

## **S.P.H.E. Plan St. Canice's NS**

### **Introductory Statement:**

This plan was formulated by the teaching staff and Principal of St. Canice's NS. As teachers, we acknowledge the importance of SPHE in our school. This Plan reflects that view and has been drawn up to benefit teaching and learning in our school, to conform to principles of learning outlined in the Primary School Curriculum and to review SPHE instruction in the school in April 2021.

### **Rationale:**

- To foster the personal development, health and well-being of all children in our care.
- To help them to create and maintain positive and supportive relationships.
- To help them to become active and responsible members of society.
- To help them develop a framework of values, attitudes and skills which will enable pupils to make informed and responsible choices now and in the future.
- To benefit from the teaching and learning experiences of the S.P.H. E. Curriculum.
- To conform to the principles of learning outlined in the Primary School Curriculum.

### **Vision:**

St. Canice's N.S. values the uniqueness of all individuals within a caring school community. We provide a safe, caring school environment where every child is cherished and helped to achieve their maximum potential intellectually, spiritually, physically and emotionally. We recognize that S.P.H.E. is intrinsic to the holistic learning and teaching that occurs both formally and informally in the school and in the classroom. Through our S.P.H.E. programme we wish to assist children to develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. Parents have the primary role in the Social, Personal and Health Education of their children so their involvement will be encouraged as much as possible.

### **Aims:**

We endorse the aims of Social, Personal and Health Education Curriculum for Primary Schools:

- 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.

### **Objectives:**

When due account is taken of intrinsic abilities and varying circumstances, the S.P.H.E. 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 process 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 students' commitment to and responsibility for their health and wellbeing, supported by developing their appreciation of the wider influences on health and wellbeing
- Develop a sense of safety and 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.

**Curriculum Planning- Strands and Strand Units:**

<b>Strands</b>	<b>Strand Units JI,1<sup>st</sup>,3<sup>rd</sup>,5<sup>th</sup>.</b>	<b>Strand Units SI,2<sup>nd</sup>,4<sup>th</sup>,6<sup>th</sup>.</b>
Myself	Self-Identity (Sep/Oct)	
	Taking care of my body (Nov/Dec)	
	Growing and changing (Jan/Feb)	
		Safety and Protection (Sept/Oct)
		Making decisions (Nov/Dec)
Myself and others	Myself and my family (Mar/Apr)	
		My friends and other people (Jan/Feb)
		Relating to others (Mar/Apr)
Myself and the wider world	Developing citizenship (May/June)	
		Media Education (May/June)

The current primary SPHE curriculum dates from 1999. It does not make specific reference to transgender or LGBTQIA+ identities. It does however, value diversity, it is founded on principles of inclusion, and it promotes the use of inclusive and respectful language.

As S.P.H.E. is spiral in nature, it is planned so that children receive a comprehensive programme over a two-year cycle. Teachers have allocated strand units from each of the strands to each class. This ensures that the strand units not covered in Year One are included in the programme of work for the following year. In some cases, it may be necessary to revise specific objectives from the previous year. The content objectives for the sensitive areas of the RSE will be addressed in discrete time in all classes, year two serving to revise the content covered in year one. The Anti-bullying policy will also be discussed at the beginning of the academic year in all classes and revisited when required throughout the year.

#### **Approaches and Methodologies:**

Teachers agree that active learning is the principal learning and teaching approach used in the SPHE programme. The following active learning strategies are promoted for SPHE:

- 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.
- Use of external speakers/visitors who are specialists in their own fields.
- Dental nurse visits to classroom to discuss healthy eating, healthy drinking, cleaning teeth and regular visits to the dentist.
- Expert to talk to pupils about safe use of the internet and social media.
- Engaging experts for both pupils and parents- Information sessions on Internet Safety and prevention of cyber bullying
- Information and communication technologies.
- Involve the children in our quest for Active Flag, Health Promotion School Award and Green Schools Programme, Amber Flag.
- Fire Brigade Schools' Programme
- RSE – talk on puberty

#### **Timetabling:**

½ hour per week as per the Curriculum. Extra discretionary curricular time will be allocated to S.P.H.E. as the class teacher deems appropriate.

