

Whole School Plan for SPHE

Contents.

- **Introductory Statement and Rationale**
- **Vision and Aims**
- **Content of the Plan.**
 - 1. Strands and Strand Units**
 - 2. Contexts for SPHE**
 - 3. Approaches and Methodologies**
 - 4. Assessment**
 - 5. Children with special needs**
 - 6. Equality of participation and access**
 - 7. Parental Involvement**
 - 8. Policies and Programmes which support the implementation of the S.P.H.E. Programme**
 - 9. Homework**
 - 10. Resources**
 - 11. Individual Teachers' Planning and Reporting**
 - 12. Staff Development**
 - 13. Community Links**
- **Success Criteria**
- **Implementation**
- **Review**
- **Ratification and Communication**
- **Appendix**

S.P.H.E.

Introductory Statement and Rationale.

Using the SSE model we reviewed the S.P.H.E. Policy with a particular focus on what's working well (Strengths), what requires adjustment and what requires urgent attention (Improvements). During the review the policy was evaluated and updated in line with the latest Child Protection guidelines acknowledging the importance of the teaching of S.P.H.E. as part of our child protection strategies. This evaluation involved staff and parents.

School Details: *St Mary's JNS is a junior co-educational school in the parish of Rowlagh. St Mary's has been designated as a DEIS Band 1 school. There are approximately 200 pupils on roll. There are 11 Class Teachers, 4 Learning Support Teachers, 1 Behaviour Support Teacher, 2 ASD Teachers, a Home School Liaison Teacher, 9 SNAs and the Principal. The vast majority of our pupils come from the North Clondalkin area.*

Children with Autism: The school currently has two classes for children with Autism. Children in this class have individual school support plus plans and particular consideration is given to ensuring that these children are fully included where possible, and have appropriate access to the SPHE curriculum.

Support Teacher: The school is part of the Pilot Project for Support Teachers. A support teacher has specific responsibility for working with children exhibiting behaviours of concern in relation to social, emotional, behavioural difficulties or support required for personal development. The Support Teacher facilitates the nurture concept within the Nurture Room.

Child Protection: *The quality of planning for and implementation of the SPHE curriculum and the Stay Safe programme is an essential part of our Child Protection strategy. This policy is designed to ensure that:*

We implement the Social Personal and Health Education Programme for all children in the school;

The Stay Safe Programme is implemented within the school appropriately.

The school has planned appropriately for the implementation of the SPHE curriculum and the Stay Safe programme;

Teachers implement the SPHE curriculum and Stay Safe programme appropriately. This is reflected in individual teacher planning documents;

We aim to ensure that pupils have a satisfactory or better understanding of a number of the key topics of SPHE and Stay Safe programmes.

(a) **Introductory Statement:** The staff and students of St. Mary's J.N.S. value the S.P.H.E. curriculum and embrace its vision and aims to enhance the well-being of its pupils.

(b) **Rationale:** This plan is a record of whole school decisions in relation to SPHE in line with the Primary Curriculum. It recognizes that S.P.H.E. is intrinsic to the teaching and learning that occurs both formally and informally in school and in the classroom. Its purpose is to guide teachers in adopting a consistent and coherent approach to the teaching and learning of SPHE. It is intended to guide teachers in their individual

planning for SPHE and to ensure appropriate coverage of all aspects of the curriculum from Infants to Second class.

Vision and Aims

All the parents, staff and pupils of St. Mary's J.N.S work together to provide a positive, caring, inclusive, safe and happy learning environment which is both child-centered and stimulating. We strive to provide a holistic education allowing each child to reach his/her full potential, thus fostering self-esteem, independence, tolerance and respect for self and others (School Mission Statement).

Social, Personal and Health Education (S.P.H.E.) provides opportunities for all pupils to learn basic personal and social skills which foster integrity, self-confidence and self-esteem while nurturing sensitivity to the feelings and rights of others. Our school recognizes that it is a continuous process through primary school and is not confined to once –off inputs or lessons. It recognizes that it is a shared responsibility between family, school, health professionals and the wider community. The school embraces the uniqueness and well-being of all individuals within a caring school community.

