

Whole School Plan

Social, Personal and Health Education (S.P.H.E.)

Fossa National School

Date: 1/09/2017

1. Mission Statement:

“A positive school climate and atmosphere nurtures self-confidence and self-worth and promotes respectful and caring relationships throughout the school”(S.P.H.E. Curriculum Guidelines).

2. RATIONALE/VISION:

SPHE in our school will enable each child to: -

- Develop a positive sense of self-esteem and promote personal development, enhance social and communication skills and equip him/her with the knowledge and ability to make informed choices and lead a healthy and well-balanced life.

3. AIMS:

The aims of Social, Personal and Health Education are:

- 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.

(See page 9 of the Curriculum Statement)

4. OBJECTIVES:

When due account is taken of intrinsic abilities and varying circumstances, the SPHE 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 processes 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 a sense of safety and an 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.

(See page 10 of the Curriculum Statement)

5. CONTENT:

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

<u>Strands</u>	<u>Strand Units (Year 1)</u> <u>2017-2018</u>	<u>Strand Units (Year 2)</u> <u>2018-2019</u>
Myself	Self Identity (Sept/Oct)	
	Taking care of my body (Jan/Feb)	
	Growing & Changing (Mar/Apr)	Safety & Protection (May/Jun)
		Making Decisions & Sensitive Issues (Jan/Feb)
Myself and others	Myself & my family (Nov/Dec)	
		My friends and other people (Sept./Oct.)
		Relating to others (Mar./April)
Myself and the wider world	Developing Citizenship(May/Jun)	
		Media Education (Nov./Dec.)

6. TEACHING/LEARNING CONTEXTS:

We will teach SPHE in a combination of the following contexts:

A positive school climate and atmosphere and adopt strategies such as:

1. Building effective communication within the school

In-school:

- Intercom service in all classrooms
- Notice Boards – Staff Rooms
- Important information sent to staff via Outlook Messenger service(school I.T. network)
- Children are involved in in-class decisions

- Children report bullying to class teacher/yard duty teacher

Parents:

School website

Text-a-parent

Regular notes to parents

- Notes i.e. homework journal
- Parent/Teacher Meetings – By appointment meetings also.
- Coffee/Tea sessions after religious/sacramental events/school events.
- Parent's Association in the school.
- Parent's Association organise fundraising events, fundraising for/book fair.

Visitors:

- Visitors are greeted upon arrival/offered tea/coffee
- Facilities/room provided for visitors.
- Invited to staff room for breaks.

2. Catering for individual needs

- Individual reward system in every class.
- Announcements made.
- School band/choir/sports teams/quizzes/school concert.
- Timetabling is very fair for withdrawal.
- We use a variety of teaching styles & activities – Activity based learning, Team Teaching.
- General positive school climate with regard to reinforcing positive behaviour.
- Team teaching support for Literacy and Numeracy.
- Resource teachers.
- Learning support teachers.
- Access to school psychologist.
- Mindfulness.
- Social skills training through Zippy programme.

3. Creating a health-promoting physical environment

- Beautifully decorated & well maintained school.
- Good sports facilities-astroturf, basketball court, playground.

- Playground markings for yard time activities.
- Children's work on display throughout school.
- **Ongoing** participation in Green School's programme.
- Litter management by senior pupils.
- Recycling in classrooms.
- Ongoing participation in Health Promoting School's programme.
- Milk Scheme.
- Nutritional talks and information leaflets.
- Fire Drills.
- Safe Cycling programme.
- Health Promotion noticeboards.
- Green School noticeboards.
- Suggestion boxes.
- Green School Code in all classes.
- Green School Team, Health Promotion Team.
- Website, newsletter, Intercom mentions achievements.
- Active Parent's Association re. decision – surveyed for opinions.

4. Developing democratic processes

- Pupils involved in drawing up class rules.
- Green School Code is widely publicised.
- Litter is reduced, reused and recycled in each class.
- Reading buddies.
- Job allocations in classrooms.
- Involvement in school activities i) on own time ii) with materials
- After school activities each evening and responsibility re. same.
- Children represent the school in a wide variety of activities e.g. sports, music, art, quiz competitions.
- Student Council including regular Green School and Health Promoting School's, team meetings conducted by students.

5. Enhancing the self-esteem and well-being of members of the school community.

Whole School Positive Behaviour Approach

Students are awarded a Yellow card for displaying signs of Positive behaviour. Three yellow cards will earn them a Green card. At the end of the week each student who has received a Green card will be presented with a certificate for Daltai na Seachtaine, at Assembly.

- Reward systems in place classes/displaying children's work.
- Openness to change/photographs on display of winners/successes/a special visit/play in our school yard.
- School concerts.
- Children from A.S.D.classes – appointed 'buddies' to look after them on yard.
- Designated staff member to brief new staff members on policy & procedures/social night.
- Involvement in committees.
- Library promotes reading/swimming/computers/i-pad trolley – participation in outside competitions.
- By organising/attending/training courses.
- Buddy reading with Infants.
- Regular appraisal of staff efforts.
- Inclusion in newsletter and school website..

