## 

**Cliffoney National School**

## Social, Personal and Health Education

## Whole School Plan

|  |
| --- |
| **Introductory Statement and Rationale**   1. **Introductory Statement**   **In line with the Well-Being policy statement 2018-2023,** the staff of Cliffoney N.S. formulated this school plan for S.P.H.E, in consulation with the school community, as we believe that S.P.H.E. is a shared responsibility and their contributions and involvement will be essential to the effective implementation of the S.P.H.E. programme in the school.   1. **Rationale**   **This policy was devised to benefit teaching and learning in our school. It was framed with a view to provide a coherent approch to the teaching of S.P.H.E. across the whole school. It was developed in order to ensure that our pupils are given adequate foundation in S.P.H.E. envisaged by the Primary School Curriculum.** |
| **Vision and Aims**   1. **Vision**   Cliffoney National School values the uniqueness of each and every member of our school community. We recognise that the SPHE curriculum will be covered both formally and informally in the classroom and throughout the school. It will compliment and support other subject areas. Through our SPHE Programme we wish to enable each child to develop a positive sense of self-worth and self-esteem. We want to enhance the social and communication skills of the children and help them relate to others in a positive way. We want to equip them with the knowledge, attitudes and ability to make responsible decisions and to lead a healthy life now and in the future.   1. **Aims:**   The children of Cliffoney 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.  Cliffoney 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. Cliffoney NS have adopted this timetable to reflect this approach and the revised Stay Safe Programme:   |  |  |  | | --- | --- | --- | | **Strand** | **Strand Units (Year 1)**  **odd** | **Strand Units (Year 2)**  **even** | | **Myself** | *Self-identity (Sept.–Oct.)* | *Taking care of my body(Jan-Feb)* | | *Safety and Protection (Jan-Feb)-Stay Safe* | *Growing and Changing (Mar-April)* | | *Making Decisions (March-April)*  *\*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection* | | **Myself and others** | *My friends and other people (Nov-Dec.)* | *Myself and My Family (Nov.-Dec.)* | | *Relating to others (Sept-Oct.)* | | **Myself and the wider world** | *Media Education (May-June)* | *Developing Citizenship (May-June)* |   **Note: Year 1 is every odd year, year 2 is every even year.**   1. ***Contexts for SPHE:***   SPHE will be taught in Cliffoney N.S. through a combination of the following contexts:   1. **Positive School Climate and Atmosphere**   Cliffoney NS has created a positive atmosphere by:   * building effective communication * catering for individual needs * creating a health-promoting physical environment * developing democratic processes * enhancing self-esteem * **enhancing well-being** * fostering respect for diversity * fostering inclusive and respectful language * developing appropriate communication * developing a school approach to assessment  1. **Discrete time for SPHE**   SPHE is allocated ½ hour per week on each teacher’s timetable. **Discretionary time may be allowed where appropiate. Pupils and parents are to be made aware of the relevance of S.P.H.E and what it starands for.**   1. **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 **Active Schools initiative,** **Green Schools Initiative**, **Wellness Week** will also be explored.   1. ***Approaches and Methodologies:***   Cliffoney 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-surveys, questionnaires, lists, check-lists** * use of media * **discussion on pairs, groups and whole class** * information technologies and looking at children’s work  1. ***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.  Cliffoney NS uses the following recommended informal tools for assessment in SPHE:   * *Teacher observation* * *Teacher-designed tasks and tests* * *Portfolios and projects*  1. ***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. Cliffoney NS will liase with trained professionals/appropriate agencies where available, when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.   1. ***Equality of Participation and Access:***   Cliffoney 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 co-educational school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Cliffoney NS is under *Roman Catholic*  school management, and we endeavour to provide for all members of our community.  **Organisation:**   1. ***Policies and Programmes that support SPHE:***  |  | | --- | | ***Policies*** | | * Child Protection * Anti-Bullying * Relationships and Sexuality Education * Substance Use * Code of Behaviour * Enrolment * Health and Safety * Healthy Eating * Internet Acceptable Usage |  |  | | --- | | ***Programmes*** | | * Walk Tall * RSE * Stay Safe * Webwise.ie resources * Be Safe * Active School Flag * Green Flag * **Weaving well-being** * **Zippy’s friends** * **Friends for life** * **Mindful matters** |  1. ***Homework:***   SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.     1. ***Resources:***   PDST have developed a resource list, which is available on the SPHE page at [www.pdst.ie](http://www.pdst.ie). New resrouces are added to this from time to time.   * 1. ***Programmes and Other Materials:***  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Books for Pupil** | **Books for Teacher/programmes** | **Audio / Visual** | **Posters** | **Media & ICT** | | Talkabout | RSE Manuals  Walk Tall  Stay Safe  Bi Follain  Making the Links  **Circle time**  **Water Safety**  **Farm safety** | Busy Bodies  Food Dudes | Various posters throughout the school | Webwise.ie |  * 1. ***Guest Speakers:***   When a guest speaker addresses the children in S.P.H.E, 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. **Guest speakers are engaged and briefed by the principal. The principal will also check that the speaker has the appropiate qualifications and includes references.**   1. ***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 Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.   1. ***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 protection/ 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* * ***Well-being*** * ***Developing rilisence***   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.   1. ***Parental Involvement:***   Parental involvement is considered an integral part to effectively implementing SPHE as Cliffoney NS believe that SPHE is a shared responsibilty. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.   1. ***Community Links:***   Cliffoney NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liasise with community 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**   1. **Roles and Responsibilities:**   Cliffoney 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.   1. **Timeframe:**   The plan will be implemented in September 2021 |
| **Review**   1. **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. The principal 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*   1. **Timeframe:**   This plan will be reviewed in 2025 |
| This plan is available to view at the school by the parents on request. |