

Donabate Portrane Educate Together N.S.

S.P.H.E. Policy

Introductory Statement

This SPHE plan was reviewed by the SPHE Curriculum Team in collaboration with staff members in the academic year 2016/2017.

Rationale

SPHE promotes interpersonal development by helping children to recognise and accept themselves as unique individuals, who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping the child to set and assess his/her own goals and be able to manage his/her own behaviour. SPHE enables the child to build a sense of self-efficacy which in turn can increase his/her sense of personal control, promote self-awareness and enable self-directed learning. An SPHE programme particularly contributes to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflict and how to cope with new and demanding situations.

In this plan it is hoped to:

- Benefit teaching and learning
- Conform to the principles outlined in the Primary Curriculum
- Facilitate the long and short term planning of individual teachers

Vision

The SPHE plan will endeavour to adhere to the ethos of our school which is expressed in the expression “ No Child an Outsider”.

SPHE in our school should provide particular opportunities to foster the personal development, health and well-being of the individual child, celebrate difference in belief, ethnic and racial background, help him/her to create and maintain supportive relationships and become a responsible citizen in society.

Aims

In implementing the SPHE programme in our school we aim:

- 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 process 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 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 concept 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

The curriculum is presented in three strands: Myself, Myself and Others and Myself and the Wider World.

The strands are presented at four levels, outlining the content that could be covered at each stage of the child's time in school.

The curriculum is drawn up in a spiral manner, that is, where similar content is revisited at each level but the processes, approaches and information adopted reflect the needs of children at a particular time and at their various stage of readiness.

Strand	Strand Units
Myself	<p>Self – identity Self awareness Developing self – confidence Making decisions</p> <p>Taking care of my body Health and well-being* Knowing about my body Food and nutrition</p> <p>Growth and Changing As I grow I change New life Feelings and emotions</p> <p>Safety and protection Personal safety Safety issues</p> <p>Making decisions*</p>
Myself and others	<p>Myself and my family My friends and other people Relating to others</p>
Myself and the wider world	<p>Developing citizenship My school community Living in the local community National, European and wider communities** Environmental care</p>
Media Education	

*These units are integrated into other strand units for Infants, First and second classes

**These units are introduced from Third class upwards

Suggested Scheme

Term	Month	Strand Unit
Autumn Term	September	Self-Identity
	October	Myself and my Friends
	November	Safety and Protection
	December	Developing Citizenship
Spring Term	January	My Friends and Other Term
	February	Taking Care of my Body
	March	Growing and Changing
	April	Relating to Others
Summer Term	May	Making Decisions
	June	Media Education

Suggested Methodologies

Active learning is a key feature of the SPHE programme. It places the child at the centre of the learning process and requires the teacher to guide and direct the work. It engages the children at different levels and can be carried out at an individual level or as part of a group. It requires an atmosphere of trust, support and flexibility. Active learning enhances the child's ability to internalise what has been learned and transfer this learning to different situations.

Key Methodologies

- Talk and Discussion
- Collaborative/co-operative learning
- Use of environment
- Skills through content
- Problem solving
- Active learning

A wide variety of active learning strategies should be used in implementing SPHE in order to take account of individual needs and the wide range of objectives in the curriculum. These strategies could include:

- Play
- Discussion
- Drama activities
- Co-operative games
- Multimedia programmes
- Accessing the internet
- Exploring television
- Video extracts or photographs
- Carrying out surveys
- Interpreting data

Assessment

Assessment in SPHE aims to guide the teacher towards improvement of the learning experiences of the child in this area of learning. It also lends itself to enabling the children to recognise and appreciate their own achievements in learning skills and understanding of themselves, others and the wider community. Although specific teacher-designed tasks may be used, teacher observation is particularly effective. Observations would not only be confined to the SPHE lessons but would cover all curricular areas, activities outside the classroom and general behaviour and attitude

Assessment will be largely informal and will mainly take the form of:

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

Home, School and Community Links

The SPHE curriculum will be delivered as part of an integrated, cross-curricular approach throughout the school. Every opportunity will be sought to integrate the programme with other areas of the curriculum. In particular, there are many opportunities for linkage with subjects such as Music, Art, Drama, English and Gaeilge, but there are many more possibilities. Occasionally the programme will overlaps with other curricular areas such as SESE and Learn Together. Teachers will use this to their advantage and will be mindful of similar topics when planning units of work.

Children with Differing Needs

SPHE in our school will provide opportunities for all children to benefit from the full range of experiences offered in the programme, regardless of ability or background. The range of individual differences within the school or classroom will always be taken into account when planning units of work.

