

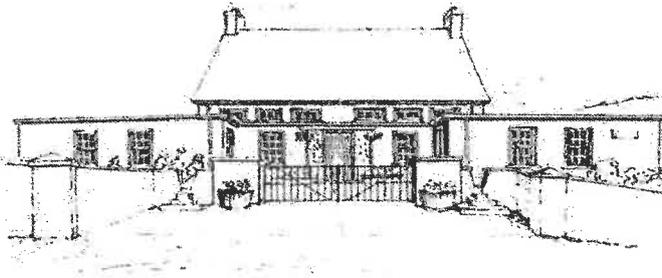
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Gurraneasig N.S.

Kilbrittain,

Co. Cork

P72 YP78

Gurraneasig NS Whole School Plan

Social, Personal and Health Education (SPHE)

1. Introductory Statement

"Social Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships"

This plan is a revision of our previous policies for SPHE. SPHE is a shared responsibility between community, home and school, and parent contributions and involvement is essential to the effective implementation of the SPHE programme in the school. With this in mind, communication between staff, parents, pupils and management has been instrumental in the development of this policy.

2. Rationale

We aim to update and make any necessary changes to our plan in order to reflect and benefit current teaching and learning practices in our school. It is intended to guide teachers in their individual planning for SPHE.

3. Vision

It is our hope that, through the SPHE programme, we will educate and positively influence our pupils to grow up as happy, healthy and well balanced individuals who can therefore become responsible citizens and members of their communities.

4. Aims:

The children of Gurraneasig National School 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 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 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

5. Content of Plan

Curriculum:

As SPHE is spiral in nature the same content will be planned and taught at each level over a two-year period ensuring that the child receives a comprehensive and balanced programme over the cycle. There are five units to be covered each year which are chosen from each of the three strands: *Myself, Myself and Others, Myself & The Wider World*.

In Gurraneasig National School we recognise the importance of the Stay Safe Programme and the RSE Programme have opted to teach this in term two.

We have created this two year rolling timetable to reflect this approach:
*Year one begins September on an odd numbered year: 2021, 23, 25, etc.

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- Stay Safe and RSE will be taught in alternate years in term two
- SPHE will be timetabled for all classes on Monday afternoons
- SET Teachers will assist to allow for classes to be taught in two class groupings
- Resources include Stay Safe, Walk Tall, Webwise, My Selfie, All Together Now, HTML Heroes

<u>2021-2022:</u>		<u>STRAND:</u>	<u>STRAND UNIT:</u>
September/October		Myself	Self-Identity*
November/December		Myself & Others	Myself & My Family
January/February	Stay Safe	Myself	Making Decisions(3 rd -6 th)*
March/April	Stay Safe	Myself	Safety & Protection
May/June		Myself & the Wider World	Developing citizenship
			*Jun.Infs-2 nd "Making Decisions" is incorporated into "Self-Identity"
<u>2022-2023:</u>		<u>STRAND:</u>	<u>STRAND UNIT:</u>
September/October		Myself & Others	My friends and other people
November/December		Myself	Taking care of my body
January/February	RSE	Myself & Others	Relating to others
March/April	RSE	Myself	Growing & changing
May/June		Myself & the Wider World	Media Education

6. Contexts for SPHE

SPHE will be taught in Gurraneasig National School through a combination of the following three contexts:

A. Positive School Climate and Atmosphere

Gurraneasig National School has created a positive atmosphere by:

- Building effective communication, e.g., school website with policies, newsletters, regular notes and emails home, teachers and principal availability for meetings, parental and student input on policy making, positive, connected relationships between staff, students, parents and management
- Catering for individual needs, e.g., regularly meeting with parents of students with additional needs, setting differentiated work and support teaching.
- Creating a health-promoting physical environment – e.g., encouraging physical movement, regular reminders for handwashing and sanitising, robust healthy eating policy.
- Developing democratic processes, e.g., consulting with Parent Association, and Student Council.
- Enhancing self-esteem by valuing and celebrating each child, their work, and achievements, as well as supporting individual needs.
- Fostering respect for diversity, e.g., celebrating and learning about different nationalities and cultures.
- Fostering inclusive and respectful language, e.g., using positive language in class rules, utilising the principles of restorative practice.
- Developing appropriate communication, e.g., developing listener/speaker skills and group work through the Aistear framework, and debating in the senior room, as well as modeling effective communication in everyday interactions.
- Developing a school approach to assessment, e.g., using the Primary School Assessment Kit, regular Assessment for Learning.

b. Discrete time for SPHE

SPHE is allocated 30 minutes per week on each teacher's timetable in Gurraneasig National School. However, on occasion, teachers may block more SPHE time to develop themes in more detail, such as Friendship Day, Active Schools Week, Grandparents day, Internet Safety Day etc.

