



Togher Boys' National School

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Whole School Plan for

SPHE

Social, Personal and Health Education

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Togher Boys' N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, as we believe that SPHE is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. It was drafted during _____

(b) Rationale

Aspects of SPHE have been taught in Togher Boys' 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 Health Promoting Schools 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:

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE 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 also 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.

(b) Aims:

The children of Togher Boys' 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.

Togher Boys' 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 timetable to reflect this approach.

2 **Contexts for SPHE:**

There is a direct correlation between the quality of the learning environment and the quality of the learning that takes place within it. A positive classroom climate and atmosphere where children feel respected, valued and cared for, is essential for the effective implementation of an SPHE programme. Any learning that occurs will need to be reflected in the everyday interactions in the class and in the ways in which the children and teacher work and relate together

A positive classroom climate and atmosphere can be created through providing:

- a pleasant teaching and learning environment that feels spacious and is visually stimulating
- a variety of ways for children to work and interact positively together
- appropriate strategies for resolving conflict and rewarding children
- opportunities to negotiate class rules and to involve children in decision making
- reflection at the end of the school day or week
- experiences that heighten self-confidence and self esteem

- opportunities to set goals for the day or week
- quiet time

Many aspects of SPHE can be dealt with in a cross- curricular manner while other aspects will benefit from the discrete time available on the timetable. In planning, it will be crucial for the teacher to decide how these two approaches can be used effectively to implement the curriculum. In planning for both approaches the teacher will have to ensure that: the SPHE programme is comprehensively covered for all children, the integrity of individual subjects is not compromised, the discrete time is used as effectively as possible and integration is meaningful.

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

■ Positive School Climate and Atmosphere

Togher Boys' N.S. has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment (Healthy Eating)
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

a. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Togher Boys' NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

b. 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 Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

3 Approaches and Methodologies:

Togher Boys' NS believe 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:

- drama activities
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

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.

Togher Boys' NS uses the following recommended informal tools for assessment in SPHE:

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

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. Togher BNS 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:

Togher Boys' 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. Togher Boys' NS is under *Roman Catholic* school management, and we endeavour to provide for *Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language*

Organisation:

7 Policies and Programmes that support SPHE:

Policies

- Child Protection 2018
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- **Healthy Eating - Require this**
- **Internet Acceptable Usage**

Programmes

- Active School Flag
- Health Promoting Schools
- Food Dudes
- Green Flag
- Yellow Flag – promoting inclusion and celebrating diversity

8 Homework:

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

9 Resources:

Below are the criteria which are questions a teacher should ask when choosing resources.

1. *Does it address the content objective I am trying to teach?*
2. *Is the resource free of bias?*
3. *Is the resource free of negative stereotyping?*
4. *Is the resource inclusive of the children in your school?*
5. *Is the resource age-appropriate? (SPHE Teacher Guidelines p. 103)*

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

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & I
	RSE Manuals Walk Tall Stay Safe Bi Follain Making the Links	Busy Bodies Food Dudes	Various posters throughout the school	WEBWISE

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 Togher 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, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative.

13 Community Links:

Togher Boys' 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, Fireman, Vet, 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:

Togher Boys' 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 by 1st Jan 2019

■ **Review**

(a) 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. Susan Buckley is responsible for co-ordinating this review.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM/DES/Others

(b) Timeframe:

This plan will be reviewed in (state date)

■ **Ratification and Communication**

The Board of Management of Togher Boys' NS ratified this plan on (state date).

Signed _____

Date _____

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

TWO YEAR PLANNING

Year One	
Strand	Strand Unit
Sept/Oct	Myself Self-identity
Nov/Dec	Myself & Others My friends & My Family
Jan/Feb	Myself Safety and protection (Myself) STAY SAFE
March/April	Myself <i>Taking care of my body</i> <i>Growing and Changing</i>
May/June	Myself & the wider world Developing Citizenship

Year Two	
Strand	Strand Unit
Myself & others	Relating to others
Myself & the wider world	Media Education
Myself	Safety and protection (Myself) STAY SAFE
Myself	<i>Making Decisions (March-April)</i> *This strand unit is for third to sixth only. <i>Taking Care of my body & Growing and Changing will be taught in JI - Second classes</i>
Myself & Others	My friends and other people

All resources may be found on the Making the Links website:

http://www.pdst.ie/sites/default/files/Making%20the%20Links%20%28revised%202017%29.compressed_1.pdf or go to www.togherboys.com Policies