



Whole School Plan for

SPHE

Yellow Furze

N.S.

2021

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Yellow Furze N.S. 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.

(b) Rationale

Aspects of SPHE have been taught in Yellow Furze N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ Vision and Aims

Mission Statement

Yellow Furze National School seeks to promote the full potential achievement of all its pupils in all areas of the Curriculum while providing the children with the skills for continued learning and living. We would as far as possible promote this taking fully into account the Christian values of the Community. We welcome the support and participation of all the members of the school community (e.g. parents, teachers, church leaders etc) in helping us to achieve this objective. Finally we would hope that all children would have happy memories of their journey to adulthood in Yellow Furze National School.

Aims: The children of Yellow Furze 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:

SPHE

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.

Yellow Furze 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. Yellow Furze N.S. have created this timetable to reflect this approach.

Month	Sept even years 18,20,22 Walk Tall, Stay Safe, Be Safe	Sept odd year 19,21,23 Walk Tall, RSE books
SEPT/OCT	(Myself) Self identity	(Myself and others) Myself and my family
NOVE/DEC	(Myself and others) My friends and other people	(Myself and others) Relating to others
JAN/FEB	(Myself) Safety and Protection STAY SAFE	(Myself) Growing and changing RSE
MAR/APR	(Myself) Making decisions	(Myself) Taking care of my body
MAY/JUNE	(Myself and the wider world) Media education	(Myself and the wider worlds) Developing citizenship

While this is a guideline for the school's SPHE plan it is at the discretion of the teacher when they teach the sensitive areas of RSE.

Stay Safe is a mandatory programme which has to be taught once in a two year period.

**The sensitive RSE lessons are taught every second year. However, each year from 3rd class a lesson on , menstruation is taught with revision for 4th and 5th girls (menstruation). These lessons are taught by classroom teacher.*

2 Contexts for SPHE:

SPHE will be taught in Yellow Furze NS through a combination of the following contexts:

1. Positive School Climate and Atmosphere

We create a positive atmosphere by:

- building effective communication: we achieve this through daily communication between staff members and between staff and pupils.
- catering for individual needs: through tailoring our lessons to include various backgrounds, beliefs, personal development and understanding of our pupils.
- creating a health-promoting physical environment: through promoting and providing a healthy environment and a healthy eating policy.
- developing democratic processes: where rules are negotiated, responsibility is shared and there is a sense of commitment to a common purpose.
- enhancing self-esteem: through provision of opportunities for each child to succeed and develop individual talents.
- fostering respect for diversity: in the way groups are chosen, in the content of books used, children are encouraged to listen to the view points of others.
- fostering inclusive and respectful language: by the way in which children are addressed and the manner in which they are reproached.
- developing appropriate communication: regular newsletters, parent meetings etc.
- developing a school approach to assessment

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable. However teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit.

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, Physical Education.

Themes/Projects:

Healthy Eating Week, Friendship Week, Agri-Awareness, Lenten Campaign, Healthy Heart Week, Mindfulness & Yoga etc., Library Visits will also be explored.

3 Approaches and Methodologies:

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

4. 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 in use.

We use the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks e.g: Anti-Bullying Surveys*
- *Portfolios and projects*
- *Worksheet sent home to be reinforced by parents.*

5 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. We 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.

6 Equality of Participation and Access:

Yellow Furze 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 *mixed*-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. Yellow Furze NS is under *Roman Catholic* management, and we endeavour to include all children in our school.

Organisation:

7 Policies and Programmes that support SPHE:

Policies
<ul style="list-style-type: none">• Child Protection• Anti-Bullying• Relationships and Sexuality Education• Substance Use• Code of Behaviour• Enrolment• Health and Safety• Healthy Eating• Internet Acceptable Useage• Inclusion• GDPR

Programmes: Serves as an example and is not an exhaustive list:
<ul style="list-style-type: none">• Wide range of sporting activities which include links with the community.• Friends for Life• Food Dudes• Green Flag• Agri-Aware• School Garden• Pride of place

8 Homework:

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

9 Resources:

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

9.1 Programmes and Other Materials: Serves as an example and is not an exhaustive list

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
	RSE Manuals Walk Tall Stay Safe Bi Follain Making the Links Friends for Life Mindfulness in the classroom	Busy Bodies Food Dudes	Various posters throughout the school	Anti-bullying campaign online – Sean Fallon

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, 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.

10 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 Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

11 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*
- *Mindfulness*

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.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as we believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE, and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy.

Community Links:

Yellow Furze NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, Optician 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

(a) Roles and Responsibilities:

Yellow Furze 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.

(b) Timeframe:

The plan will be implemented by January 2018.

■ Review

(a) 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. Noleen Rooney 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

(b) Timeframe: Reviewed in Nov 21

This plan will be reviewed in Oct 2023.

■ Ratification and Communication

The Board of Management of Yellow Furze NS ratified this plan on .

Signed _____

Date _____

This plan is available to view at the school by the parents on request.