#### **Contexts for S.P.H.E.**

S.P.H.E. will be taught through a combination of contexts:

- **Positive School Climate and Atmosphere.**
- **Discrete Time.**
- **Integration with other subject areas.**

#### **Integration:**

At each class level, teachers should seek to integrate S.P.H.E. with other curricular areas. Many aspects of S.P.H.E. can be dealt with in the context of Primary Language Curriculum, Wellbeing and Arts. Teachers have identified the objectives that can be acquired through cross-curricular work. Teachers will include these in their short-term planning and will use the cuntas miosúil as a form of self-assessment for these and other objectives.

### **Children with different needs:**

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for all pupils. Evidence of this differentiated approach will be recorded in teacher's planning documentation. The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. Members of the Learning Support Team and Resource Teachers will positively support the work of the class teacher. The SNA supports children or groups as directed by the class teacher. Children who experience bereavement or loss, serious illness or other major personal situations are supported, and consideration is given to meeting their individual needs in the most appropriate manner and all relevant teachers informed of circumstances.

### **Equality of participation and access:**

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both girls and boys as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities. Diversity within our school community will be recognised by valuing and promoting the needs, interests, skills and talents of children with special needs.

### **Assessment**

Children's progress in SPHE is assessed mainly through:

1. Teacher self-assessment
  - Have I covered the agreed strand units?

Are any changes needed?

2. Pupil assessment
  - Teacher observation
  - Teacher designed tasks and tests: SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability to apply skills in different situations.
  - Work samples and portfolios: Teachers may decide that children will keep personal folders of their work.
3. Self-assessment by Children
  - Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

### **Resources**

The following resources are available in the school for S.P.H.E.

- RSE Programme
- Stay Safe Programme
- Walk Tall Programme
- Next Step Programme
- Friends for Life Programme
- Health Promoting School Programme

- Active Flag Programme
- Amber Flag Programme
- Think B4U Click
- Tragedy Strikes – Guidelines for Critical Incident Management
- Infections in School Manual
- Bully Off! Books A&B
- NEPS Guidelines on Responding to Critical Incidents
- HTML Heroes: An Introduction to the Internet
- My Selfie and The Wider World
- #UP2US – Anti bullying ICT
- Conflict Resolution (Prim-Ed) middle classes
- Freedom of Belief – What do we mean by human rights?
- Busy Bodies

**Policies and programmes that support SPHE:**

**Policies/Plans/Programmes:** The Board of Management has ratified the following policies and programmes related to SPHE issues:

- Anti Bullying Policy
- Substance Misuse
- Code of Conduct
- Administration of Medicine
- Acceptable Use and Digital Device Policy
- Special Education Needs Plan
- Transition Programme with SCP
- Junior Wardens Scheme
- Green Schools' Programme
- Active Flag Programme
- Health Promoting School Programme
- Critical Incident Plan
- Data Protection Policy
- Whole School Plan for P.E.
- RSE Policy
- Stay Safe Policy
- Cyber bullying policy
- HSCL - Marie O'Hanlon
- Thrive Approach – class, group and individual work
- Homework Club runs on Tuesday, Wednesday and Thursdays after school.
- Active Hour
- Zones of Regulation
- Covid 19 policy

Individual teacher's planning and reporting: The individual teacher will decide as to the format their long term (yearly/ termly) and short term (monthly/ fortnightly/ weekly) will take. The cuntas míosúil will be by means ticking off areas covered by the relevant short-term format.