We endorse the aims and objectives of the Curriculum for Social, Personal and Health Education. We seek to:

- to enable children to develop a sense of identity
- to make pupils aware of their individual rights while simultaneously accepting responsibility for their actions as members of the school community
- to develop a sense of purpose
- to create a sense of security for each child
- to provide a sense of belonging for all
- to develop self-esteem and well-being in all pupils
- to value tolerance, respect and openness towards others through the lived experiences in school
- to support the development of children into healthy, young people
- to enable the child to respect human and cultural diversity

Content of the Plan.

1. Strands and Strand Units.

SPHE will be planned so that children receive a comprehensive programme over a two-year cycle. Teachers have allocated strand units from each of the strands to teach each class level. This ensures that the strand units not covered in year one are included in the programme of work for the following year. In some cases it may be necessary to revise specific objectives from the previous year.

The SPHE curriculum is presented in three strands as outlined below. These strands are further divided into strand units or topic areas. These topic areas are consistent throughout all the class levels, reflecting the spiral nature of the curriculum. This means that similar content is revisited at each class level but the processes, approaches and information adopted reflect the needs and abilities of the children at the various stages.

Strand: *Myself.*

Strand Units: self-identity, taking care of my body, growing and changing, safety and protection.

Strand: *Myself and Others*

Strand Units: Myself and My Family, My Friends and other people, relating to others

Strand: *Myself and the Wider World*

Strand Units: Developing Citizenship, Media Education;

2. Context for SPHE

SPHE will be taught through a combination of contexts:

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

Positive school climate and atmosphere: At the first staff meeting of the year all members of the school community are reminded of the importance of promoting a positive school climate. These key messages dealing with school climate and atmosphere are also included in the booklet for new families enrolling their children in this school and are referred to, as appropriate, during the year through meetings with parents and on a regular basis in classes.

Our key messages are:

- We cater for the individual needs of the children. Individual needs may be social, emotional, spiritual, physical or intellectual. Through assessment, observation and discussion with parents and SET teachers we strive to identify and meet individual needs.
- We provide opportunities to enhance the self-esteem of all members of the school community. The staff are aware that their role in helping children develop their self-esteem is to create an environment within the school that is as positive as possible for all concerned. The five building blocks of self-esteem as outlined in the curriculum have been adopted as our approach to self-esteem development.
- We aim to actively value diversity and to prioritise inclusive and respectful language. We will prioritise both racial and gender equality and respect for those with special needs. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to and by others.
- We work to develop an effective communication system within the school and between school and home. Attention will be paid to encourage everyone to express opinions and concerns and to respond to the opinions and concerns of others respectfully. This is a dimension of classroom work and general school life.
- We support a health-promoting physical environment. Through our Health and Safety policy and the health education section of our PE programme we have set out how we will promote health and safety awareness and how we intend to deal with unsatisfactory aspects of our environment. Emphasis on healthy lunches, healthy

lifestyles, road, water, and regular fire drills are some of the areas promoted. Taking responsibility and pride in the school environment is encouraged through our litter prevention programme, by recycling and through constant review and promotion of behaviour and habits required for maintaining a clean environment.

- We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities. Children experience and practice the democratic process by:
 - Devising class rules at the start of the year
 - Sharing responsibility
 - Valuing the opinions of others
 - Experiencing a sense of belonging to their own class group and the wider school community
 - Developing a sense of commitment to common goals.