Teachers of the middle to senior classes may also allocate one hour per fortnight to allow for more in depth exploration of a strand unit. This is particularly important for any sensitive issues or those that are not addressed in other areas of the curriculum e.g. Stay Safe, Relationships and Sexuality Education and Healthy Eating Lessons.

c. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Visual Arts, Physical Education, etc.

7. Approaches and Methodologies:

Gurraneasig National School 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:

- Circle time
- Drama activities
- Cooperative games
- Use of pictures, photographs and visual images
- Discussion pairs, small groups or with whole class
- Written and drawing activities
- Use of media
- Use of ICT

8. 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.

We use the following recommended informal tools for assessment in SPHE:

- Teacher observation,
- Teachers may use the list on pg 73 of the SPHE Curriculum.
- Teacher-designed tasks and tests
- Portfolios and projects
- Pupil Self Assessment, eg Two Stars and a Wish, Traffic Light System
- Pupil Teacher Conferencing

9. Children with Additional Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The Special Education Teachers will supplement the work of the class teachers where necessary. Gurraneasig National School 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 (eg HSE, Barnardos). The school will seek professional advice in the event of a school crisis e.g NEPS.

10. Equality of Participation and Access:

Gurraneasig National School recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. This policy is devised to ensure equality of access for all pupils and staff in the school environment and to ensure that no conditions are allowed which may hinder an individual (or groups) participation in any aspect of school life or learning.

11. Policies and Programmes that support SPHE:

A. Policies

- Code of Behaviour
- Admissions Policy
- Health and Safety Policy
- Anti-bullying Policy
- Healthy Eating Policy
- Child Safeguarding Statement
- Substance Use Policy
- RSE Policy

B. Programmes

- Stay Safe Programme
- RSE Programme
- Restorative Practice
- Friends for Life
- Zippy's Friends
- Incredible years
- Active Schools Programme
- Green Flag Programme
- Food Dudes
- Healthy Schools Initiative
- Amber Flag Programme

12. Homework:

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

13. Resources:

- Stay Safe resource pack
- RSE packs
- Walk Tall packs
- Webwise – internet safety
- Busy Bodies
- Making the Links – PDST document
- Busy Breaks – Irish Heart Foundation
- Action for Life – Irish Heart Foundation
- Aistear manual
- School photographs
- Amnesty and Trócaire packs – developing citizenship
- Teacher Guidelines
- 'Be Safe!' (Road Fire Water – National Safety Council)
- RSA Packs
- Zones of Regulation
- Get Up! Stand Up! programme (NEPS)

14. Individual Teachers' Planning and Reporting:

This policy, as well as the SPHE curriculum documents, will inform and guide teachers in their long and short term planning of SPHE. "Making the Links" will be used by staff in their planning. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

15. Staff Development:

The staff have attended training in the following areas when offered and this training will support an effective implementation of the SPHE programme:

- Incredible Years programme
- Relationships and Sexuality Education programme training (R.S.E.)
- Aistear training
- First Aid training
- Fire Safety training, and regular fire drills
- Restorative Practice training

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 or Croke Park Hour Professional Development workshops.

16. Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcomed to help inform policy such as RSE and HealthyEating Policies. Parents are encouraged to promote the SPHE curriculum at home.

17. Community Links:

Gurraneasig National School believes 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 Health Nurse, Fire service, Gardai etc.

18. 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.

(The sensitive lessons for RSE are taught every year at all class levels. Therefore, upon reopening, these lessons which may have been missed due to school closure, are to be taught as a priority.)

19. Success Criteria

The success of this plan will be evaluated through teacher's planning and preparation, ensuring that the procedures outlined in this plan have been consistently followed.

Indicators of success in our SPHE teaching and learning in Gurraneasig

- A happy, healthy atmosphere in the school
- Quality of interactions between staff, students, and families
- Positive, respectful attitudes and behaviours

- Awareness and positive nurturing of social, personal, and health needs of all students

20. Implementation

Roles and Responsibilities:

Gurraneasig National School 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.

Overseeing the implementation of the SPHE policy and curriculum in currently under the the remit of APII postholder

Timeframe and Review

It will be necessary to review this plan as often as required when changes occur but it will be reviewed by the whole school in the school year 2026/2027.

Ratification

This SPHE Plan was ratified by the Board of Management.

Signed: Mary O'Driscoll
(Chairperson BOM)

Date: 10.1.2023

