

SOCIAL, PERSONAL AND HEALTH EDUCATION

Introductory Statement

This plan was formulated during a staff meeting following consultation with SPHE support services and was reviewed on 03.03.13. We believe that Social, Personal and Health Education as taught in St. Mary's Primary School will offer opportunities to the individual child:

- to cultivate his/her own personal development
- to promote his/her health and welfare
- to help him/her build and sustain supportive relationships
- to support him/her become an active and responsible citizen in society.

United Nations Convention on the Rights of the Child, 1990

Article 29 (Extract)

- State parties agree that the education of the child shall be directed to:
- the development of the child's personality, talents and mental and physical abilities to their fullest potential
- (d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin

Rationale

We, as a Staff developed S.P.H.E. policy for the following reasons:

- the necessity to integrate SPHE in the school curriculum from 09. 2003
- to conform with principles outlined in the Revised Curriculum and to follow Department of Education and Science Guidelines.
- to facilitate a planned and consistent approach throughout the school

Vision Statement for SPHE:

St. Mary's Primary School will endeavour to enhance the self-esteem of everyone in the whole school community, to instil the pupils with respect for themselves and others and to encourage responsible behaviour throughout the school.

Relationship to Characteristic Spirit of the School:

- St. Mary's Primary School is a Health Promoting School and through the implementation of our SPHE programme we will support our pupils so they will develop in a holistic way - healthy in mind and body. All pupils will be cherished equally. In a child centred environment we will foster self-esteem and self awareness in our pupils. We will promote effective communication and respect for cultural diversity.
- This S.P.H.E. Plan has been formulated with regard to the school's Vision and Mission statements and with special consideration to the following excerpts from our Mission Statement:
- St. Mary's Primary School is a co-educational, Catholic, primary school which strives to provide a well-ordered, caring, happy and secure atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed.'
- St. Mary's Primary School will endeavour to enhance the self-esteem of everyone in the school community, to imbue in the pupils respect for people and property and to encourage in them the idea of being responsible.'

Aims

The aims of social, personal and health education in St. Mary's Primary School are to

- 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 emotional and physical 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.
- To raise awareness and understanding of the varying roles of teachers and ancillary staff so that pupils will have respect and appreciation for all.
- Ensure staff and pupils have a positive approach to all pupils in Special Education and Learning Support.
- To facilitate the integration of pupils with Special Educational Needs, pupils with Special Physical Needs and pupils from varying cultural backgrounds so that each child feels valued and respected.
- To raise awareness and understanding of pupils with Special Educational Needs and pupils who come from minority backgrounds.
- Promote awareness and understanding of differing needs people have and how they can help each other.
- To support our Healthy Eating Policy

Objectives:

The SPHE curriculum will enable the child to:

- have a positive sense of self-esteem
- develop a sense of personal responsibility
- 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 become 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
- 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.

All staff in St. Mary's Primary School have become familiar with the objectives of S.P.H.E.

- Through attendance at P.C.S.P., Walk Tall and other similar courses
- Visits to school of S.P.H.E. facilitators
- Formulation of School Plan in S.P.H.E.
- Distribution of Resources in S.P.H.E.
- Communication with S.P.H.E. co-ordinator

All staff in St. Mary's Primary School will remain familiar with S.P.H.E. objectives through:

- Through attendance at courses as necessary

- Participation in Incredible Years Training
- Revision of School Plan in S.P.H.E.
- Guest speakers in S.P.H.E.
- Communication with S.P.H.E. co-ordinator
- The implementation of the S.P.H.E.

