

Whole School Plan

for

S.P.H.E.

for

Lurga N.S.
Gort
Co. Galway



Social, Personal and Health Education (SPHE)

Introductory Statement and Rationale

(a) Introductory Statement

The staff of Lurga National School formulated this school plan for SPHE, in consultation with our Board of Management and our Parents. We believe that Parents have the primary role in the social, personal and health education of their children, therefore SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school.

(b) Rationale

The plan is a record of whole school decisions in relation to SPHE in line with the Primary Curriculum 1999. Its purpose is to guide the teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE in our school. It is intended to guide teachers in their individual planning for SPHE to ensure appropriate coverage of all aspects of the curriculum from Infants to Sixth Class.

Aspects of SPHE have been taught in Lurga National School for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. 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

Vision & Aims

We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. Lurga NS strives to provide a safe, happy and learning focused environment where our pupils develop intellectually, spiritually, physically, morally and culturally. The promotion of pupil self-esteem and well-being informs all teaching and learning experiences. Through our SPHE programme we can provide the environment, the approaches and the variety of learning experiences that will help children to understand themselves, to relate to others, and to establish and maintain healthy patterns of behaviour.

In line with our school's mission and ethos, the SPHE programme in our school should:

- Nurture our pupils' sense of identity and belonging.
- Value and celebrate diversity in our school
- Foster pupil respect, tolerance and inclusion for their peers regardless of race, gender,
- religion, or learning need.
- Promote local, national and global citizenship in our pupils.

Aims:

The children of Lurga 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

(b) Aims

We endorse the aims of the Primary School Curriculum for SPHE

- 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
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Curriculum Planning

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:

1. Myself
2. Myself and others
3. 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.

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

| Month | Year 1 | Year 2 |
|-------------------|---|--|
| September/October | Self-Identify Myself) | Myself & My Family (Myself & Others) |
| November/December | My Friends & Other People Myself & Others) | Relating to Others (Myself & Others) |
| January/February | Safety & Protection Myself | Growing & Changin (Myself) |
| March/April | Making Decisions* (Myself) | Taking Care of My Body (Myself) |
| May/June | Media Education (Myself & the Wider World) | Developing Citizenship (Myself & the Wider World) |

Year 1: Stay Safe

Year 2: RSE

2. Contexts for SPHE

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

1. Positive School Climate and Atmosphere

Lurga 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

2. Discrete time

Discrete 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.

S.P.H.E may be timetabled ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours where feasible or appropriate.

3. Integration

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, Drama etc. Themes/Projects such as Grandparents Day, Green Schools Initiative, Lenten Campaign, Earth Day, etc. will also be explored. The school will explore the introduction of projects such as Friendship Week, Healthy Heart Week and Healthy Eating Week as part of the focus on well-being.

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. Examples of active learning which may be used to implement the S.P.H.E. curriculum include:

- 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, etc...

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 include:

- Talk and discussion
- Skills through content
- Collaborative learning
- Problem-solving
- Use of the environment
- Co-operative learning

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.

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

- Teacher observation
- Teacher-designed tasks and tests- including worksheets from the national programmes including – Walk Tall, Stay Safe and RSE.

5. Children with different needs

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with additional needs. The learning support and resource teachers will supplement the work of the class teachers where necessary. Lurga 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

- Equal opportunities will be given to boys and girls to participate in discussion, debate and presentations.
- Diversity within the school community will be recognised and valued.
- All children will have access to services, facilities, or amenities in the school environment.

7. Policies and programmes that support SPHE

7.1 Policies/Programmes

- S.P.H.E. links and integrates with school policies/programmes for example – Substance Use, RSE, Stay Safe, Child Protection, Enrolment, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating and Care of the Environment.

7.2 Substance Use Policy

Schools are required to have a drugs policy in place

- Issues that need to be addressed in SPHE in line with the school's Substance Use policy will be covered as appropriate.
- The Substance Use policy adheres to recommendations in the school's Health & Safety policy.

7.3 Relationships and Sexuality Education (RSE)

- RSE is addressed in the context of SPHE.
- The school caters for the content objectives that will be addressed in discrete time for the sensitive areas of the RSE elements of S.P.H.E.
- There is a shared understanding of these content objectives.
- These topics are addressed with the whole class - boys and girls together during the last term in fifth and/or sixth class.

Parental concerns

- If parents are concerned about any aspect of the school's programme for the RSE elements of SPHE they can discuss their concerns with their child's class teacher or the principal.

Teachers' concerns

- If teachers are concerned about any aspect of the school's programme for the RSE elements of SPHE they can discuss this with the principal

7.4 Stay Safe Programme

- Stay Safe is addressed in the context of S.P.H.E.
- The school caters for the content objectives that will be addressed in discrete time for the sensitive areas of Stay Safe.
- There a shared understanding of these content objectives.

Parental concerns

- If parents are concerned about any aspect of the Stay Safe Programme they can discuss their concerns with their child's class teacher or the principal.

7.5 Child Protection

This school follows the Department of Education and Science Child Protection Guidelines and Procedures which are based on Children First, National Guidelines for the Protection and Welfare of Children.

