



SPHE: Whole School Plan

Ratified: 8th December 2020

Social, Personal and Health Education

Social, Personal and Health Education Whole School Plan

Introductory Statement and Rationale

Introductory Statement

The staff of St.Francis Junior School 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.

Rationale

- To foster the personal development, health and well-being of all the children in our care.
- To help them to create and maintain positive and supportive relationships.
- To help them to become active and responsible members of society.
- To help them develop a framework of values, attitudes and skills which will enable pupils to make informed and responsible choices now and in the future.

Vision and Aims

Vision:

St.Francis Junior School values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic in 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 develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme 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

Aims:

The children of St.Francis Junior School 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

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 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.

Content of SPHE plan

Month	Strand	Strand Unit
September	Myself and Others	Relating to Others
October	Myself	Safety and Protection
November	Myself and Others	My friends and Other People
December	Myself and Others	Myself and My Family
January	Myself	<i>*Taking Care of my Body</i>
February	Myself	Self Identity
March	Myself	<i>*Growing and Changing</i>
April	Myself and the Wider World	Developing Citizenship
May	Myself and the Wider World	Media Education
June	Myself	Safety and Protection

** RSE lessons containing sensitive content must be taught school wide in January and March every year.*

Safety & Protection (Stay Safe programme) must be taught in its entirety every September/October in Senior Infants and First class and revised again in Second class.

The Be Safe programme (The National Safety Council) is used to teach Fire, Road and Water Safety.

The Weaving Wellbeing programme will be used in Second class to further support the teaching of SPHE.

Guest Speakers: For some topics such as nutrition, oral health care, road safety etc. we may occasionally avail of external personnel to enhance the learning that is ongoing in the classroom. The class teacher will always be in attendance during these visits to the classroom.

Contexts for SPHE:

SPHE will be taught in St. Francis Junior School through a combination of the following contexts:

1. Positive School Climate and Atmosphere

St. Francis Junior School 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
- fostering respect for diversity, including cultural, racial and gender diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a whole school approach to assessment

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in St. Francis Junior School. However teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit. The Stay Safe programme will be taught in a block.

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 and Physical Education.

Approaches and Methodologies:

In St. Francis Junior School we 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

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.

St. Francis Junior School uses the following recommended informal tools for assessment in SPHE:

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

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. St. Francis Junior School 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:

St. Francis Junior School recognises and values diversity, and believes all children are entitled to access the services, facilities and amenities that are available in the school environment. Ours is a co-education 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. St. Francis Junior School is under Roman Catholic patronage and we endeavour to provide for members of the Travelling community, children with disabilities, families with literacy difficulties and children who are learning English as a second language.

Organisation:

Policies that support SPHE:

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

Homework:

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

Resources:

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

Programmes and Other Materials:

Books for Pupil	Books for Teacher	ICT	Posters	Other materials
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Weaving Wellbeing pupil workbook (Second class only)	RSE Manuals Walk Tall Stay Safe Be Safe Weaving Wellbeing (teachers manual)	PDST website (numerous resources for parents and teachers eg.the story Tom's Flower Power)	Various posters throughout the school	Anatomically correct dolls Picture books promoting health and wellbeing Non-fiction books on life cycles
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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.

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.

Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as in St.Francis Junior School we believe that SPHE is a shared responsibility. This SPHE whole school plan and the Relationship and Sexuality policy statement are available to read on the school website (st.francisjs.com) for parents to inform themselves of the SPHE programme. Before teaching the RSE lessons including sensitive content, parents will be informed and can view an outline of what will be covered on the school website and the PDST website(pdst.ie/primary/healthwellbeing) If they do not want their child to take part in these lessons they must sign a letter to opt out. This letter is available from the office and the Principal must be informed.

Community Links:

In St.Francis Junior School we endeavour to liaise with that the local community such as the Dental Hygienist, Public Health Nurse, the park ranger, the local GAA club, Travact etc because we believe they have an important role to play in supporting the SPHE programme.

Success Criteria

Success achieved will depend on thorough preparation of teachers' work and consistently following procedures outlined in the plan. Success can also be measured when the whole school ethos is one of kindness and respect and where individual differences are appreciated, celebrated, understood and accepted.

Implementation

Roles and Responsibilities:

We, the principal and the teaching staff of St.Francis Junior school, believe that the whole 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. We see ourselves supporting the home in this lifelong process and will seek at all times to develop positive relations with all these parties.

Review

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.

Those involved in the review will include:

Teachers

Parents

Post holders/plan co-ordinator

Board of Management

(a) Timeframe:

This plan will be reviewed in 2022.

Ratification

The Board of Management of St.Francis Junior School ratified this plan on .

Chairperson

Principal

Date _____