Content of the Plan

Overview of content for SPHE

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self Identity	Taking Care - SESE
	Safety and Protection	Growing and Changing
	Making decisions	
Myself and others	Myself and My Family	My Friends and Others
		Relating to Others
Myself and the wider world	Developing Citizenship	Media - English

Special Events:

Junior Infants - 2 nd Class		9 Units	
3 rd Class - 6 th Class		10 Units	
Special Events		Resources - Manuals:	Other Resources:
		Walk Tall	An Post
Friendship Week	2 nd Week September		Poems for Circle Time
Road Safety Week	Before Christmas	Be Safe - Be Seen	DVD Safe Cross Code
Safety Week	3 rd Week October	Bí Folláin	
Inter-cultural Week	3 rd Week January	Circle Time Games	
Healthy Eating Week	1 st Week February		
Stay Safe Week	1 st Week - May	Stay Safe Manual	R.S.E. Manual
Water Safety Week	1 st Week - June		

Contexts for SPHE in the school

SPHE will be provided in a combination of three ways within the school:

- a positive school climate and atmosphere will be fostered which will promote the health and well-being of all the members of the school community. A safe and secure environment will be created where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account. A positive school climate and atmosphere will be encouraged which will nurture self-confidence and self-esteem and which will promote respectful and caring relationships throughout the school. This will provide the context in which work carried out in SPHE will make sense
- discrete SPHE time will provide for the teaching of some elements of the programme during designated class periods. This time will be used to develop and practise particular skills, deal with sensitive issues and explore issues that are not addressed in other areas of the curriculum.
- an integrated approach will allow for many aspects of SPHE to be dealt with in the context of relevant subject areas. Through a variety of learning experiences across the curriculum children work together, solve problems, make decisions, engage in dialogue and reflect critically. Subjects such as Science, History, Physical Education and Religion will be integrated with S.P.H.E.

The key characteristics of the curriculum are

- That SPHE is a lifelong process which begins when pupil starts school will continue into adolescence and adult life and will inform actions and decisions.
- Is a shared responsibility, between family, school, health professionals and the community. Their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school.
- Is a generic approach. SPHE aims to develop in the child a generic set of skills, attitudes, values and understanding relevant to a range of social, personal and health issues.
- Is based on the needs of the child. Priority will be given to the needs of the child and cognisance taken of his/her environment. Appropriate adaptations will be made within the curriculum to suit individual requirements and individual school situations
- Is spiral in nature. Similar content is revisited at different stages throughout the child's time in school. This provides opportunities to consolidate and build on previous learning and allows for issues and topics to be explored and treated in a manner appropriate to the children's needs, abilities and levels of maturity.
- Is developed in a combination of contexts. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school. To be effective it will be implemented in a combination of ways.
- Engages children in activity-based learning. Through active learning children can make sense of what they have learned and take increasing ownership of and responsibility for their own learning.

Creating a positive school climate and atmosphere

A positive school atmosphere, where individuals are valued, cared for and respected, is cultivated. This contributes to effective teaching and learning and to genuine communication, both within and outside the school. Good practice within the school has always been encouraged we build on this to explore ways in which our school can promote the all-round development of our pupils. We cater for individual needs of pupils through the following processes:

- Pupils involved in formulation of Class Rules so leading to self-discipline
- Positive behaviour reinforced at every opportunity
- All Bullying/Discipline issues dealt with on the spot
- Varying teaching styles with emphasis on Active Learning
- Support for Special Education Needs Pupils
- P.E. Equipment for all including Special Needs
- In-class networked Computer/s with Broadband
- Pupils involved in Green School Project

We create a health-promoting physical environment

- Well maintained School Building and Grounds
- Green Schools Committee to manage waste reduction
- Recycling all school waste
- Composting
- Playground markings for Break time Activities
- Healthy Eating Week and Healthy Eating Policy
- Safety Week
- Regular Fire Drills and visits from Fire men
- Water Safety Week

We develop democratic processes through

- Formulation of School Rules/Classroom Charter by Pupils
- Duty allocations in Classrooms
- Pupils represent school in Sports/Quizzes/Scór etc.
- Regular Assemblies for Plays/Choirs/Prayer Services/Presentation on Rules etc.
- Green Schools Committee