- The Board of Management has designated a senior member of staff to have specific responsibility for child protection? This person is the designated liaison person (DLP) for the school – Mrs. Sinéad Lundon-Scanlon.
- Present/new staff will have access to the child Protection Policy.
- All staff is familiar with the procedures for dealing with incidents relating to child protection e.g. a child frequently presenting without adequate food/clothing or displaying inappropriate, sexualised behaviour.
- Parents are informed that the school will follow the recommendations as laid down in the policy.

8. Homework

S.P.H.E. homework, if prescribed, will reflect the active learning approach as described in the curriculum.

9. Resources

9.1 Programmes, ICT, Internet, Videos, Textbooks, Supplementary Materials

- All resources are appropriate for S.P.H.E.
- Each teacher is responsible for resources.
- There is a consistent approach to the use of particular materials throughout the school e.g. 'Walk Tall', 'Stay Safe' and 'RSE'.
- Teachers select the resources, programmes, videos, textbooks, workbooks, ICT programmes as appropriate.
- Appropriate hardware & software has been installed to ensure safety regarding internet usage. Teachers familiarise themselves with material on websites prior to use by the children. There is ongoing monitoring of these sites.

9.2 Guest speakers

- Topics regarding RSE may require an outside contribution.
- Parents are made aware of, and invited to, these presentations.

10. Individual teachers' planning and reporting

- The whole school plan and the curriculum documents for SPHE provide information and guidance to individual teachers for their long and short-term planning. This is managed by individual teachers.
- The Cuntas Míosúil serves to review and develop the whole school plan/individual teacher preparation for following years. This is managed by individual teachers.

11. Staff development

- Teachers have access to current research, reference books, resource materials and websites dealing with S.P.H.E.
- Teachers have the opportunity to share their skills/expertise/experience.
- Teachers are encouraged to attend S.P.H.E. related courses as appropriate.
- Teachers share the skills/information acquired at these courses.
- Time is allocated at staff meetings to discuss issues related to S.P.H.E. as appropriate.
- Teachers can avail of internal and/or external expertise to inform and up skill the school community.

- There are opportunities for team-teaching. This is managed by bringing the whole school together in our hall for assembly.

12. Parental involvement

- Parents can contribute to the development and implementation of SPHE in the school by assisting with homework and programmes, activities and trips as appropriate.
- Parents are informed of the school's programme for S.P.H.E. by having access to this plan and via letter or text-a-parent regarding above involvement.
- Parents are involved in reviewing aspects of S.P.H.E. within the school. e.g. Substance Use, Child Protection, Relationships and Sexuality Education (RSE), Nutrition by consulting the plans and policies and contributing to reviews.

13. Community links

- Members of the local community support the S.P.H.E. programme by attending organised visits to and activities in the school and by speaking to the children/illustrating a skill/trade etc...
 - The Health Promotion Unit of the local Health Board support the school.
 - Other agencies can be of assistance to the school as appropriate.
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Success criteria

This plan will make a difference to the teaching and learning of S.P.H.E. in our school.

- **How will we know that the plan has been implemented?**
 - Teachers' preparation based on this plan
 - Procedures outlined in this plan consistently followed
 - Other
 - ◆ **How will we know that the plan has achieved its aims? What are the indicators?**
 - Feedback from teachers/parents/pupils/community
 - Inspectors' suggestions/report
 - **How has the plan enhanced pupil learning?**
 - Has the child been enabled to ...
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Implementation

(a) Roles and Responsibilities

The plan will be supported, developed and implemented by the teaching staff of Lurga National School. The teachers will co-ordinate the progress of the plan and will encourage and accept feedback on its implementation. The plan be monitored and evaluated every four years.

(b) Timeframe

The plan will be implemented in

Reference Section

- Curriculum documents for SPHE
- Primary School Curriculum, Your child's learning, Guidelines for Parents
- NCCA Draft Guidelines for Teachers of Students with General Learning Disabilities, 2002
- Equal Status Act 2000
- Relationships and Sexuality Education, A Partnership Between Home and School, DES
- Guidelines for developing a School Substance Use Policy, DES
- Walk Tall, Programme for the Prevention of Substance Misuse
- Child Protection Guidelines and Procedures for Primary and Post Primary Schools, DES
- Children First, National Guidelines for the Protection and Welfare of Children, 2011, Dept. of Health and Children
- Stay Safe Programme, Health Promotion Unit, Dept. of Health & Children; CAPP, Cherry Orchard Hospital, Dublin 10
- Be Safe - Road Safety, Fire Safety, Water Safety. National Safety Council
- INTO Intercultural Guidelines for Schools
- Trócaire – Development Education resources
- Video: Childsafe – Be safe on the Farm, Health and Safety Authority, 10 Hogan Place, Dublin 2

Websites:

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| PPDS | <u>www.pfds.ie</u> |
| NCTE | <u>www.ncte.ie/internetsafety</u> |
| DES | <u>www.education.ie</u> |
| NCCA | <u>www.ncca.ie</u> |
| INTO | <u>www.into.ie</u> |
| IPPN | <u>www.ippn.ie</u> |
| NPC Primary | <u>www.npc.ie</u> |

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school.

(a) Roles and Responsibilities

State those involved in the review

- *Teachers*
- *Pupils*
- *Parents*
- *Board of Management*

(b) Timeframe

This plan will be reviewed during 2025

Ratification and Communication

Signed:



Chairperson of Board of Management

Date:

18/10/2022