



Social, Personal and Health Education

Social, Personal and Health Education Whole School Plan

(a) Introductory Statement

Aspects of SPHE have been taught in Carbury N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Weaving Well Being, Mindful Matters and the Relationships and Sexuality Education Programme.

Carbury School's SPHE Policy was drafted with the assistance of a PDST advisor and brought to the attention of the Board of Management and Parents.

This policy was reviewed in 2023.

■ Vision and Aims

Mission Statement:

The school strives to provide a well-ordered, caring, happy and secure learning atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed within a co-educational tradition.

(a) Vision:

The school strives to provide a well-ordered, caring, happy and secure learning atmosphere where the intellectual, spiritual, physical, moral and cultural needs of the pupils are identified and addressed within a co-educational tradition.

We seek to foster the personal development, health and well-being of the individual child and to prepare pupils to contribute and play a meaningful role in their communities

(b) Aims:

The children of Carbury NS should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- to promote the personal development and well-being of the child
- to foster in the child a sense of care and respect for himself/herself and others and an appreciation of the dignity of every human being
- to promote the health of the child and provide a foundation for healthy living in all its aspects
- to enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- To develop in the child a sense of social responsibility, a commitment to active and participative citizenship and an appreciation of the democratic way of life
- to enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world

■ Content of Plan

Curriculum:

1 **Strands and Strand Units:**

The curriculum is delineated at four levels—infant classes, first and second classes, third and fourth classes, and fifth and sixth classes—and is divided into three strands: *Myself*, *Myself and others*, and *Myself and the wider world*.

Each of these strands is further subdivided into a number of strand units or topic areas that contain particular objectives.

Carbury 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. Carbury NS has created the following timetable to reflect this approach:

Strand	Strand Units Year 1	Strand Units Year 2
Myself	Self Identity (Sep –Oct)	Making decisions (Mar –Apr) *
	Safety and Protection (Jan – Feb)	Taking Care of my Body (Jan – Feb)
		Growing and Changing (May – June)
Myself and other	Myself and my Family (Nov – Dec)	Relating to Others (Sep – Oct)
	My Friends and Other People (Mar – Apr)	
Myself and the wider world	Developing Citizenship (May – June)	Media Education (Nov – Dec)

* Making decisions is a strand Unit for 3rd to 6th only. Infants to second cover safety issues section of Safety and Protection strand unit.

2 **Contexts for SPHE:**

SPHE will be taught in Carbury N.S. through a combination of the following contexts:

Positive School Climate and Atmosphere

Carbury 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

Discrete time for SPHE

In accordance with Department of Education guidelines, SPHE is allocated ½ hour per week on each teacher's timetable in Carbury NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit when the need arises (e.g. Stay Safe/ RSE programmes).

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 Active School Week, Active School initiatives, Green School Initiatives, a whole school approach to promoting good manners etc. will also be explored.

3 Approaches and Methodologies:

Carbury NS believes 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:

- Talk and discussion
- Problem solving
- Collaborative learning
- Direct teaching
- drama activities
- co-operative games
- use of pictures, photographs and visual images
- written activities
- use of media and ICT

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.

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

- *Teacher observation*
- *Teacher-designed tasks*

5 Children with Different Needs:

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

Carbury 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 co-ed 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. We endeavour to provide for children with special needs and those children who are learning English as a second language.

Carbury National School reflects and promotes the ethos and characteristic spirit of the Church of Ireland, Presbyterian, and Methodist churches. The school seeks to uphold and express the doctrines, moral teaching, traditional, practices and customs of the above named churches. This distinctive spiritual and moral dimension permeates the core values and daily life of the school.

Organisation:

7 Policies and Programmes that support SPHE:

Policies
<ul style="list-style-type: none">• Child PSafeguarding Statement• Anti-Bullying• Relationships and Sexuality Education• Substance Use• Code of Behaviour• Admissions• Health and Safety• Healthy Eating• Acceptable Use Policy
Programmes
<ul style="list-style-type: none">• Active School Flag• Health Promoting Schools• Green Flag Programme• Weaving Well Being• Mindful Matters

8 Homework:

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

9 Resources:

(PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resrouces are added to this from time to time.)

9.1 Programmes and Other Materials:

Books for Teacher	Audio / Visual	Posters	Media & ICT
RSE Manuals Walk Tall Stay Safe Making the Links Be Safe Weaving Well Being Mindful Matters Welcome to Well Being	Busy Bodies	Various posters throughout the school Active School noticeboard Green School noticeboard	PDST Website Weaving Well Being website
<ul style="list-style-type: none">See the RSE policy for resources and books used to teach Relationship and Sexuality Education.			

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies.

10 Individual Teachers' Planning and Reporting:

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

11 Staff Development:

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.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Carbury NS believes that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

13 Community Links:

Carbury NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Fireperson, Vet, New Parents and the youth liaison officer for transition to Secondary School.

■ Success Criteria

The success of this plan will be evaluated through teachers' planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

■ Implementation

(a) Roles and Responsibilities:

Carbury 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.

(b) Timeframe:

The plan will be implemented following ratification by the Board of Management.

■ Review

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 SPHE co-ordinator is responsible for managing this review.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

Board of Management

■ Ratification and Communication

The Board of Management ratified this plan on 26th January 2023.

Signed: Linda McMahon Date: 26th January 2023

Principal

Derek Whitcraft

Chairperson of the Board of Management

This policy is available to view on the school website.