- Code of Behaviour formulated in collaboration with pupils/Staff/Parents/B.O.M.
- Reward system - Class of the Week/Pupil of the Week etc.
- We enhance self-esteem
- Friendship Week
- Stay Safe (February)
- Staff Social outings
- Full attendance Certificate (Termly)
- Pupils work displayed in Classrooms and Corridors
- Booklet on procedures for substitute teachers and new staff
- In-service training for Staff
- Annual visits to Dean Crowe Theatre, Luan Art Gallery, Library etc.
- Newsletter (P.A)

We foster respect for diversity

- Inter-cultural Day
- Anti Bullying Policy
- All pupils included in Sports/Music etc.
- Resource Teachers cater for minority groups
- Songs from other countries learned
- Words from other languages displayed

We foster inclusive and respectful language

- Pupils identified by Christian Name
- Offensive language is never allowed
- Affirmation and encouragement practised

We develop a whole school approach to assessment

- Continuous assessment carried out to ensure pupils are developing socially and physically in line with age/ability
- Informal Pupil observation by Class Teacher/Resource Teacher/S.N.A.
- Formal Teacher designed Tests/Tasks
- Formal / Informal discussion
- Projects
- Circle Time
- Results communicated to Parents at Parent/Teacher Meeting or other personal and confidential contacts
- Information from assessments used to formulate programme for specific pupil/group
- Information is also used to alert parents to pupil's progress /lack of progress

Building Effective Communication:

We build effective communication within the school through:

- Regular notices to classes as necessary
- School Assemblies for Award Ceremony, Prayer Service or Announcements
- Important correspondent sent around in folder with Roll Sheet
- Staff notice board
- Pupils Notice Board
- Competitions/Events notified to all classes
- Green schools Committee
- Pupils report Inappropriate Behaviour according to Stay Safe Policy

We build effective communication with Parents through:

- Regular notes to Parents on day to day school activities
- Notes in Homework Diaries
- Adequate/timely notices and reminders of closings
- Newsletter

- Parent-Teacher Meetings for all
- All School Policies are made available to Parents

We build effective communication with the wider school Community through

- Christmas Plays
- Preparing and celebrating Mass in school
- Participating in local Sporting events
- Participating in local Competitions
- Liaising with Local Authorities / Health Board
- Fundraising for Charities ie. GOAL, Haiti, Cystic Fibrosis

We build effective communication with Visitors through

- Greeting visitors and seeing to their needs
- Offering tea/coffee
- Providing suitable place for them to carry out their work
- Cooperating with personnel from D.E.S., N.E.P.S., H.S.E., N.E.W.B., P.C.S.P., S.D.P., Church Leaders and all other stakeholders in Education

We develop appropriate home / school communication

- Annual Whole School Parent/Teacher Meetings
- Notes/Comments in Homework Journals
- Teachers attend case conferences as necessary
- Open School - Parents welcome to speak with Principal/Teacher
- Regular notices, newsletters etc.
- Collaboration with Parents on Policy Development
- Policies on relevant issues freely available to Parents
- Homework

<h3>Timetable</h3>

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| <ul style="list-style-type: none"> ▪ S.P.H.E. is timetabled for 30 minutes per week or one hour per fortnight at each Class level ▪ S.P.H.E. may be taught in Blocks according to theme ▪ Discretionary Time is also used ▪ 10 minutes Quiet Time at teacher's discretion ▪ Reflection during Religion Class |
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<h3>Integration with other subjects</h3>
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Integration with other subject areas will take place in the following ways:

- Thematic approach
- Subject-based.
- Integrating learning processes are used to implement SPHE across the curriculum and strategies to foster self-confidence, independence, positive attitudes and critical reflection are used in a variety of subjects.

