

DROMAHANE NATIONAL SCHOOL

Whole School Plan for

SPHE

## Social, Personal and Health Education

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| * **Title**   **Social, Personal and Health Education Whole School Plan**  *.* |
| * **Introductory Statement and Rationale**  1. **Introductory Statement**   The staff of Dromahane N.S. formulated this school plan for SPHE, in consulation 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   1. **Rationale**   SPHE have been taught in Dromahane 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, in light of recent changes in the area of Child Safeguarding abd Rsewe wish to review our teaching of SPHE and plan for it on a whole school basis. |
| * **Vision and Aims**  1. **Vision:**   Our S.P.H.E. programme provides opportunities to develop the child holistically. It seeks to provide learning opportunities for the development of the child physically, socially, emotionally, sexually, spiritually and morally.  It will enable the child to be happy and content in herself/himself, to form and maintain healthy relationships and thus become a responsible citizen.   1. **Aims:**   The children of Dromahane 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   **(c) Objectives:**  When due account is taken of intrinsic abilities and varying circumstances, the SPHE curriculum should enable the child 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. * (See page 10 of the Curriculum Statement) |
| * **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.  Dromahane 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. The SPHE two year plan for each class grouping is appendixed to this plan.   1. ***Contexts for SPHE:***   SPHE will be taught in Dromahane NS through a combination of the following contexts:  **a) Positive School Climate and Atmosphere**  Dromahane 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   **See Appendix 1 attached ‘Practical Tips for Building a Positive School Culture and Climate’**  **b) Discrete time for SPHE**  SPHE is allocated ½ hour per week on each teacher’s timetable in Dromahane 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 an thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Friendship Week, and Internet Safety Week etc. will also be explored.   1. ***Approaches and Methodologies:***   Dromahane 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   ***4 Guest Speakers***  On occassions guest speakers will be invited to the school to address various elements of the SPHE Curriculum such as internet safety or bullying. These speakers may also address the parents. The school nurse will always address the senior classes on the topic of Growing and Changing in the Stay Safe Programme.  ***5 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.  Dromahane NS uses the following recommended informal tools for assessment in SPHE:   * *Teacher observation* * *Teacher-designed tasks and tests* * *Portfolios and projects*   + 1. ***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. Dromahane NS will liasise with trained professionals/appropriate agencies(especially NEPS) when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.   * + 1. ***Equality of Participation and Access:***   Dromahane 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/girls only/boys only* 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. Dromahane 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:**   1. ***Policies and Programmes that support SPHE:***  |  | | --- | | ***Policies*** | | 1. Child Protection 2. Anti-Bullying 3. Relationships and Sexuality Education 4. Substance Use 5. Code of Behaviour 6. Enrolment 7. Health and Safety 8. Healthy Eating 9. Internet Acceptable Useage |  |  | | --- | | ***Programmes*** | | 1. Friends for Life 2. Health Promoting Schools 3. Green Flag |  1. ***Homework:***   SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.     1. ***Resources:***   “Walk Tall” programme  Quality Circle Time”; J. Mosley  SPHE Curriculum Books, DVDs.  “Stay Safe” programme.  N.W.H.B. Primary School Health Education Programme.  R.S.E. programme.  Alive O Programme/Grow in Love Programme  Guest Speakers   1. ***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 Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.   1. ***Staff Development:***   Training opportunities will include 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 Substance Misuse programme /Walk Tall* * *training in the Relationships and Sexuality Education programme /R.S.E.* * *PDST Advisor support and modelling of lessons* * *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.   1. ***Parental Involvement:***   Parental involvement is considered an integral part to effectively implementing SPHE as Dromahane NS believe that SPHE is a shared responsibilty. This plan and the curriculum documents are available for parents on the school website to inform them of the programme for SPHE.   1. ***Community Links:***   Dromahane NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liasise with the members such as the Schools Dental Service, School 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**  1. **Roles and Responsibilities:**   Dromahane 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.   1. **Timeframe:**   The plan will be implemented by (state date) |
| * **Review**  1. **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. The Principal 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*   1. **Timeframe:**   This plan will be reviewed in School Year 2021/22 |
| * **Ratification and Communication**   The Board of Management of Dromahane NS ratified this plan on \_\_\_\_\_\_\_\_\_\_\_\_\_  This plan is available to view at the school by the parents on request and is also available on our school website, dromahanens.ie |

**RSE as part of the SPHE Curriculum**

Dromahane N.S. realises that RSE is an integral part of SPHE. SPHE is taught through school atmosphere and culture, integration and discrete teaching time. Formal RSE lessons and informal RSE messages must be consistent with the whole school approach to SPHE.

Aims of the RSE Programme within SPHE

* + To enhance the personal development, self-esteem and wellbeing of the child
  + To help the child to develop healthy friendships and relationships
  + To foster an understanding of, and a heathy attitude to, human sexuality and relationships in a moral, spiritual and social framework
  + To enable the child to acquire an understanding of, and respect for human love, sexual intercourse and reproduction
  + To develop and promote in the child a sense of wonder and awe at the process of birth and new life
  + To enable the child to be comfortable with the sexuality of oneself and others while growing and developing.

Content of the RSE Programme

**Strand:** Myself

**Strand Units:** Growing and Changing

Taking Care of My Body

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The RSE programme is divided into two main parts:

1) The general programme which contains content covered through SPHE strands and strand units and compliment the aims and objectives of RSE

• Friendship

• Self-identity

• Family

• Self-esteem

• Growing up.

