

Holy Angels National School

Clogher,
Claremorris,
Co. Mayo.
F2RC95



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SPHE Policy

Introductory Statement

The staff of Holy Angels N.S. reviewed this plan throughout September 2019. The plan was ratified by the Board of Management on 7th October 2019.

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.*
- ✓ *To benefit the teaching and learning experiences of the S.P.H.E Curriculum.*
- ✓ *To conform to the principles of learning as outlined in the Primary School Curriculum*

Vision

Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform his/her decisions and actions now and in the future - enabling him/her to respect and relate to him/herself and others and become an active and responsible citizen in society. Its development is influenced significantly by the ethos and characteristic spirit of the school. S.P.H.E in our school should enable children to grow together in a safe and happy environment that promotes respect for oneself and others.

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*

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- *To enable the child to respect human and cultural diversity and to appreciate and understand the independent 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, and ability to implement healthy behaviour and a willingness to participate in activities that promote and sustain healthy*
- ✓ *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*

Strands and Strand Units

- ✓ *Teachers are familiar with the strands and strand units for the relevant class level(s). As suggested at SPHE in-service, the strands and strand units will be covered over a two-year period.*

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- ✓ *Teachers are aware of the importance of continuity and progression and the use of programmes suitable for whole school use e.g. RSE, Walk Tall, Stay Safe will be helpful.*

Contexts for SPHE

SPHE will be taught through a combination of the following contexts:

Positive School Climate and Atmosphere

The five building blocks of self-esteem, as outlined in the curriculum, have been adopted as our approach to self-esteem development.

They are:

- ✓ *A sense of identity.*
- ✓ *A sense of belonging*
- ✓ *A sense of security.*
- ✓ *A sense of purpose.*
- ✓ *A sense of competence*

A positive school climate and atmosphere will be promoted through use of the following strategies

- ✓ *Building effective communication within the school*
- ✓ *Catering for individual needs: Individual needs may be social, emotional, spiritual, physical or intellectual*
- ✓ *Creating a health-promoting physical environment through emphasis on healthy lunches, healthy lifestyle, road, water, farm safety and fire drills, as well as participation in Green Schools and Active Flag programmes.*
- ✓ *Developing democratic processes*
- ✓ *Enhancing self-esteem by creating a positive school climate and striving to develop each child's sense of identity, belonging, security, purpose and competence.*
- ✓ *Fostering respect for diversity*
- ✓ *Fostering inclusive and respectful language*
- ✓ *Developing appropriate communication between home and school*
- ✓ *Developing a school approach to assessment*

Timetabling

SPHE is timetabled for $\frac{1}{2}$ hour per week or one hour per fortnight. Please see Appendix A for our two year cyclical approach.

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Integration

Each teacher will seek to integrate SPHE with other curricular areas. Many aspects of SPHE can be dealt with in the context of relevant subjects e.g. Religion, English, Gaeilge, SESE, Visual Arts and Drama.

Approaches and Methodologies

Active learning is a key principle of the overall curriculum. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned.

We will adopt the following approaches and methodologies:

- ✓ *Talk and discussion*
- ✓ *Collaborative learning*
- ✓ *Problem - solving*
- ✓ *Use of the environment*
- ✓ *Skills through content*
- ✓ *Active learning which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, use of media and information technologies and looking at children's work.*
- ✓ *Use of external speakers/visitors who are specialists in their own fields e.g. Dental Nurse, Fireman, Garda , Road Safety Officer etc.*

Assessment

The following assessment tools are used:

- ✓ *Teacher observation*
- ✓ *Teacher designed tasks*
- ✓ *Projects*
- ✓ *Self-Assessment by Children*

Children with Special Educational Needs

We provide the opportunity for each child to experience a broad and balanced SPHE curriculum, regardless of learning, behavioural, emotional, physical, cultural and gender differences. Teachers will differentiate the curriculum by adapting and modifying content and activities so that all children in the class can participate. The Special Education Teacher will positively support the work of the class teacher. The input from the Special Needs Assistant will play an important part in helping the child to participate fully during activities.

Equality of Participation and Access

Equal opportunities are given to boys and girls to participate in SPHE classes and to experience all strands. The SPHE class is used as an opportunity to integrate the culture of all pupils.

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Policies and Programmes that support SPHE:

Policies

- ✓ RSE
- ✓ Child Protection
- ✓ Substance Use
- ✓ Health & Safety
- ✓ Healthy Eating
- ✓ Enrolment
- ✓ Attendance
- ✓ Code of Behaviour,
- ✓ Anti-Bullying,

Programmes

- ✓ *Stay Safe Programme*
- ✓ *Walk Tall Programme*
- ✓ *Zippy's Friends*
- ✓ *Stop, Think, Do*
- ✓ *Child Protection Guidelines*
- ✓ *Green Schools Programme*
- ✓ *Active Flag Programme*
- ✓ *RSA programmes*

Resources

The following resources are used in SPHE:

- ✓ *Curriculum documents*
- ✓ *Walk Tall Jnr. Infants - 6th class.*
- ✓ *RSE*
- ✓ *Stay Safe*
- ✓ *Grow In Love*
- ✓ *Be Safe*
- ✓ *Intercultural Education in the Primary School*
- ✓ *Concern / Trócaire Packs*
- ✓ *Children First*
- ✓ *Child Protection Guidelines and Procedures*

Success Criteria

- ✓ *Confident children, who respect others and are tolerant of each others differences*
- ✓ *Independent children as regards decision making*

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- ✓ *Responsible decisions taken by children*
- ✓ *Pupils use their initiative in making decisions*
- ✓ *Feedback from parents and pupils*
- ✓ *Happy atmosphere in school*

Roles and Responsibilities

We, the principal and teaching staff, believe that SPHE is a shared responsibility between family, school, health professionals and the 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.

The principal in consultation with the rest of the staff will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

Ratification and Review:

This policy was ratified by the BoM on 7th October 2019 and will be reviewed again in October 2022.

Signed:

Chairperson BOM

Principal/Secretary BOM

Date

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Appendix A SPHE 2 Year Plan

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.-Oct.)</i>	<i>Safety and Protection (Jan-Feb)-Stay Safe</i>
	<i>Taking care of my body(Jan-Feb)</i>	<i>Making Decisions (March-April)</i>
	<i>Growing and Changing (Mar-April)</i>	<i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>