Integration of SPHE throughout the curriculum:

- language: language is used precisely; appropriate vocabulary is acquired; communication skills are developed; pupils learn to question, to predict, to be critical and to analyse; imagination is developed and emotions and feelings are explored through the spoken and written word; the print media is examined
- history: developing empathy; exploring changing influences on our lives; learning about the factors that shape the community; exploring the various contributions of different groups to society; exploring myself and my family

- science: exploring: the way the body works, the constituents of different foods, the process of physical growth and development; learning to care for the environment
- geography: developing a sense of place; exploring local and national issues; developing an appreciation of different national, religious and cultural groups; learning to care for the environment
- mathematics: interpreting and representing data; measuring and estimating; comparing and recording; solving problems
- visual arts: creating and exploring images and pictures; expressing ideas, feelings and experiences in visual form; looking at and enjoying images in the environment
- physical education: choosing teams and playing games in a fair manner; understanding physical exercise as necessary for overall health and wellbeing; developing individual skills and talents; developing self-esteem and self-confidence; providing opportunities for co-operation
- ICT supports learning and teaching of SPHE in the following ways:
- Pupils develop self-confidence and motivation through using and becoming familiar with computers
- Learning to take turns, to share and to co-operate can be developed as children use computers in a planned and appropriate manner

Policies and programmes that support SPHE

The following Policies and Programmes, which support the implementation of the S.P.H.E. curriculum have been developed in consultation with Board of Management and Parents.

- Admissions Policy
- Attendance Policy
- School Absence Form
- Discipline Policy
- Anti-Bullying Policy
- Pupil Contract - Anti-Bullying
- Substance Use Policy
- Policy on Administration of Medication
- Form for Administration of Medication
- Homework Policy
- Policy on Tours/Outings
- Health and Safety Policy
- Healthy Eating Policy
- Green Schools Project
- Physical Education Policy
- Child Protection Policy

The National Guidelines for the Protection and Welfare of Children and the Department of Education and Science Child Protection Guidelines have been adopted by the School Staff.

The Designated Liaison Person is the Principal Teacher and Deputy Liaison Person is the Deputy Principal.

Management and organisation of RSE and Stay Safe

RSE Content Objectives

Infants:

Myself: Taking Care of my Body

- Respect his/her own body and that of others
- Name parts of the male and female body, using appropriate anatomical terms

Myself: Growing and Changing

- Become aware of new life and birth in the world
- Develop an awareness of human birth

Myself: Safety and Protection

- Explore appropriate safety strategies
- Identify situations/places that are safe and those where personal safety might be at risk

First/Second:

Myself: Taking Care of my Body

- Name parts of the male and female body, using appropriate anatomical terms

Myself: Growing and Changing

- Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle.
- Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world
- Realise the various roles parents and other family members have in providing for new-born babies

Myself: Safety and Protection

- Recognise and explore situations where children feel safe and those where safety might be at risk
- Discuss and practise appropriate strategies for dealing with these situations
- Realise how other people can persuade him/her to engage in unsafe behaviour and how this may be counteracted.

Third/Fourth

Myself: Self-identity

- Explore the factors that influence his/her self-image (how I feel about my own body)

Myself: Taking care of my body

- Understand the physical changes taking place in both the male and female body
- Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal
- Recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent.

(referred to in a general way/as need arises)

Myself: Growing and Changing

- Begin to appreciate the need for space and privacy in life
- Discuss the stages and sequence of development of the human baby, from conception to birth
- Identify the care that needs to be taken while waiting for a baby to be born
- Develop an appreciation of the wonder of a new-born baby.

Myself: Safety and Protection

- Identify people, places and situations that may threaten personal safety
- Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual.

Myself and others: My friends and other people

- Examine different types of friendship

Fifth/Sixth

Myself: Taking care of my body

- Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone.
- Understand the reproductive system of both male and female adults
- Become aware of some communicable diseases and explore how diseases and infections are spread

Myself: Growing and changing

- Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty
- Identify and discuss the changes that are experienced in growing from child to adult
- Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
- Appreciate the need for individual space and privacy as he/she is growing and developing

- Understand sexual intercourse, conception and birth within the context of a committed, loving relationship
- Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent
- Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
- Discuss and practise how to express and cope with various feelings in an appropriate manner
- Understand how feelings help in understanding him/herself
- Differentiate between needs and wants and recognise and explore the concept of delaying gratification
- Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media