We have agreed that we will prioritise care in our own behaviour as adults and in our expectations of children. We will help children to learn to care for each other through actively building relationships within each class. We will seek to build identity, security and belonging, competence and purpose through:

- Discussion, promotion of and valuing difference
- Agreeing ground rules for responsible behaviour and clarifying values on an ongoing basis
- Caring for and promoting inclusion of others
- Promoting inclusive and respectful language
- Promoting support and co-operation
- Respecting individual strengths
- Supporting individual needs through teacher support
- Creating meaningful differentiated opportunities
- Celebrating the wide range of children's strengths at assemblies
- Communicating regularly about learning and general development with the home.

Discrete Time:

SPHE may be timetabled for ½ hour per week, one hour per fortnight or blocks of 1 – 2 hours per month as appropriate. Children who are withdrawn for supplementary teaching must have full access to the SPHE and RSE curriculum. This discrete time is used to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. It has been agreed that content objectives dealing with RSE and child protection are addressed through discrete time (Appendix 1).

Integration:

At each class level, teachers should seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of English, Gaelge, SESE, Visual Arts and Drama. Teachers have identified the objectives that can be acquired through cross-curricular work. In order to ensure that these are being adequately covered, teachers will make specific provision in their short term planning and will use the cúntas míosúil as a form of self-assessment for these and other objectives.

3. Approaches and Methodologies.

Teachers are in agreement that active learning is the principal learning and teaching approach used in the SPHE programme. Children begin from what they already know, explore possibilities, question, draw conclusions and reflect on outcomes. Children engage in small-group activities, structured play activities and use materials relating to other curricular areas.

The following active learning strategies are promoted for SPHE:

- Circle Time
- Drama activities
- Co-operative games
- Picture, photographs and visual images
- Discussion: in pairs, small groups, with whole class.
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets.
- Media Studies
- Information and communication technologies
- Looking at children's work: portfolios, projects
- Other strategies as devised by the class teacher.

4. Assessment:

Children's progress in SPHE is assessed through:

(a) Teachers observation:

- The ability of the child to co-operate and work in groups or to work independently
- The informal interactions between the child and adults and between the child and other children
- Physical and emotional maturity
- The quality of presentation of work
- The participation and interest of the child in a variety of activities.

(b) Teacher-designed tests and tasks

SPHE areas of knowledge and understanding need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations.

(c) Portfolios and projects:

Folders and samples of work are kept by children.

(d) Self -assessment by children: Under the Domain: Learner Experiences: we seek to reach the Standard where pupils '*reflect on their progress as learners and develop a sense of ownership of and responsibility for their learning*'. Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

Recording data from these methods of assessment can contribute to the overall picture of a child's development and can be used as a reference for the teacher when planning for SPHE and in communicating with the child, parents, other teachers and/or the principal.

5. Children with special educational needs:

The SPHE programme aims to meet the needs of all children in the school. This will be achieved by teachers varying the pace, content and methodologies to ensure learning for

all. Evidence of this differentiated approach will be recorded in teachers' Scéim Bliana. The requirement of children with special needs will be taken into consideration when planning class lessons and related activities. An SNA may sometimes be available to support a particular children or groups as directed by the class teacher. Children who experience emotional difficulties are supported. Children who experience bereavement or loss, serious illness or other major personal situations are supported and consideration is given to meeting their individual needs in the most appropriate manner.

The school currently has two classes for children with Autism. Children in these classes have individual school support plus plans and particular consideration is given to ensuring that these children are fully included where possible, and have appropriate access to the SPHE and curriculum.

6. Equality of participation and access.

We view the SPHE programme as playing a key role in ensuring equality of opportunities for all children. The programme at each class level will be flexible so that the learning requirements of all children may be addressed. We provide an equal educational experience for both boys and girls as we recognise that stereotyped expectations of gender roles can inhibit children's educational achievements. Children with special needs will be included in all activities. As appropriate teacher observations and consultation with the Continuum of Support will inform the teaching and learning process.