Linkage and Integration

Every opportunity will be sought to integrate SPHE with other subjects in the curriculum. Teachers will be mindful of finding ways to link similar topics when planning units of work.

Equality of Participation and Access

Equal opportunities are given to boys and girls to participate in discussion, debate and presentation.

Diversity within the school community will, at all times, be recognised and valued.

All children will have access to services, facilities and amenities in the school community.

Provision, when required, will be made for the following:

Members of the Traveller community

Children experiencing any form of disadvantage

Children with disability

Families with literacy problems.

Time

Teachers will allow time in their timetables for thirty minutes of discrete SPHE teaching each week or, alternatively, one hour every two weeks.

Policies and Programmes that Support SPHE

The following policies/programmes link with SPHE:

- Code of Behaviour
- Anti Bullying
- Substance Use
- RSE
- Stay Safe
- Child Protection
- Health and Safety
- Healthy eating

Resources

Criteria for choosing resources

Is the resource in question

- in accordance with school policies?
- in line with the principles of the SPHE curriculum?
- sufficiently flexible to take into account the children's present knowledge and to allow the teacher to link with the new learning?
- appealing to children and to the teacher?
- up to date?
- accompanied by clear instructions on how it could be used effectively in the class?
- free of bias?
- produced by a reputable agency?
- devoid of racial or sexual stereotyping?
- in keeping with the aims and objectives of the class programme in SPHE?
- reflective of active methods of learning?
- well-designed and durable?

References Section

- Curriculum documents for SPHE
- Primary School Curriculum. Your Child's Learning. Guidelines for Parents
- NCCA Guidelines for Teachers of Students with General Learning Disabilities
- Equal Status Act
- Looking at our School. DES.
- Map of SPHE Resources for Primary Schools, NE Health Board.
- RSE, a Partnership between Home and School
- Walk Tall
- Bí Folláin
- Action for Life, Irish Heart Foundation
- Child Protection Guidelines
- Children First Guidelines
- Stay Safe Programme
- Be Safe
- Stop It! Steps to Address Bullying. Wexford Education Network
- Responding to Bullying, the Cool School Programme NEHB
- INTO Intercultural Guidelines for Schools
- Bereavement Counselling for Children (Barnardos)

Staff Development

- Teachers should have access to current research, reference books, resource materials, and websites dealing with SPHE
- Teachers should have opportunities to share their skills, expertise and experience.
- Teachers should be encouraged to attend SPHE related courses.
- Time should be allocated at staff meetings to discuss issues related to SPHE.
- Opportunities may be made available for team-teaching.

Parental Involvement

Opportunities should be provided for parents/guardians to

- Participate in school planning and review
- Support teachers in implementing particular aspects of the programme.
- Review resources for specific aspects of the programme.

Implementation

The postholder with responsibility for SPHE will be responsible for co-ordinating the progress of the plan. He/she will encourage and accept feedback on its implementation and report to staff on findings.

SPHE TIMETABLE

September Anti Bullying Week – Whole School

October S.A.L.T. Programme

Senior Infants: Ouch!
I Don't Want to Play

First Class: School Tests
Special Friends

Second Class: Fighting on the Pitch
What's an Animal?

Senior Classes: Use programme to enhance work on bullying and conflict resolution.

September - June Walk Tall

All Classes
All teachers will be provided with manuals in advance

February - June R.S.E.

All Classes
Teachers will be provided with manuals in advance

***March - June Stay Safe**

Senior Infants / Second Class / Fourth Class / Sixth Class
All teachers will be provided with manuals in advance

*For the school year 2016/2017 the Stay Safe Programme will be taught from March to June. This is to facilitate the release of the updated programme.

SALF Programme September – June

All classes. Class teachers will be provided with manuals in advance. Junior Infants/First/Third/Fifth classes will be provided with children's workbooks in September. Senior Infants/Second/Fourth/Sixth classes will bring forward the books they were using the previous year.

Weaving Wellbeing September – June

Third, Fourth and Fifth Class.

Mindfulness September – June

Mindfulness Workshops will be held for First and Fourth class. Mindfulness will also be referred to at every class level from Junior Infants to Sixth.

Roots of Empathy September – June

Roots of Empathy will be taught in Second class

**Children in the class for children with autism will access these programmes as appropriate in the class they are integrated with, with their own class teacher or with other professionals as necessary.

***Parents have the option to withdraw their child from any of the above SPHE programmes as they see fit.

Review

When ratified, the plan should be reviewed on a two yearly basis.

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