Myself: Safety and Protection

- Identify situations and places that may threaten personal safety

Myself and others: My friends and other people

- Explore the differences between boy and girl friendships and same-sex friendships
- Consider problems that can arise in friendships and other relationships and how these could be handled

Myself and the wider world: Media education

- Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media

Role of Parents regarding RSE and Stay Safe

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| <ul style="list-style-type: none"> ▪ Parents may give/withhold permission for their children to participate in RSE/Stay Safe Programmes by informing us through permission letter. ▪ Parents will be informed through this Policy (see Content above) when RSE / Stay Safe will be taught ▪ A reminder will be sent to Parents by Class Teacher a week before commencement of Programme ▪ If parents wish to have their children withdrawn for these lessons, an arrangement will be made to have the next-door teacher or other available teacher to supervise work for that pupil for the duration of each relevant programme |
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Teachers' choices

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| <ul style="list-style-type: none"> ▪ If a staff teacher is not willing to deliver the more sensitive aspects of the programme, a suitably qualified guest will be sourced. |
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Guest speakers

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| <ul style="list-style-type: none"> ▪ Guest speakers may be requested to speak to a Class regarding R.S.E. /Stay Safe ▪ Guest Speakers may also be invited to speak to a Class regarding other aspects of the programme ie. Alcohol/Drug abuse, Personal Safety, Environment Issues, Citizenship ▪ A suitable Guest Speaker is sourced if <ul style="list-style-type: none"> ▪ one is necessary for the delivery of the programme ▪ one is desirable for the improvement of that delivery ▪ one is available locally ▪ A Guest Speaker must present relevant Qualifications, References, and Garda Clearance (Guests known to the School Authorities may be exempt from above) ▪ The S.P.H.E. Coordinator/Principal /Class Teacher will source the Guest Speaker and briefing will take place via Telephone/Email and again with Principal/ Class Teacher before Class. ▪ The Class Teacher will prepare the Class for the Guest Speaker and afterwards will have Oral/Written work based on the Lesson ▪ The Class Teacher will remain in the Classroom during the lesson |
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- The Class Teacher will reinforce the lessons delivered by guest speakers through oral work, written work, Art, Drama or Project work based on the lesson.

Communication with parents re RSE & Stay Safe matters/Parents' choices

Parents have the right to withdraw their children from the following RSE/Stay Safe objectives:

5th and 6th Classes

- Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone.
- Understand the reproductive system of both male and female adults
- Become aware of some communicable diseases and explore how diseases and infections are spread
- Understand sexual intercourse, conception and birth within the context of a committed, loving relationship
- Explore the differences between boy and girl friendships and same-sex friendships
- Each teacher will have access to this document and, in this way, will be made aware of their right to withdraw from particular lesson.
- If an individual teacher withdraws from teaching a lesson one of the following procedures will be adhered to:
 - A teacher from a different class may volunteer to take the lesson
 - An suitable Guest Speaker may be sourced
 - A suitable Parent may offer to teach that lesson

Curricular Matters

Puberty and reproduction

The lessons related to RSE can be found in the following strands and strand units:

Myself

Self-identity, taking care of my body, growing and changing, safety and protection.

Myself and others

myself and my family, my friends and other people, relating to others.

Specific class levels have been identified for introducing and revising the above objectives, as follows:

Taking care of my body

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| Infant Classes | Name parts of the male and female body using appropriate anatomical terminology. |
| 1 st and 2 nd Classes | Name parts of the male and female body using appropriate anatomical terminology. |
| 5 th and 6 th Classes | Identify and discuss physical and other changes that occur in girls and boys at puberty
Understand the reproductive systems of male and female adults |

Growing and changing

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| 3 rd and 4 th Classes | Discuss the stages and sequence of development of the human baby from conception to birth. |
| 5 th and 6 th Classes | Pupils are expected to be able to understand sexual intercourse and birth within the context of a committed loving relationship |
- There is a shared understanding as to the focus for these objectives in the class levels for which they are covered.
 - Boys and girls in 5th and 6th Classes receive gender specific talks in relation to puberty
 - All information, concerning puberty and reproduction, is given to pupils in the context of mature and loving relationships and aims to promote mutual respect and responsible behaviour and so will conform to the ethos of the school.