7. Parental Involvement

Parents are the primary educators of their child and so, have the primary role in the social, personal and health education of their child. Parental involvement will be encouraged at all times and as much as possible. The following list sets out the agreement reached by the teachers, the Parents' Committee and the Board of Management:

- Copies of the school plan for SPHE are available from the school office and on-line.
- Key elements of the SPHE plan will be outlined in the schools' information booklet given to all families on enrolment.
- Parents will be made aware of content objectives that deal with 'sensitive' issues and can discuss these issues with their child prior to or after the lessons in school.
- When aspects of the SPHE plan (Substance Use, Child Protection, Relationships and Sexuality Education (RSE), Nutrition), are reviewed parent representatives will form part of the review group.

8. Policies and programmes that support SPHE

SPHE links with other policies used in the school – Substance Use, Stay Safe Programme, Child Safeguarding Statement, Enrolment, Code of Behaviour, Anti Bullying, Health and Safety Statement, Healthy Eating, Care of the Environment. Teachers are expected to be familiar with these policies and ensure that the school's agreed policy is followed when addressing these issues. In addition to these, various story books, anatomical dolls and Walk Tall Resource books are in use.

(a) RSE and Stay Safe Programme

In terms of the content objectives relating to the sensitive areas of the RSE and Stay Safe elements of SPHE we are guided by 'Looking at our Schools' Quality Framework.

Domain: *Pupil Outcomes.*

Standard: ‘Pupils achieve the stated learning objectives for the term and year’

Effective Practice: ‘Pupils demonstrate that they have achieved, and at times surpassed, the stated learning objectives for the term & year, which have been appropriately differentiated where necessary’

RSE and Stay Safe are addressed in the context of SPHE. The content objectives that will be addressed in discrete time for the sensitive areas of the RSE and Stay Safe elements of SPHE are listed in the table below:

Strands	Year 1 (J. Infs & 1 st Class)	Year 2 (Sen Infs & 2 nd Class)
Myself	Self –identity Safety and Protection	Taking care of my Body Growing and Changing
Myself & Others	My friends and other people	Myself and My Family Relating to others
Myself and the wider world	Media Education	Developing Citizenship

Resources to assist delivery of the programme are listed and are available to all classes.

Objectives will be addressed in both classes at a particular level, year two serving to revise the content objectives covered in year one. Each teacher has a list of the content objectives. All of these topics will be dealt with in the context of the development of attitudes and values consistent with the ethos of our school. The following arrangements have been made in collaboration with parents, Board of Management and teachers:

- Timetable
- Dealing with Questions
- Confidentiality
- Communications between school and home/Parents’ choices.
- Teachers’ choices

Timetable: Teachers decide the timetabling of RSE lessons. If there is no request for the withdrawal of a child from this work the lessons should be spread through the year rather than taught within a concentrated timeframe. This allows children time to absorb the values within which this knowledge is presented. Stay Safe is taught in all class levels during the month of November. Class teachers are required to sign off upon the completion of teaching the Stay Safe Programme. The post-holder with the responsibility of SPHE is required to keep record of this.

Where a child is being withdrawn from specific lessons the teacher would need to inform parents of the dates of lessons e.g. several consecutive weeks, and to make arrangements with the principal for the child/children to be supervised elsewhere. An intention to withdraw should be given by the parent in writing and the Board of Management should be informed where children are withdrawn. Issues of withdrawing children will be dealt with sensitively.

Dealing with Questions: Teachers establish ground rules limiting the discussion to material covered in present or previous lessons. Teachers will use discretion based on the

content or spirit of this plan to decide whether the question should be discussed in the classroom context or referred to parents.

Confidentiality: Teachers establish ground rules covering the limits of the discussion, the levels of respect required and the concept of confidentiality. All discussions will remain within the parameters of planned material. If a matter is divulged to a teacher where either an accusation or a suggestion of criminal act is made child protection procedures relating to the role of teachers as mandated persons must be followed. The matter should be brought to the attention of the principal, the Designated Liaison Person, In these matters a teacher should never agree to keep a secret for a child.

