
MONTH	YEAR 1 J.Inf, 1 <sup>ST</sup> , 3 <sup>RD</sup> , 5 <sup>TH</sup> Classes	YEAR 2 S.Inf, 2 <sup>ND</sup> , 4 <sup>TH</sup> , 6 <sup>TH</sup> Classes
SEPTEMBER / OCTOBER Strand unit Strand	WALK TALL Self – Identity (Myself)	WALK TALL Myself and my Family (Myself and Other)
NOVEMBER / DECEMBER Strand Unit Strand	WALK TALL My Friends and Other People (Myself and Other)	WALK TALL Relating to Others (Myself and Others)
JANUARY / FEBRUARY Strand Unit Strand	STAY SAFE Safety and Protection (Myself)	** WALK TALL Growing and Changing (Myself)
MARCH / APRIL Strand Unit Strand	RSE Making Decisions (Myself)	RSE Taking Care of my Body (Myself)
MAY / JUNE Strand Unit Strand	WALK TALL Media Education (Myself and the Wider World)	WALK TALL Developing Citizenship (Myself and the Wider World)

\*\* For the remainder of the school year 2018/2019 (February – June 2019), Stay Safe is being taught in all classes in February and March, followed by RSE in April and May. From September 2019, we will follow the above grid completely.

Making decisions is only a **strand unit** from 3rd – 6<sup>th</sup> Classes, Juniors – 2<sup>nd</sup> Class may complete the Safety Issues section of Safety and Protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th classes, placing the strand unit Making Decisions after the Safety and Protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making Decisions through the Stay Safe Programme.

### Contexts for SPHE

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

#### 1. **Positive School Climate and Atmosphere:**

Scoil Mhuire gan Smál (B) has created a positive atmosphere by:

- **Building Effective Communication:** with the pupils' families through a welcoming atmosphere and encouraging positive contact. We also use Text a Parent, Notes sent home, Journal, Newsletters, School Website (including Parent Tab), School Twitter & Facebook pages, Internal & External Notice Boards, as well as strong and regular consultation with the Parents' Association.
- **Reinforcing our School Mottos:** 'Bullies are not cool – we don't want them in our school' and 'A Good School Is A safe School'.

- **Creating a Health-Promoting Physical Environment:** including Healthy Lunch policy, Health Promoting School Committee, Green School Committee and **Active School Committee (which promotes a wide range of physical activities) and maintenance of our school's Health Promoting School Flag, Green School Flags and Active School Flag.**
- **Enhancing Self-Esteem:** through Award Ceremonies, Graduation Ceremony, positive behaviour awards both in class and at School Assembly. Use of school public address system to highlight positive behaviour and achievements, **as well as visits to classes and informal meetings with the principal and other members of staff, to use every opportunity to encourage and praise pupils.**
- **Fostering Respect for Diversity:** by cherishing the different backgrounds of the children and the celebration of diversity in the school holding an Annual Culture Day (in May), **as well as the successful achievement and maintenance of our school's Yellow Flag.**
- By catering for the individual needs of all the children and to strive to provide support in the school and through outside agencies where appropriate.

## 2. **Approaches and Methodologies:**

The following approaches are outlined in circular 0022/2010 and represent best practice in the implementation of SPHE:

- a. A whole-school approach to the consistent implementation of SPHE is essential.
- b. The classroom teacher is responsible for the implementation of the SPHE curriculum.
- c. The teaching of SPHE is founded on an ongoing relationship between pupil and teacher based on trust, understanding, mutual respect and consistency of implementation.
- d. The SPHE curriculum is developmental and aims to foster the growth of pupils' social and personal skills in a holistic way.
- e. SPHE must include a substantial skills development element in addition to fostering health promoting values and attitudes using age appropriate information.
- f. Individual themes such as Relationships and Sexuality, Substance Misuse Prevention, Bereavement, Racism and Child Abuse Prevention should not be treated in isolation but rather in the context of the overall SPHE curriculum
- g. Consistent with the belief that active learning is the principal teaching and learning approach recommended for the implementation of SPHE we will use the following strategies
  - Drama activities
  - Role play
  - Co-operative games

- Use of pictures, photographs and visual images
- Written activities and projects
- Circle time
- Use of media and ICT
- Taking part in local activities and competitions

### **3. Assessment**

The guidelines recognise that 'not everything that a child learns can be assessed' (NCCA, 2007, P12). In addition the SPHE Curriculum states: 'In many situations the real impact of the learning in SPHE will take place long after the child has left primary school.'

However, 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. Teachers in Scoil Mhuire gan Smál (B) use a variety of the following recommended tools for assessment in SPHE:

- **Teacher observation**
- **Teacher-designed tasks and tests**
- **Copy work**
- **Projects**
- **Portfolios of Work**
- **Questioning**
- **Self-Assessment**

### **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. Our school will liaise with trained professionals and appropriate agencies when dealing with sensitive issues as appropriate (eg. **Drugs Awareness – Togher Link Up**).

### **Equality of Participation and Access**

Our school community is made up by children from over thirty countries. We recognise and value diversity and believe that all children are entitled to access the services, facilities and amenities that are available in the school environment.

### **Policies and Programmes that support SPHE**

This SPHE should be read in conjunction with the following **the most updated versions of our relevant school policies**, all of which are available on our school website [www.glasheenboys.com](http://www.glasheenboys.com)

- ✓ Child Protection Policy
- ✓ Code of Behaviour

- ✓ Health and Safety
- ✓ Substance Misuse Policy
- ✓ Anti-Bullying Policy
- ✓ Admissions / Enrolment Policy
- ✓ Critical Incident Policy
- ✓ Acceptable Use Policy
- ✓ RSE Policy

### **Programmes and other materials**

These materials are available to all teachers

- Making the links
- Walk Tall
- RSE manuals
- Stay Safe (Updated in 2017. Implemented every second year in Junior Infants, 1<sup>st</sup> Class, 3<sup>rd</sup> Class and 5<sup>th</sup> Class at the beginning of Term 2
- HPS Resources (e.g. Mental Health and Wellbeing, Zippy's Friends, Zones of Regularity)
- Same Families Different Love
- HSE – Busy Bodies

### **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. The plan is available to all teachers for consultation on the school server. SPHE work will be recorded in the Cuntas Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

### **Staff Development**

Teachers are made aware of courses and are provided with information as it comes to hand. Time is made available at Croke Park planning sessions to discuss the implementation of our policy.

When teachers attend courses relating to SPHE they are encouraged to share their knowledge and skills with their colleagues.

### **Parental Involvement**

Parental involvement is considered an integral part to effectively implementing SPHE and we 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. All parents are circulated each year with a letter, prior to the commencement of the Stay Safe Programme being taught in all classes. Parents are involved on school committees such as Green Schools, Health Promoting School, Yellow Flag, Active Schools and are kept aware of activities through the school website, twitter, facebook and text-a-parent.

### **Implementation**

We in Scoil Mhuire gan Smál (B) believe 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.

**Timeframe**

This updated Plan was presented to the Board of Management for ratification in January 2019. The planning co-ordinator will ensure that it is reviewed by the entire staff annually.

Signed: *Máire Calnan* 1<sup>st</sup> February 2019