Dealing with questions:

- Questions based on the curriculum content for each class will be answered in an honest and respectful manner.

- Pupils, who ask questions relating to matters outside the curriculum content, will be advised to discuss the issue with Parents/Guardians

Confidentiality

- If matters of a confidential nature come up for discussion during class, the teacher/facilitator will ask the pupil to come to them privately, at an appointed time, to discuss the matter further.
- Issues relating to disclosure of abuse or neglect will be referred to the Designated Liaison Person

Familiarity in these objectives and strategies will be maintained in the following ways:

will be made aware of the above strategies in the following ways:

- All teachers will be given a copy of this plan
- Newly appointed teachers will be shown where to access resources
- There will be talk and discussion at Staff Meetings
- Teachers will plan in pairs and groups
- The plan will be reviewed regularly to facilitate Teachers who may wish to change classes
- Long and short term planning will be based on the contents of the plan
- We will seek the assistance of Cuiditheoirí and School Development personnel

Linkage and Integration:

- The RSE curriculum will link naturally with the strands and strand units of the S.P.H.E .Policy
- It will also integrate with may other subjects notably:
 - Science
 - Religion
 - English
 - Arts Education

Timetabling:

The RSE and Stay Safe Programmes are taught as part of the S.P.H.E. Curriculum. Discretionary time as appropriate, to complete a project or to accommodate a Guest Speaker.

Approaches and Methodologies

We have adopted the following approaches and methodologies

- Active learning which includes drama activities, cooperative games, pictures, photographs and visual images, discussion: in pairs, small groups, with whole class, written activities including surveys, questionnaires, lists, check-lists, projects, worksheets Media Studies, Talk and Discussion
- Skills through content
- Collaborative learning
- Problem-solving
- Use of environment

Assessment

Pupils progress will be assessed in the following ways:

- Teacher observation
- Teacher designed tasks and tests
- Projects

Resources:

Manuals:

- Walk Tall
- Be Safe - Be Seen
- Bí Folláin
- Circle Time Games

- R.S.E. Manual
- Stay Safe Manual

Other Resources:

- School Enrichment Programme An Post
- Poems for Circle Time
- Trocaire
- Watoto
- Rafiki
- S.P.H.E. Curriculum
- Internet
- Videos
- Westmeath County Council
- Midland Health Board - Health Nurse
- Parents Council and Board of Management
- Pioneer Total Abstinence Association
- Guest Speakers

Addresses for Resources in SPHE

Child Abuse Prevention Programme,
Cherry Orchard Hospital,
Clondalkin, Dublin 10.

Dental Health Foundation,
Richview,
Clonskeagh Road, Dublin 4.

Health and Safety Authority,
Hogan Place, Dublin 2.

Health Promoting Schools Network,
Marino Institute of Education, Griffith Avenue, Dublin

Health-Promotion Unit,
Department of Health and Children,
Hawkins House, Dublin 1.

National Children's Resource Centre,
Christ Church Square, Dublin 8.

National Parents' Council—Primary
16/20 Cumberland Street South, Dublin 2.

RSE Support Service,
St Patrick's College of Education,
Drumcondra, Dublin 9.

Pavee Point Traveller Centre,
46, North Great Charles St. Dublin 1

Substance Misuse Prevention Project, Primary,
West Dublin Teacher Centre,

Monastery Road, Clondalkin, Dublin 22.

Regional Health Authorities are listed in telephone directory

Education centres/ other relevant addresses are listed on school website

Children with Different Needs:

It is the policy in St. Mary's Primary School to treat all pupils equally irrespective of social, ethnic, religious, cultural background or educational needs background.

Equality of Participation and Access

In accordance with the Equal Status Act all pupils will be afforded participation and access to S.P.H.E.