**Staff Development:**

Staff development will be promoted by:

1. Availing of in-service training, summer courses, conferences and seminars where possible.
2. Sharing and exchanging skills, expertise and experience
3. Increasing our stock of resources
4. Allocating time at staff meetings to discuss issues relevant to SPHE
5. Familiarising members of the Learning Support Team, Resource Teachers, Special Needs Assistants and ancillary staff with the content and vision enshrined in policies relevant to SPHE.
6. AP1/AP2 post holder will liaise with staff about CPD

#### **Parental Involvement:**

Since parents are the primary educators of their children, we welcome their support of teachers in implementing the S.P.H.E. Programme. Their consent is sought prior to teaching the more sensitive issues of the S.P.H.E. programme.

St. Canice's received a DEIS band status in 2022 and have been granted a HSCL (Home School Community Liaison Officer) Marie O'Hanlon and have also become involved with the SCP (School Completion Programme). The school has a homework club running Tuesday, Wednesday and Thursday's after school. With the introduction of HSCL and SCP parents are encouraged to participate in free activities eg. Yoga, gardening, woodwork or baking in a group environment. Jnr Inf parents are invited to the class to accompany the students on a walk and parents can have a coffee/tea after the activity.

During "Friendship Week" students are encouraged to involve their family in activities.

St Canices' in September 2023 introduced the abi programme. The **abi Programme** makes anti-bullying a regular part of the school's overall policy for promoting a positive social learning environment, mental health and wellbeing by providing training and guidance on how to create and implement an effective, sustainable Whole School Anti-Bullying Policy. Within this programme a video has been created for parents to involve them in the process. Once modules have been completed by the students a link to the parent module will be circulated to the parent body. St. Canice's will discuss the anti-bullying policy with all classes in Sept each year.

We value the contributions which parents and grandparents can make. Grandparents are also invited to talk to a class during Grandparents week.

#### **Community Links:**

We value the contribution which members of the local community can make towards furthering the aims and objectives of S.P.H.E. in our school. The community Garda, medical persons, people of other cultures and backgrounds, members of local community groups and the media have much to offer in supporting the S.P.H.E. programme. We will avail of the services of statutory bodies such as the HSE (vaccination programme and screening programmes) and An Garda Siochana, as required. Personnel from these agencies have been invited and have on occasion participated in staff-training and awareness programmes along with parents, school coaches and volunteers.

#### **Unforeseen Closures:**

Should a forced closure take place due to unforeseen circumstances e.g Covid 19 virus, SPHE lessons (Walk Tall, Stay Safe, RSE) will be taught virtually where possible. Where lessons, due to their sensitive nature, cannot be taught virtually they must be taught on the resumption of face-to-face teaching. Teacher's planning will reflect lessons omitted and should be communicated to a new teacher should the class be moving on. Therefore, upon reopening, these lessons which may have been missed due to school closure, are to be taught as a priority.

**Success Criteria:**

Success achieved will depend on thorough preparation of teachers' work and consistently following procedures outlined in the plan. Indications of success will come through positive feedback from the main stakeholders in our school community, teachers, parents, pupils and the local community and from the second-level schools attended by our past pupils. However, in many situations, success can only be measured in the medium and long-term by the way in which children mature and live their lives.

**Implementation:**

This plan has been formulated by the staff of our school. It will be supported, developed and implemented by teaching and non teaching staff members alike. The school principal will co ordinate its progression.

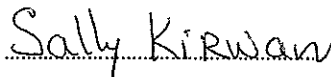
**Review:**

To ensure optimal implementation of the S.P.H.E. Programme in our school this plan will be reviewed on a three-year basis. Those involved in the review will include teachers and the Board of Management. The Principal and the AP1/AP2 post will be responsible for the co-ordination of this review.

**Ratification and Communication:**

Following ratification by the Board of Management, this plan will be available to view on google workspace for all staff. A copy of the plan will be available to parents and guardians on request. This policy was reviewed by the BOM 12/10/2023

Signed by:



(Chairperson BOM)

Dated: 12/10/2023



(Principal)

Dated: 12/10/2023

Date for review: .....