6. Fostering respect for diversity

- Anti-bullying policy exists and is practised by all staff members.
Communicating school policies and practices to all parents and children.
 - All children are included in teams, choirs, concerts, photo opportunities etc.
 - Resources are in place to cater for needs of Whole School, e.g. SNAs, Visiting Resource teachers, A.S.D unit.
 - Integration of different social groups through organised games, activities, music, etc.
 -

- Zippy programme to aid children who display anti-social behaviour or lack of personal discipline.
- Friends for life programme to aid those who need that extra support to build and maintain friendships.

7. *Fostering inclusive and respectful language*

- Refer to children by Christian name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Awareness e.g. children go to Mrs. X – not to a slow class, etc.
- Promote minority cultures in a positive light.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations.

8. *Developing appropriate communication between home and school*

Text –a- parent

School Website

School App

- Regular newsletters, notice boards, posters etc.
- PT meetings. Notes in homework journals
- Parents council
- Collaboration for S.N. children for assessment/ iep etc.
- Policy statement re homework journal – internet site

9. *Developing a school approach to assessment*

- Teacher and SNA observations (ongoing)
- Discussion with children formally/informally

- Open forum in Circle time and Zippy Social Skills programme.
- Teacher designated Tasks and Tests
- Portfolios
- S.A.L.F.
- Communication with parents.

Issues discussed

- Integration of the Children from the A.S.D. classes.
- Buddy system for A.S.D. children in yard.

Discrete time

Time-tabled ½ hour per week or one hour per fortnight.

Integration

- R.E.
- S.E.S.E.
- ENGLISH
- VISUAL ARTS
- PHYSICAL EDUCATION

Quiet Time

We will try to incorporate Quiet Time in to our classrooms' climate and atmosphere where we give the children time every fortnight to reflect, think and enjoy quietness in our classrooms(This can sometimes include Mindfulness).

7. POLICIES:

The following policies related to SPHE issues have been drawn up in consultation

with parents and the Board of Management

- Bullying in the context of our Behaviour/Discipline policy
- Child Protection Policy
- Enrolment
- R.S.E. Policy
- *Substance Use Policy
- Health and Safety Statement
- Fire Safety
- Critical Incidence policy
- School visitor policy
- Health promotion yearly journal
- Green School programme Children

8. APPROACHES AND METHODOLOGIES:

We will adopt the following approaches and methodologies:

- **Active learning** which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, discussion, use of media and information technologies and looking at children's work.
- Talk and discussion
- Skills through Content
- Collaborative learning
- Problem-solving
- Use of the Environment

9. RESOURCES:

- "Walk tall – Quality Circle Time"; J. Mosley
- Be safe.
- Primary Education – Visiting Speakers.
- SPHE Curriculum Books – Videos.
- Stay safe.
- Zippy programme

- Bi Follain.
- RSE
- Primary school Health Promotion Programme (HSE)
Using Neuroscience to support an emotionally resilient and mindful school.

10. COMMUNITY LINKS:

- Involved in Church singing.
- Carol singing for Christmas.
- Involved in Community Games/C. na mBunscoil.
- Involved in Environmental Awards.
- Green School awards.
- Health Promotion awards.
- Visits from local Historian/Garda/Health Worker/Fire safety officer/Nutritionist
- Health Board – Provide Health checks
- Kerry Life Education Van-workshops for children and parents.
- Safe Cycling Programme(HSE)

11. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

Some/all of the teaching staff has attended:

- training in the Child Abuse Prevention Programme (Stay Safe),
- training in the Relationships and Sexuality programme (R.S.E.)
- training with the Walk Tall Programme (S.M.P.P.)
- training in the Zippy Programme
- two full days in-service seminars by the Primary Curriculum Support Programme.
- Summer Courses
- Jenny Mosley –Circle Time
- Mindfulness

12. KEY CONSIDERATIONS:

- Wide Variety of family backgrounds.
- SCN/learn support children will be included/involved in class lessons.

13. SUCCESS CRITERIA/ASSESSMENT:

Self-assessment for Teachers

- Have I covered the agreed strand units?
- What do we need to change?

Pupil assessment: P. 70-77

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios.
- Self-Assessment.

outside assessment

- Informal family and community feedback.
- Involvement of parents and guardians in supporting children's progress in S.P.H.E. through the Zippy programme, R.S.E. and Kerry Education Van Programme.

14. ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework e.g.
- Principal → oversees implementation and supports staff.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → Co-operate and participate in class lesson.
- Other staff → be aware of contents of this plan and follow procedures re. same.

15. TIMEFRAME FOR IMPLEMENTATION:

- January 2020
- Staff will review this plan under the guidance of Mrs. R, Moynihan

16. REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of _____ School on _____ 2019.

Chairperson of Board of Management: _____

This plan will be reviewed every three years.