Homework

- In line with our Homework Policy our school endeavours to encourage all children to develop to his/her full potential and involve parents as partners in their child's education. In line with this from time to time, in order to promote useful home-school links, pupils may be given small assignments ie. Work sheets, data collection use of I.C.T., questionnaires and surveys
- All homework for S.P.H.E. will be of an informal nature.

Individual Teacher's Planning and Reporting

- Teacher planning will be at the discretion of individual teachers.
- Each teacher will submit report on completed Class work in S.P.H.E. in 'Cúntas Míósúil'

Staff Development

- St. Mary's Primary School staff have attended 2 day in-service in S.P.H.E.
- Some school staff have participated in Incredible Years Training
- S.P.H.E. facilitator has visited the school
- All the Staff assisted in the formulation of School Plan in S.P.H.E.
- The School Plan in S.P.H.E. will be reviewed as necessary
- Guest speakers in S.P.H.E.
- Staff members may attend relevant Summer Courses
- S.P.H.E. coordinator will identify Guest Speakers, research training and flag up-coming events

Success Criteria

- Social, Personal and Health Education is a life-long process. SPHE begins before the child comes to school and will continue long after he/she has left school. The emphasis in St. Mary's Primary School is on providing a foundation in SPHE, that will inform the child's actions and decisions and provide a basis for further development.
- The whole Staff of St. Mary's Primary School is committed to the implementation of the S.P.H.E. Curriculum and all will endeavour to create a positive school atmosphere for all pupils. The success of the programme will be determined by the following means
- Pupils will be assessed on a regular basis as outlined in section on assessment
- Parent/pupil/community feedback will be noted
- Feedback from outside agencies ie. Social Services and NEPS will be taken into account
- Inspector's Suggestions/Report will be used in reviewing the Policy
- Positive and negative feedback from Second level Schools will also inform review

Implementation

Roles and Responsibilities:

- The Board of Management will ratify the plan and support its implementation.
- The parents will be aware of the content of the plan and will also support its implementation through involvement in homework.
- The Principal Teacher will supervise the implementation of the plan and support the School Staff
- Teachers will follow the plan and implement it in class
- Pupils will cooperate with the implementation through active participation in class lessons
- Special Needs Assistants and Ancillary staff will be aware of the contents of the plan and will support its implementation
- The S.P.H. E. coordinator will coordinate the progress of the plan, encourage and accept feedback on its implementation, and report to staff on findings
- This plan will be reviewed every 4 years, or as necessary

Review

Roles and Responsibilities:

- The whole school staff will be responsible for monitoring and evaluating the plan
- The teaching staff of St. Mary's Primary School will review this policy
- Submissions will be sought from Parents, Board of Management, Pupils and Staff members
- Suggestions from Department of Education and Science, School Development Planning and other agencies will be taken on board
- The S.P.H.E. co-ordinator will present findings on feedback from interested parties as outlined in Success Criteria (above), guide the review and facilitate the formulation of Action Plans
- The Principal Teacher will support the Teachers in the implementation of this policy

Timeframe for Review:

- The Policy will reviewed on a 4 yearly basis or as deemed necessary. The review will be co-ordinated by the Principal Teacher

Ratification and Communication

- This document was circulated to all members of the St. Mary's Primary School Staff
- Copies of this document were circulated to all members of the St. Mary's Primary School Board of Management
- This document is available to the Chairperson of the St. Mary's Primary School Parents' Council
- This document is available from St. Mary's Primary School Office
- Parents may gain access to this document by requesting a copy from any Classroom Teacher
- This Policy will be ratified at the next St. Mary's Primary School Board of Management meeting.
- Parents may gain access to this document by requesting a copy from any Classroom Teacher
- This Policy was ratified at a St. Mary's Primary School Board of Management meeting.

Chairperson, Board of Management St. Mary's Primary School

Review of SPHE Policy (September 2018)

The above policy document was created in 2013. The following document wishes to highlight subsequent initiatives/programme which add to and strengthen the implementation of the Social Personal and Health Education curriculum.

The following also takes into account more recent changes to best practice guidelines and enactment of more recent legislation e.g. Child Protection Procedures for Primary and Post-Primary Schools 2017.

