



Craggagh National School

Balla, Co Mayo

(094) 9365177 | www.CraggaghNS.ie | Principal@CraggaghNS.ie

Roll no: 12467r | Charity no: 20129439



WHOLE SCHOOL PLAN

SPHE

Social, Personal and Health Education whole school plan

Introductory Statement and Rationale

(a) Introductory Statement

The Social, Personal and Health Education (SPHE) policy outlined here, was formulated by the teaching staff in consultation with the Board of Management and parents.

(b) Rationale

Aspects of SPHE have been taught in Craggagh 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 Food Dudes initiative. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

Vision and Aims

(a) Vision

The SPHE programme should foster the personal development, health and well-being of the child; enable him/her to develop positive, healthy relationships, and to become an active and responsible citizen. The programme should also enable the child to develop positive values, attitudes, knowledge and skills that will inform his/her decisions and actions.

The policy is consistent with the ethos of the school where the child is enabled to develop “spiritually, morally, intellectually, physically and aesthetically to his/her full potential”.

The policy is also consistent with the aims of the SPHE Guidelines which aims “to foster the personal development, health and well-being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society.”



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Aims

The children of Craggagh 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

Broad Objectives

The SPHE curriculum will enable the child to:

- be self-confident and have positive self-esteem
- develop a sense of personal responsibility and understand his/her sexuality and the process of growth, development and reproduction
- develop communication and interpersonal skills
- develop positive healthy relationships
- develop an understanding of healthy living and the importance of a healthy life style
- be aware of safety and safety strategies to protect himself/herself from danger and abuse
- make informed choices and decisions
- identify and evaluate the values and attitudes of individuals and society
- respect the environment
- be aware of individual and community rights and responsibilities in a democracy
- understand personal, local, national, European and global identity
- be a just and caring member of society
- appreciate and respect human and cultural diversity



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■ 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.

Strand	Strand Unit
Myself	Self-identity Taking Care of my Body Growing and Changing Safety and Protection Making Decisions
Myself and Others	Myself and my Family My Friends and Other People Relating to Others
Myself and the Wider World	Developing Citizenship Media Studies

Craggagh 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. Craggagh NS have created this timetable to reflect this approach



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SPHE 2 Year Cycle		
Time of Year	Year 1 Strand and Strand Unit	Year 2 Stand and Strand Unit
September - October	Myself Self-identity <ul style="list-style-type: none"> - Self-awareness - Developing self-confidence - Making decisions ➤ Classroom Rules 	Myself and Others Myself and my family <ul style="list-style-type: none"> - My family - Different types of families - How families look after each other - Communicating - Changes that happen in families - Family life in other countries ➤ Classroom rules
November - December	Myself and Others My friends and other people <ul style="list-style-type: none"> - Friendship and Bullying - Treating others with dignity and respect - Peer pressure 	Myself and Others Relating to others <ul style="list-style-type: none"> - Making friends/meeting people - Manners - Empathy and understanding - Listening to each other - Expressing opinions - Compliments - Conflict resolution
January - February	Myself Safety and Protection <ul style="list-style-type: none"> ➤ Stay Safe - Feeling safe and unsafe - Friendship and bullying - Touches - Secrets and telling - Strangers 	Myself Growing and Changing <ul style="list-style-type: none"> - Feelings and emotions - As I grow I change - New life ➤ Sensitive areas of RSE up to 2nd class Making decisions 3rd -6th <ul style="list-style-type: none"> ➤ Sensitive areas of RSE 3rd – 6th - Rights and responsibilities
May - June	Myself and the Wider World Developing Citizenship <ul style="list-style-type: none"> - My school community - Living in the local community - Environmental care - Local and wider communities - National, European and wider communities 	Myself and the Wider World Media Education <ul style="list-style-type: none"> - Distinguish between fact and fiction - Cyber safety (<i>Webwise</i>) - The power of advertising (<i>Mediawise</i>) - Cyber bullying (<i>Myselfie and the wider world</i>)



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Contexts for SPHE

SPHE will be taught in Craggagh NS through a combination of the following contexts:

1. Positive school climate and atmosphere

Craggagh NS has created a positive school 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

2. Discrete time for SPHE

SPHE is allocated $\frac{1}{2}$ hour per week on each teacher's timetable. However, teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit. Teachers may also allocate discretionary time to SPHE. Additional time allocated to SPHE will provide a space for teachers to deal with sensitive issues or to explore issues as they arise. This flexibility can be explored among the teachers and decisions made according to individual or school needs, particularly in relation to the delivery of the Stay Safe Programme.