2) The second section will deal with any sensitive / specific content covered through RSE strands and strand units. The sensitive aspects are in **bold**.

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| Topics covered up to 2nd include:   * of family types and the variety of family life that exists in our school and community * • Recognising and expressing fe• Keeping safe * • **Bodily changes from birth (birth-9)** * • Making age-appropriate choices * • Appreciating the variety elings * • Self-care, hygiene, diet, exercise and sleep * • Expressing opinions and listening to others * • **Naming the parts of the male/ female body using appropriate anatomical terms (Junior/ Senior Infants)** * • **Naming the parts of the male/ female body using appropriate anatomical terms and identify some of their functions (1st/2nd**). |  |

Topics from 3rd to 6th include:

* Bodily changes
* Healthy eating, personal hygiene and exercise
* Keeping safe
* Expressing feelings
* Appreciating the variety of family types within our school and community and how these family relationships shape us
* Making healthy and responsible decisions
* Forming friendships
* **Discuss the stages and sequence of development of the human baby in the womb(3rd, 4th class)**
* **Introduction to puberty and changes (3rd, 4th, 5th and 6th class)**
* **Changes that occur in boys and girls with the onset of puberty ( 5th and 6th Class)**
* **Reproductive system of male/female adults (5th and 6th class)**
* **Understanding sexual intercourse, conception and birth within the context of a committed loving relationship (5th, 6th class**

Resources for the RSE Programme

* RSE Guidelines
* Busy Bodies Booklet
* Stay Safe Programme
* Walk Tall Programme
* School Nurse

Parental Involvement in the RSE Programme

* Parents will be informed that the school fully implements the RSE strands of the SPHE programme including sensitive aspects of the programme at enrollment
* Parents will be informed in advance of lessons on the sensitive areas of the RSE programme, with a letter relevant to what will be taught at their child’s class level, example of letter see Appendix 2
* The letter will be issued in advance**, giving parents an opportunity to meet with relevant class teachers if they so wish, to discuss or clarify what is covered and to prepare their children,** it also gives parents an opportunity to become involved, to inform themselves of the programme content and to prepare children for the information they will acquire around the sensitive areas and discuss areas covered in RSE/SPHE
* Parents are invited/welcome to view the curriculum and may speak to the class teacher if they have any concerns at any time during the year. The school acknowledges that parents have the primary responsibility for educating their children about growing and changing
* Following discussion with Principal and Class Teacher, if a parent wishes to withdraw their child from the sensitive lessons it should be given in writing stating their reasons for doing so and this will be centrally filed
* If a child has been withdrawn from the sensitive RSE lessons, the school takes no responsibility for what the child may hear following on from the teaching of the lessons. eg. What they may hear on yard.

**Appendix 1 Practical tips for building a positive school culture and climate**

The following are some practical tips for immediate actions that can be taken to help build a positive school culture and climate and to prevent and tackle bullying behaviour

* Model respectful behaviour to all members of the school community at all times.
* Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
* Display key respect messages in classrooms, in assembly areas and around the school. Involve pupils in the development of those messages.
* Catch them being good – notice and acknowledge desired respectful behaviour by providing positive attention.
* Consistently tackle the use of discriminatory and derogatory language in the school- this includes homophobic and racist language and language that is belittling of pupils with disability or SEN.
* Give constructive feedback to pupils when respectful behaviour and respectful language are ignored.
* Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines.
* Explicitly teach pupils about the appropriate use of social media.
* Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
* Actively involve parents and/or the Parents Association in awareness raising campaigns around social media.
* Actively promote the right of every member of the school community to be safe and secure in school.
* Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
* All staff can actively watch out for signs of bullying behaviour.
* Ensure there is adequate playground/school yard/outdoor supervision.
* School staff can get pupils to help them identify bullying “hot spots” and “hot times” for bullying in the school.
* Hot spots tend to be in the playground/school yard/outdoor areas, changing rooms, corridors and other areas of unstructured supervision.
* Hot times again to be times when there is less structured supervision such as when pupils are in the playground/school yard or moving classrooms.
* Support the establishment and work of student councils.

**Appendix 2: Letter to Parents**

**Stay Safe and Relationships & Sexuality Education Programmes**

This term Junior **Infants, 1st, 3rd and 5th Classes** will be taught the Stay Safe Programme. The aim of the Stay Safe programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g. getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and emphasises the importance of telling a trusted adult about any problems they have.

The Stay Safe programme is part of the Social, Personal and Health Education curriculum which all primary schools are required to implement. Co-operation between parents and teachers is essential to the success of this programme. It is important that parents are aware of the content of the Stay Safe lessons and are able to discuss the lessons with their children. Your child will bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home.

An outline of the Stay Safe Programme is at the back of this sheet and you can familiarise yourself with the content of the Stay Safe lessons at www.staysafe.ie.

The other classes, **Senior Infants, 2nd, 4th and 6th Classes** will be covering a number of lessons from the Relationships & Sexuality Education Programme for Primary Schools, details of which can be found at <https://www.pdst.ie/primary/RSE>.

Also as part of our SPHE Programme, next term the school nurse will talk to **all the children of 6th Class and the girls of 5th Class** about adolescence and puberty. This talk will be based on the ‘Busy Bodies Booklet’, a copy of which will be sent home beforehand.

Please feel free to contact the school if you wish to discuss any of the above topics further. Our SPHE Policy is available on our website dromahanens.ie.

**Stay Safe Programme Outline**