Communications with parents re RSE & Stay Safe matters/Parents' choices: Parents have a right to choose whether or not their children receive instruction in the areas covered by the RSE/Stay Safe lessons. Parents may choose to withdraw their children from some or all of these lessons.

Any parent who has concerns should discuss them with the class teacher. A parent who asks to have his/her child withdrawn from specific lessons should do so in writing. Only parents who have done this will be contacted about the actual date of specific lessons and arrangements made for supervision for that child. The Board of Management should be informed where a child is being withdrawn from lessons.

While teachers will normally check with the previous teacher whether any children were withdrawn from specific lessons it will not always be possible to do so. Teachers should inform parents of the timing of particular sensitive lessons. Parents will be expected to make their wishes known the class teacher.

Where parents choose to withdraw their children from specific lessons they will be withdrawn. Teachers will then avoid addressing these issues formally in the context of other class discussions. Teachers cannot be held responsible for language used necessarily in school life or by children.

Guest Speakers: The school does not engage Guest Speakers to present Stay Safe or RSE lessons.

(b) Child Protection: This school follows the Department of Education and Science Child Protection Guidelines and Procedures, which are based on Children First, National Guidelines for the Protection and Welfare of Children. The Principal is the designated liaison person (DLP). Each September teachers are reminded of the school's Child Protection Policy and the procedures to be followed in dealing with incidents related to child protection. Parents are also informed of these procedures through the school newsletter. Each teacher has a copy of our policy on Child Protection and a copy is available to parents in the office and on-line.

Programmes that Support SPHE

SPHE links with other programmes used in the school – Nurture Concept, Incredible Years, Restorative Practices, Roots of Empathy, Fun Friends, Zippy's Friends, Zones of Regulation, Jenny Mosely's Circle Time, Friendship Week, Active and Wellbeing Week.

(a) Nurture Concept: The Nurture Room at St. Mary's JNS is an intervention for those children who find it difficult to access their learning successfully in a mainstream

classroom. It provides an opportunity to facilitate the development of confidence, self-esteem and social skills in a safe, secure and caring environment. The aim of the Nurture Room is to provide a carefully structured routine, where there is a balance of learning and teaching, affection and structure within a home-like atmosphere. Children with a wide range of needs attend the Nurture Room which is staffed by the Support Teacher and an SNA. The group has high expectations with clearly defined boundaries, positive reinforcement, consistency and structure. It works within the principles of inclusive practice and aims to respond to diverse needs.

The provision follows the six principles of Nurture Groups:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- Language is a vital means of communication
- All behavior is communication
- The importance of transition in children's lives

Children accessing the Nurture Room will have a Boxall profile completed. Completed assessments will be analysed and used to form a basis of the nurture room support, outlining the focus during the intervention. Progress within the nurture room is reviewed and the Boxall profile guides when the children are ready to spend more time in their mainstream class. Parents are kept fully informed of the child's targets and progress within the nurture room.

(b)Restorative Practices

Restorative practice is an approach based on a set of core values and the explicit promotion and enhancement of particular skills such as the ability to empathise and to find solutions to specific problems. This practise allows for building trust between and with one another. It provides a structured approach in the form of a scaffold, which helps build and sustain relationships, and provides a focus which allows for the potential growth of positive relationships to become established between people. It also provides a platform for dealing with conflict in a healthy manner when conflict occurs.

<https://www.pdst.ie/post-primary/health-wellbeing/restorative-practice>

Children will learn to deal with conflicts and express what has happened by exploring the six Restorative Practice questions through SPHE and discretionary time. These questions enable the voice of the child to be heard. These questions are on display in every classroom and are shared with parents. Archways and Blue Skies Clondalkin provide school support on embedding this approach within the school and staff training can be applied for at regular intervals throughout the school year. Recording the use of RP questions to deal with incidents on yard is recorded in the yard book.

