

## **Social Personal & Health Education**

### **(S.P.H.E.) Policy**

#### **INTRODUCTION**

*This policy was reviewed and updated in the academic year 2017/18 by the teaching staff.*

#### **VISION STATEMENT**

*Cushinstown N.S. values the uniqueness of all individuals within a caring school community. We provide a safe, caring school environment, where every child is cherished and helped to achieve their maximum potential intellectually, spiritually, physically and emotionally. SPHE will also develop a positive sense of self-esteem in each child. Our vision for SPHE will foster the personal development, health and well-being of each child, helping to create and maintain supportive relationships while becoming an active responsible citizen in society.*

#### **AIMS**

*The aims of Social, Personal and Health Education are:*

- To promote the personal development and well-being of the child.*
- To foster a sense of care and respect for self and others and also an appreciation of the dignity of every human being.*
- To promote the health and provide a foundation for healthy living in all its aspects for all.*
- To enable the child to make informed decisions and choices about social, personal and health aspects 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 appreciating and understanding the interdependent nature of the world.*

#### **OUR OBJECTIVES**

*Incorporating the varying abilities and different circumstances, the SPHE curriculum encourages 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 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 informed 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/society recognising 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/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 while understanding the importance of seeking truth and peace.*

## **1. Content**

*SPHE is spiral in nature, therefore we will deliver the content at each level throughout the school within a two-year period.*

*SPHE will be taught through a combination of contexts:*

- *Positive school climate and atmosphere.*
- *Discrete time.*
- *Integration with other subject areas.*

*The following Strands and Strand Units will be covered by each class within a two- year period:*

- *Myself*
  - *Self-Identity*
  - *Taking Care of my Body*
  - *Growing and Changing*
  - *Safety and Protection*
  - *Making Decisions*

- *Myself and Others*
  - *Myself and Others*
  - *Myself and my Family*
  - *Relating to Others*
- *Myself and the Wider World*
  - *Developing Citizenship*
  - *Media Education*

## 2. ***Methodologies***

*We will teach SPHE through:*

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

## 3. ***Time***

*Time-tabled 30 minutes per week or one hour per fortnight.*

## 4. ***Resources***

- *Stay Safe*
- *R.S.E. (Relationships and Sexuality Education).*
- *Walk Tall*
- *Be Safe*
- *Web wise*
- *Local Community*
- *Circle Time*
- *SPHE Curriculum Books*
- *Other resources are also available and will be used as necessary*

## 5. ***Differentiation***

*The curriculum will be adapted to suit the various needs of children in our school community. We will use a variety of teaching styles and activities to achieve this. Requirements of children with special needs will be supported when planning class lessons and related activities. When necessary children who*

*experience bereavement, loss, serious illness or any other personal situation will be supported to address their individual needs.*

**6. *Linkage and Integration***

*SPHE will be linked with other subjects including Language, History, Science, Geography, Maths, Visual Arts, P.E., Music and Drama.*

**7. *Home/School/Community Link***

- *Involved in Church singing/programmes for religious services.*
- *Home/school notes to be sent home to parents.*
- *Children will be encouraged to share their work with their parents.*
- *Involved in Green Schools.*
- *If parents do not wish their child to participate in a particular SPHE lesson, a written request is required to inform school of same.*
- *Grandparents' Day.*
- *Safer Internet Day.*
- *School Website*
- *Bullying Talk*

***ASSESSMENT / SUCCESS CRITERIA***

*A number of techniques will be used throughout the school to assess the children. These include: teacher observation, teacher designed tasks, tests where appropriate, portfolios and projects, children's work, open forum in circle time, feedback from parents/guardians and children.*

***POLICIES***

*SPHE links with the following policies:*

- *Anti-Bullying*
- *R.S.E. Policy*
- *Stay Safe*
- *Enrolment*
- *Substance Misuse Policy*
- *Health and Safety Statement*
- *Child Protection Policy*
- *Code of Behaviour*
- *Acceptable Use Policy*
- *Healthy Lunches*

### **PARENTAL CONCERN & CONSENT**

*Parents will be made aware of the programmes that will be covered throughout their child's primary education as part of the enrolment process. If parents are concerned about any of the content of the SPHE programme, they should address this with the class teacher.*

*The parents of 5<sup>th</sup> & 6<sup>th</sup> classes will be notified prior to the teaching of the more sensitive lessons of the RSE programme. If they do not want their child to participate in these lessons, they will be required to let the class teacher know this in writing.*

### **GUEST SPEAKERS**

*For some topics we may occasionally avail of external personnel to enhance the learning that is ongoing in the classroom.*

### **ROLES AND RESPONSIBILITIES**

- *B.O.M.: ratify policy and support implementation.*
- *Parents: Parents' Association – review of school policy and support SPHE through involvement in homework e.g. Stay Safe, RSE. Consent to SPHE content as part of the enrolment process.*
- *Principal: oversees implementation and supports staff.*
- *Teachers: follow school policy and implement SPHE accordingly.*
- *Pupils: co-operate and participate in class lessons.*
- *Other staff: be aware of contents of this policy and follow procedures.*

### **REVIEW AND RATIFICATION**

*This school policy was formulated by the staff in September 2017 and approved by the Board of Management of Cushinstown National School on*

*Date: \_\_\_\_\_*

*Signed: \_\_\_\_\_*

*Chairperson, Board of Management*

## ***GUIDELINE OF WHEN CONTENT IS TO BE COVERED THROUGHOUT THE SCHOOL YEAR***

*The Stay Safe programme is to be covered by each class, each year. This programme will be integrated with other subjects as necessary.*

*Walk Tall can be used to supplement the Stay Safe lessons.*

*Sept: Stay Safe: Topic 1: Feeling Safe & Unsafe (3 lessons)*

*Oct: Stay Safe: Topic 2: Friendship & Bullying (3 lessons)*

*Fire Safety from Be Safe book*

*Nov: Stay Safe: Topic 2: Friendship & Bullying (3 lessons)*

*Dec: Stay Safe: Topic 3: Touches (2 lessons)*

*Jan: Stay Safe: Topic 4: Secrets & Telling (1 lesson)*

*Back up with material from Walk Tall from 'Myself' strand*

*Feb: Stay Safe: Topic 5: Strangers (1 lesson)*

*Internet Safety (Safer Internet Day in February)*

*Check Walk Tall for media/advertising lessons*

*Lessons from [www.webwise.ie](http://www.webwise.ie) and [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)*

***Stay Safe to be completed before end of February***

*Mar: RSE Talk with 5<sup>th</sup> & 6<sup>th</sup> classes to be covered just before the Easter Holidays.*

*RSE lessons – prioritise sensitive lessons*

*Apr: Walk Tall: Lessons not covered in other topics already*

*May: Walk Tall: Lessons not covered in other topics already*

*Jun: Water Safety & Road Safety from Be Safe book*

*Farm Safety: Check [www.agriaware.ie](http://www.agriaware.ie)*