

Whole School Plan

SPHE

Scoil Chiaráin Naofa

Doorus,

Kinvara,

Co. Galway

H91 DFH7

Roll Number: 17689Q



Introductory Statement

Scoil Chiaráin Naofa is a primary school under Catholic Patronage. It is a co-educational mainstream school with classes from Junior Infants to Sixth Class.

The original whole school plan for SPHE was developed by the school staff in 2009. Many developments have taken place since then and this policy required a review and revisions based on our school experiences to date.

The staff of Scoil Chiaráin Naofa 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

Aspects of SPHE have been taught in the School for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. This revised plan will aid our teaching in SPHE.

Vision and Aims

Vision:

Scoil Chiaráin Naofa 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:

Scoil Chiaráin Naofa endeavours 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:**

Strands and Strand Units: The curriculum is delineated at four levels, Junior and Senior Infants, 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.

Scoil Chiaráin Naofa 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.

With regards to Stay Safe, Scoil Chiaráin Naofa has decided, upon consultation with staff, that it will be taught every year during the period **January to March**. The R.S.E. programme will be taught from Easter onwards.

Scoil Chiaráin Naofa have created the below timetable to reflect this approach:

| | JL/1st/3rd/5th Even Year | SI/2nd/4th/6th Odd Year |
|-----------------------------------|--|---|
| Strand | Strand Units | Strand Units |
| Myself | Self Identity Take care of my body Safety and protection | Growing and changing Safety and protection |
| Myself and others | Myself and my family | Relating to others My friends and other people |
| Myself and the wider world | Developing Citizenship Media Education | Developing citizenship |

Coverage of strands, as laid out in Mindful Matters by CJ Fallon

Please note the following:

1. The Stay Safe Programme is covered with all classes in its entirety every year.
2. The Sensitive Areas of the RSE Programme (Strand Unit: Growing and Changing) are covered in Senior Infants, Second Class, Fourth Class and Sixth Class. A speaker from outside the school talks to the children of Sixth Class every year.
3. Internet safety is taught in conjunction with the Stay Safe programme using www.webwise.ie

The odd year/even year this pattern will continue for subsequent years ensuring pupils receive a comprehensive SPHE Programme over a two-year period.

Contexts for SPHE: SPHE will be taught in Scoil Chiaráin Naofa in the following contexts:

Positive School Climate and Atmosphere

Scoil Chiaráin Naofa has created a positive atmosphere by:

Building effective communication

Attention will be paid in our school to encouraging the expression of opinion and developing listening systems.

Effective communication systems are essential among all members of our school community:

- Staff Member – Staff Member
- Staff Member – Parent/Guardian
- Parent/Guardian – Staff member
- Pupil – Staff Member • Staff Member - Pupil
- B.O.M. – Staff Member
- Staff member – B.O.M.
- Parent/Guardian – Parent/Guardian

Staff member to Staff Member

- This school recognises the importance of a positive school culture and climate. We are guided by DES documents such as the Well Being Guidelines for Primary Schools; the Teaching Council Professional Conduct Guidelines and The Working Together Document.
- Staff notices will be posted in the staffroom/email – General Notices, Notices and information from the Department of Education and Skills, Notification re: Professional Development Courses; Information from the INTO, IMPACT and other relevant Union Bodies.
- Staff meetings will be held regularly, and an agreed agenda will be circulated in advance.
- A hard copy of the minutes will be kept on record.

- Liaison between different teachers dealing with the same child will be facilitated.
- Liaison between teachers and SNAs will be facilitated.
- Staff will be notified of Circulars relevant to whole staff through Aladdin/email.
- Regular memos to staff from Principal via Aladdin/email.

Staff Member – Parent:

- Annual Parent – Teacher Meeting - opportunity for parental input.
- Appointments – Parents are welcome to make representations on behalf of their children at any stage during the school year.
- Homework Journal – this can be used as a medium of communication between class teacher and home.
- School Newsletters
- Annual School Calendar
- School Website
- School email

Pupil – Staff Member / Staff Member- Pupil

- Listening all the time – informally
- Children reminded in Stay Safe Programme that teachers will listen
- Explain how things are organised and the reasons for this

Board of Management – Staff / Parents / Pupils

- School Policies and Procedures
- Newsletters
- Agreed B.O.M. Reports
- Seminars / Meetings

Parent-Parent

- Parents' Association Notifications in School Newsletter

- Policies and Procedures
- Social Occasions such as our bake sale

Catering for individual needs

All children have individual and different needs:

- Identify the specific needs of children – social, intellectual or emotional.
- Access to resource / learning support.
- Parental involvement and help.
- Peer work, group work, co-operative learning.
- Use of IT.
- Resources bought with specific children in mind.
- Teacher addressing differing academic abilities.
- No one size fits all.
- Focus on strengths – on abilities rather than disabilities.
- Effort is recognised above achievement.
- Broad based curriculum.