3. 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, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Active School Week, Lenten Campaign, etc. will also be explored.



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Approaches and Methodologies:

Craggagh NS believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal teaching and learning approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- Talk and Discussion (including circle time)
- Drama activities
- Co-operative games
- Use of pictures, photographs and visual images
- Written activities
- Use of media and information technologies
- Using the Natural Environment

The emphasis at all times will be on building a foundation of skills, values, attitudes and understanding. The SPHE programme will be spiral in nature in so far as the children's skills and abilities will be consolidated, expanded and augmented in every subject area and at every level as they progress through the school.

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.

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

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*

Each child will keep an SPHE Scrapbook and this will be used to assess a child's progress in SPHE. Each year the child will be given a teacher-designed task or test related to the strand units taught, and the scrapbook will be added to cumulatively during the child's schooling.



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Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with additional needs. The Special Education Teachers (SET) will supplement the work of the class teachers where necessary. Craggagh 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.

Equality of Participation and Access:

Craggagh 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 rural school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls. Children live in a diverse society, and this diversity requires the development of mutual understanding and a sense of respect for the dignity of every human being. Our SPHE programme provides a context in which children can learn about various ethnic, social and cultural groups and can recognise and appreciate the contributions of these groups to society. As they acquire a deeper understanding of their own traditions and heritage, they are encouraged to act in ways that foster inclusiveness and to have regard for their heritage and the perspective of others. Through SPHE children can discover the role each person has to play in counteracting prejudice, discrimination and inequality as they may experience it in their own lives. All children in Craggagh NS will be offered equal access to the SPHE programme.

Organisation:

Policies and Programmes that support the teaching of SPHE

Policies:

- Child Protection
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage



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Programmes:

- Revised Stay Safe Programme
- RSE Programme
- Revised Walk Tall Programme
- Food Dudes
- Health Promoting Schools
- GAA Five Star Programme

Homework

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class. For example, children may be required to conduct surveys, complete questionnaires, worksheets etc. from the Stay Safe and Walk Tall Programmes.

Resources

The following resources are used in the implementation of the SPHE curriculum. The resources, which have been approved by the DES to support the teaching of SPHE include:

- SPHE Curriculum and Teacher Guidelines
- Revised Stay Safe Programme
- Relationships and Sexuality Programme
- Revised Walk Tall Programme



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Additionally, teachers may also use the following resources and materials to teach SPHE

- Making the links
- Seatbelt Sherrif – www.seatbeltsherrif.ie
- Safe Cross Code – www.rsa.ie/RSA/Road-Safety/Campaigns/Current-road-safety-campaigns/Safe-Cross-Code/
- Busy Bodies Resource (available from www.healthpromotion.ie) Booklet and DVD
- Grow in Love
- Trócaire Resources
- Health Promotion in Schools www.healthpromotion.ie/schools
- Webwise – HTML Heroes
- Zippy's Friends

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.

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 Programme (RSE)
- Training in Children First Guidelines and Child Protection Procedures for DLP and DDLP
- Training in Anti-Bullying
- SPHE Summer Courses

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.



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Parental Involvement:

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

Community Links

The local community have a positive role to play in the implementation of SPHE. Craggagh NS endeavour to liaise with members such as the Dental Hygienist, Health Nurse, Fire Department, 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

(a) Roles and Responsibilities

Craggagh 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:

This plan will be implemented by September 2019.

Review

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school.

Those involved in the review will include:



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- Teachers
- Pupils
- Parents
- Post holders/plan co-ordinator
- BoM/DES/Others

This plan will be reviewed in _____.

Ratification and Communication

The Board of Management of Craggagh NS ratified this plan on 16th May 2019.

Signed Chairperson: _____

Signed Principal: _____

Date: _____

This plan is available to view at the school by the parents on request.