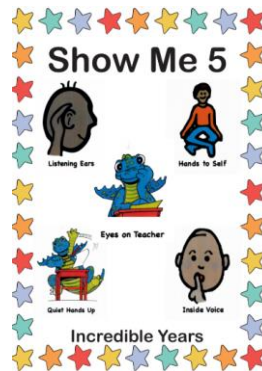


(c) Incredible Years

Incredible Years focuses on:

- Building positive relationships with students
- Building positive relationships with parents and promoting home to school consistency
- Preventing behaviour problems using proactive approaches
- Motivating children through incentives
- Developing behaviour plans
- Decreasing inappropriate behavior

The 'Show Me Five' Rules are embedded across the school and on display in every classroom.



(d) Roots of Empathy

Roots of Empathy is an evidence-based programme delivered in primary school classrooms which has shown significant effect in reducing levels of aggression among school children by raising social-emotional competence and increasing empathy.

At the heart of the programme is a baby and parent who visit the classroom every three weeks during the school year. A trained Roots of Empathy instructor coaches the children to observe the baby's development and to label the baby's feelings. The baby is the 'teacher' in this experiential learning, while the instructor helps the children identify and reflect on their own feelings and the feelings of others.

The Roots of Empathy instructor also visits the class before and after each family visit to prepare and reinforce teachings using a specialised lesson plan for each visit. Research results from national and international evaluations of Roots of Empathy indicate significant reductions in aggression and increases in prosocial behaviours.

Roots of Empathy primarily addresses the affective (feelings and emotions) side of the Social, Personal and Health Education (SPHE) curriculum. However, it is cross-curricular as it features strong links to maths, music, art, language and literature, and Social, Environmental and Scientific Education (SESE).

There is a theme for every family visit, with nine themes covered and three visits per theme (pre-family visit, family visit, post-family visit).

Staff can apply through Barnardos to avail of training. Parents are notified of this programme taking place in a particular class. Parental leaflets can be sent home at the start of each new theme. The Roots of Empathy and SPHE Curriculum alignment document supports class teachers planning of this intervention.

(e) Friends Programme

‘Fun Friends’ and ‘Friends for Life’ are school-based anxiety prevention and resilience building programmes developed by Dr. Paula Barrett in Australia. Friends programmes helps students to develop resilience by teaching them effective strategies to cope with, problem solve and manage all kinds of emotional distress, including worry, stress, change and anxiety. Skills learned throughout the programme help students both now and in later life. The programme can be run by teachers as a whole class programme, or as a small group intervention. FRIENDS is an acronym for the skills taught throughout the programme:

- Feelings
- Remember to Relax. Have quiet time.
- I can do it! I can try (Inner helpful thoughts)
- Explore Solutions and Coping Step Plans.
- Now reward yourself! You’ve done your best!
- Don’t forget to practice.
- Smile! Stay calm, Stay Strong and talk to your support networks.

Teachers can apply for training in the Friends for Life programmes facilitated by NEPS through the local education center as it occurs. Friends For Life materials are stored in the Support Teacher store room.

(f) Jenny Moseley’s Quality Circle Time Model

Jenny Mosley’s Quality Circle Time (QCT) democratic and creative approach used to support teachers and other professionals who work with pupils in managing issues that affect the whole learning community. QCT promotes speaking and listening, better relationships and helps with positive behaviour management.

Moseley’s Quality Circle Time Model incorporates strategies and ideas to promote wellbeing through positive behaviour management, specific wellbeing strategies, bringing about powerfully positive play times and effective strategies for promoting social and emotional development. A Jenny Moseley Quality Circle Time Book is in teacher class kit. Additional copies are stored in the support teacher store room.

Teachers are required as part of our whole school approach, in line with this school plan and SPHE/discretionary time to build circle time into their daily planning.