Creating a health-promoting physical environment

- Lunches eaten inside under supervision of the teacher.
- Waste goes into proper containers for recycling.
- Playground rules are built around the health, safety and wellbeing of children.
- Playground supervision.
- Healthy Eating Policy and daily fruit break.
- Code of Behaviour promotes positive behaviour to create a safe school – physically, emotionally and socially.
- Bullying is addressed in the Anti-bullying Policy and Code of Behaviour.

- Individual & Team Games which promote physical fitness are encouraged, promoted and developed – skipping, football, soccer, hurling, camogie, athletics, illustrated games with yard markings in Infant playground.

Developing democratic processes

Enhancing self-esteem:

Structures to foster the child's sense of self-worth;

- Positive re-enforcement
- Affirming effort rather than the end result
- Showing interest and giving encouragement
- Differentiation – pitching work at appropriate level for each child.
- Assemblies to promote effort and achievement. Teachers play down excessive competition.
- Appraising group work
- Group averages • Changing groups
- Variety of competitions
- Co-operative groups -staff feel encouraged
- Inclusion in decision making
- Good relations
- Staff meetings
- Social outings
- Caring induction of new staff and children
- Being informed on school related matters.
- Good relations
- Parents' meetings / Parents' Association
- Social Occasions

- Developing Partnership
- Being informed on school related matters.

Fostering respect for diversity Integration of children with special educational needs in all areas of school life.

- Inclusion of special educational needs pupils into mainstream classes.
- Appropriate Teaching Methodologies which recognise the diversity of intelligences.
- Recognising, celebrating and being aware of the wide diversity and richness of cultures that exist in our school – travellers, pupils from other countries
- Teaching resources to reflect inclusion and diversity
- Gender Equity on school committees, teams, representatives
- Commitment to learning from others with different viewpoints and abilities.
- Commitment to resolving conflict without discord – school yard.
- Belief that each individual is important.
- Society, Culture and History – gaining knowledge of pupils' own society, culture and history, and societies, cultures and histories of other pupils.

Fostering inclusive and respectful language

Teachers/Pupils Awareness – use and accept only respectful language.

- Use First names of children (Teacher / Pupil: Pupil / Pupil)
- Non-acceptance of “put downs”.
- No “bad” language in school.
- School will set about dealing with name calling (non-acceptance, S.P.H.E. lessons, discussion and role play).

Allocated time for SPHE

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

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 Oral Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, Road Safety Week, Guest Speakers 'An Garda Síochána' etc. will also be explored.

Approaches and Methodologies:

Scoil Chiaráin Naofa believes 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.

Scoil Chiaráin Naofa uses the following recommended informal tools for assessment in SPHE:

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

Children with Special Educational Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special educational needs. The Teachers will supplement the work of the class teachers where necessary.

Scoil Chiaráin Naofa 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:

Scoil Chiaráin Naofa recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Scoil Chiaráin Naofa 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. Scoil Chiaráin Naofa is under Roman Catholic school management, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, children who are learning English as a second language etc.

Policies and Programmes that support SPHE:

Policies:

- Child Protection
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use

- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage Programmes
- Active School Flag
- Health Promoting Schools
- Food Dudes
- Green Flag
- Stay Safe programme
- Road Safety RSE
- Webwise
- Relationships and Sexuality Talks

Programmes and Other Materials:

PDST have developed a resource list, available on the SPHE page at www.pdst.ie

In Class Resources:

Books: Mindful Matters, Well Being Books, Dental Pack, RSA Pack, Stay Safe Programme

Books for Teacher: RSE programme, Cycle Safety Ireland, RSE Manuals, Walk Tall, Stay Safe, Making the Links, Webwise

Audio/Visual: Busy Bodies, Food Dudes, GoNoodle resources , Relevant websites and apps:

Guest Speakers: Outside speakers and educational talks such as Dental Nurse, RSE speaker – (6th), Digital Safety Workshops Barnardos, Zeko, Internet Safety, Road Safety, Dog's Trust etc will be arranged for classes as appropriate to reinforce aspects of SPHE. In all cases where an outside speaker/s is invited to address pupils, the Class Teacher must remain in the classroom (as per Circular 22/2010) c/f Child Safeguarding and Protection Policy.