1 *Building Effective Communication:*

We build effective communication within the school through:

- Short staff meetings which take place during school assemblies
- Weekly 'Croke Park Hours'
- Staff 'Whatsapp Group'

We build effective communication with Parents through:

- Our Home School Liaison Officer
- School website updates
- Text messages
- DFL 'Stamp Books'

2 *Timetable*

Stay Safe: Programme is delivered in its entirety on an annual basis.

Yearly scheme of work has been decided upon by entire staff

3 *Overview of content for SPHE*

Special Events	Resources - Manuals:	Other Resources:
Wellbeing Week 3 rd Week October		Poems for Circle Time
Road Safety Week Before Christmas	Be Safe - Be Seen	DVD Safe Cross Code
Inter-cultural Week 3 rd Week January	Circle Time Games	
Healthy Eating Week 1 st Week February		Food dudes
Internet safety week 3 RD Week February	Stay Safe	
Seactain na Gaeilge March		
Active Week 1 st Week - June	Stay Safe Manual	R.S.E. Manual
Water Safety Week 3rd Week - June	Be Safe - Be Seen	IWS PAWS programme

SPHE Yearly Topic Outline (to include Stay Safe & RSE/Walk Tall & Be Safe)				
	Stay Safe (5 topics)	RSE (9 topics - choose own lesson from topic)	Walk Tall	Other
Term 1		Myself Friendship My family		Wellbeing Week Fire Safety/ Halloween Circle Time Road Safety (Be safe, Be seen)
Term 2	Feeling safe and unsafe Bullying Touches Secrets and telling Strangers	Keeping Safe Feelings and Emotions New Life		Circle Time Internet Safety
Term 3		My Body Growing & Changing Making Decisions 6 th Class Sensitive Issues -		Water Safety (Be safe, Be seen) Circle Time

*Note on the delivery of the **Walk Tall Programme**: Each class programme has various numbers of units. Class teachers will deliver these units over the course of the school year. Some elements of the RSE programme can be found in the new Walk Tall programme (not all)*

4 Creating a positive school climate and atmosphere

We create a health-promoting physical environment through

- Sensory Garden
- Our vegetable garden
- Provision of 'Active Baskets' for children to use during breaks and lunches

5 Policies and programmes that support SPHE

The following Policies and Programmes, which support the implementation of the SPHE curriculum have been developed in consultation with Board of Management and Parents.

- Child Safeguarding Statement
- Child Safeguarding Risk Assessment
- Child Protection Guidelines Checklist for School Employees
- Health Promoting Schools Initiative in conjunction with the HSE
- Roots of Empathy
- St Mary's Care Team: Behaviour Intervention programme consisting of Mrs Travers Hind, Mrs McManus, Ms Curley, Ms McLoughlin and Karen Keneevy (SCP)

- Mindfulness Programmes
- Talk-about

6 *Role of Parents regarding RSE and Stay Safe*

- Parents will be informed through this Policy (see content above) when the 'sensitive areas' of the RSE programme will be taught.
- Parents will be informed through this Policy (see content above) when the Stay Safe Programme will be taught.

7 *Communication with parents re RSE & Stay Safe matters/Parents' choices*

- If an individual teacher withdraws from teaching a lesson, the following procedure will be adhered to:
A teacher from a different class may volunteer to take the lesson

8 *Guest speakers*

- Guest speakers will not now be requested to speak to a Class regarding R.S.E. /Stay Safe as this is not now deemed best practice.

9 *Staff Development*

- Some school staff have participated in training for the PAX Behavioural programme
- Stay Safe training day has been attended by some members of the staff
- PDST facilitator has provided 'Croke Park' training for whole school staff in the new Stay Safe Programme
- Mindfulness classes have been provided for staff and children alike
- All school staff have participated in TÚSLA Child Protection Training Day (16th March, 2018)
- September 2018: Data protection training

10 *Implementation*

This plan will be reviewed every 5 years