(g) Zones of Regulation

The Zones of Regulation framework and curriculum teaches students scaffolded skills towards developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness and healthy connection with

others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all while serving as an inclusion strategy for neuro-diverse learners, those who have experienced trauma or those who have specific needs in terms of social, emotion and behavioural development. Zones of Regulation teaches regulation by categorizing all of the different ways we feel and states of alertness we experience into four concrete coloured zones. The red zone describing extremely heightened states of alertness and intense emotions including anger, rage, terror or devastation. The yellow zone describes a heightened state of alertness and elevated emotions, however one has more control when in the yellow zone. A person may be experiencing stress, frustration, anxiety, excitement or nervousness. The green zone describes a calm state of alertness. A person may be happy, focused, content and ready to learn. The blue zone describes low states of alertness and down feeling such as when one feels sad, tired, sick or bored.

The Zones of Regulation resource material book is stored in the ASD class/Support Teacher Store Room.

(h) Focused Weeks

Wellbeing/Wellness Week:

An annual Wellbeing/Wellness week is held in the third term of school. This is part of maintaining the Pieta House Amber Flag award. A pack of timetables and resources is distributed to all staff by the SPHE Co-ordinator.

Friendship Week/Anti-Bullying Week:

An annual Friendship Week/Anti-bullying week is held in the second term of school. This focused week links with the Anti-Bullying policy promoting no tolerance to bullying and building and maintaining friendships and relationships.

9. Homework. Homework will reflect the active learning approach to SPHE as described in this plan. Parents are encouraged to become active participants and engage, as appropriate, with their child in assigned homework. During the completion of the Stay Safe programme, parents are required to sign the completed Stay Safe activity sheets when they have discussed the topic with their child at home.

10. Resources:

We will select resources/materials that are:

- Reflective of our schools ethos.
- In line with the principles of the SPHE Curriculum
- Age appropriate
- Closely matched to specific objectives
- Free of bias, racial or sexual stereotyping.
- Produced by a reputable agency.
- New resources will be reviewed in consultation with staff and resources will be replenished as required.

When using the internet, teachers must adhere to school policies and procedures for safe internet usage including the AUP Acceptable Usage Policy and Child Protection Policy. We have a number of programmes and Apps that support the teaching and learning of the SPHE curriculum. The teachers have allocated specific programmes from this list to each

class level. Teachers should not use other computer programmes or internet sites for SPHE without consulting the-AP 2 with responsibility for SPHE.

A set of resources will be distributed to each class teacher in September and collected in June. This includes;

- Stay Safe Programme and CD
- RSE Handbook
- Walk Tall (Substance Misuse Prevention Programme)
- Making the Links Planning Booklet
- Restorative Practice Questions Poster
- Show Me Five Incredible Years Poster
- School Rules Poster
- Template of School Stamp Book

Textbooks:

Decisions are taken in consultation with class teachers with due regard to the spirit of this plan and general agreement re textbook selection in the school. It is the class teacher's responsibility to ensure each child has access to a booklet of the relevant Stay Safe activity sheets. There are a range of suitable text books to support the teaching and learning of the SPHE curriculum accessible in the Support Teacher Room including the 'Talk About' series, Mighty Moe programme.

11. Individual Teachers' Planning and Reporting.

Teachers should base their yearly and short term plans on the approaches set out in this whole school plan for SPHE. Work covered will be outlined in the Cuntús Míósúil which will be submitted to the principal. These documents will be used to review the school's programme for SPHE at regular intervals.

12. Staff Development

Teachers are made aware of any opportunities for further professional development through participation in courses available in Education Centres and/or other venues. Skills and expertise within the school are shared and developed through inputs at staff meeting. From time to time speakers are invited to address at staff meetings.

13. Parental Involvement

The school recognizes the need for parental involvement in the successful implementation of the SPHE programme. Talks, information meetings and courses for parents are facilitated within the school. The Home School Community Liaison Co-ordinator displays posters and information relevant to children's health and wellbeing. Parent representatives form part of the group reviewing aspects of the SPHE plan.

14. Community Links

The school will liaise with the Health Promotion Unit of the local Health Board and other agencies to assist, as appropriate the school's programme for SPHE.