Individual Teachers' Planning and Reporting:

This SPHE Whole School Plan and the DES Curriculum documents will inform and guide teachers in their long and short term planning for SPHE. Each Class Teacher records SPHE objectives and content in their short and long term planning and in their Cuntas Míosúil. Teacher designed assessments and observation and feedback from pupils and parents will inform progress when evaluating and reviewing teaching and learning 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*

Teachers are encouraged to attend SPHE related courses during the school year and as summer courses and are expected to share information/skills acquired at these courses with other members of staff during staff meetings. As the need arises talks/presentation on other aspects of SPHE relevant to parents may be arranged i.e. Anti - Bullying/Digital Safety etc. Parents also are notified of SPHE initiatives etc through the school website and by email communication as relevant and through the National Parents Council of Ireland.

Child Protection: The school DLP is Ms. Martina Tarpey (Principal) and the DDLP is Ms. Helen O' Riordán (Acting Deputy Principal).

Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE. The SPHE plan and the curriculum documents are available for parents to inform them of the programme for SPHE. As the need arises talks/presentation on other aspects of SPHE relevant to parents may be arranged i.e. Anti Bullying/Digital Safety etc. Parents also are notified of SPHE

initiatives etc through the school website and by email communication as relevant.

Community Links: Scoil Chiaráin Naofa believe that the local community has a very important role to play in supporting the programme in SPHE. Scoil Chiaráin Naofa liaises with the local community to support teaching and learning in SPHE.

Success Criteria

The success of this plan will be evaluated through evaluation of the following:

- ✓ Implementation of the objectives of the SPHE Curriculum – Teacher Planning and Assessment
- ✓ Availability and relevance of the Teaching Resources to support the teaching of SPHE
- ✓ Participation of pupils and involvement of parents in the various SPHE programmes i.e. Stay Safe
- ✓ Teacher Observation of Behaviour/Attitudes and Learning
- ✓ Positive School Climate and Atmosphere
- ✓ Effective Communication between all partners in the School Community.

Implementation

(a) **Roles and Responsibilities:**

Scoil Chiaráin Naofa believes that the school community must be involved to successfully implement SPHE.

- ✓ The school Board of Management has overall responsibility for the implementation of all aspects of the SPHE curriculum.
- ✓ The Principal and Deputy Principal oversee the teaching and learning of SPHE and support staff in implementing the programme and in accessing professional development as relevant.

- ✓ Teachers: must teach and implement the SPHE curriculum as outlined and must adhere to current Child Protection policies and procedures.
 - ✓ Pupils: should co-operate and participate in SPHE lessons and assignments as required.
 - ✓ Parents should inform themselves of the SPHE school plan and support children's learning in SPHE.
- (b) **Timeframe:** The whole school plan will be implemented from 2022/2023 school year onwards.

Review and Ratification

This Whole School Plan was ratified by the Board of Management of Scoil Chiaráin Naofa on _____

Signed : _____ Date: _____

(Chairperson of the BoM)

Signed: _____ Date: _____

(Principal)

Appendix A

Dear Parents/Guardians,

Our class teachers will be teaching the personal safety education programme called “**Stay Safe**” over the next few weeks. It is part of the **Social, Personal and Health Education (SPHE) curriculum** which all primary schools are **required** to implement.

The aim of the “Stay Safe” programme is to teach children personal safety skills so they can look after themselves in situations which could be upsetting or dangerous. It deals initially with common situations which most children will experience at some stage or other, e.g. getting lost or being bullied. The programme also teaches children the safety skills necessary to protect themselves from physical or sexual abuse and it emphasises the importance of telling a trusted adult about any problems they have.

Co-operation between parents and teachers is essential to the success of this programme. It is important that parents/guardians are aware of the content of the “Stay Safe” lessons and are able to discuss the lessons with their children. Your child may bring home worksheets which will inform you on the topics being covered in class and how you can reinforce the messages at home.

You can familiarise yourself with the content of the “Stay Safe” lessons at www.staysafe.ie/teachers/resources.htm . You can always talk to your child’s class teacher if you want to discuss the programme further.

Kind regards,

Martina Tarpey (Principal)

Appendix B:

Please see the school's R.S.E. Policy.