Success Criteria:

Looking at Our Schools provides a framework which is useful for monitoring and evaluating Teaching & Learning Practices in the school: The following extracts will assist in evaluating the efficacy of this policy in relation to SPHE.

Learner outcomes: Pupils

- have the necessary knowledge and skills
- demonstrate the knowledge, skills and understanding required by the curriculum
- achieve the stated learning objectives for the term and year

Learner experiences: Pupils

- engage purposefully in meaningful learning activities
- grow as learners through respectful interactions and experiences
- experience opportunities to develop the skills and attitudes necessary for lifelong learning

Teachers' individual practice: The teacher:

- has the requisite knowledge, pedagogical knowledge and classroom management skills
- selects and uses planning, preparation and assessment practices to progress learning
- uses teaching approaches appropriate to the learning objectives and pupils' needs
- differentiates teaching and learning activities as necessary

Teachers' collective / collaborative practice; Teachers:

- engage in professional development and collaboration work to devise learning opportunities
- contribute to building whole-staff capacity by sharing their expertise

Implementation:

Roles and Responsibilities;

- Class teachers are responsible for the implementation of the SPHE programme in their own class.
- The post-holder for SPHE has responsibility for overseeing and supporting the implementation of the SPHE programme and is responsible for distribution and monitoring of resources.
- The support teacher works with pupils and teachers in relation to behaviours of concern.
- All teachers are mandated persons. The Principal is the Designated Liaison Person and the Deputy Principal is the Deputy Designated Liaison Person.
- **Review:** This plan will be reviewed in two years time.
- **Ratification and Communication:** This plan was ratified by Board of Management and a copy has been distributed to all teachers.

Date: _____

Appendix 1.

Objectives that cover RSE & Stay Safe programmes.

The following objectives cover the ‘sensitive’ areas in the RSE and Stay Safe programmes. They will be addressed in both classes at each level, year two serving to revise the content objectives covered in year one.

Infants:

Strand unit: Taking care of my body.

Knowing about my body.

- Name parts of the male and female body, using appropriate anatomical terms.

Strand Unit: Safety and protection:

Personal Safety:

- Identify situations and places that are safe and those where personal safety might be at risk.

1st and 2nd:

Strand Unit: Taking care of my body:

Knowing about my body.

- Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions.

Strand unit: Safety and protection:

Personal Safety:

Recognise and explore situations where children feel safe and those where safety might be at risk.

A table of strands/ strand units, content objectives, sensitive language, pages in R.S.E. Resource Materials Book, pages in Walk Tall and supplementary resources has been distributed to all class teachers.

Stay safe programme with CD has been distributed to all classes.

Appendix 2 – Planning of RSE and Walk Tall Programme Units

Programme Units – Term 1				
	Junior Infants	Senior Infants	First Class	Second Class
RSE Resource Material	This is me Who are you? We are friends	Look what I can do These are my friends	Things I like to do My friends My family	Other people are special Being friends My family
Walk Tall	Me and others My five senses	Identity and self-esteem My five senses	I am unique	Changes and choices

Programme Units – Term 2				
	Junior Infants	Senior Infants	First Class	Second Class
RSE Resource Material	This is my family People who teach us about keeping safe We have feelings	This is my family I can be safe Other people have feelings too	Keeping safe Showing our feelings The wonder of new life	Keeping safe Coping with our feelings The wonder of new life
Walk Tall	Belonging and co-operating Taking care of my body	Belonging Taking care of my body	People who live and work together need rules I have feelings	My body I'm always learning

Programme Units – Term 3				
	Junior Infants	Senior Infants	First Class	Second Class
RSE Resource Material	New life I grow Making choices	Caring for new life My body I grow and change Making decisions	How my body works Growing means change Decisions and their consequences	When my body needs special care Growing and changing Personal decisions
Walk Tall	Feelings	Feelings Looking back, looking forward	Places where I belong Looking back, looking forward	Looking back, looking forward