

Carrig National School

Social, Personal and Health Education

SPHE Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

“Social Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships” This plan, drafted in September 2022, is a revision of our previous policies for SPHE, the most recent being 2019. SPHE is a shared responsibility between community, home and school, and parent contributions and involvement are essential to the effective implementation of the SPHE programme in the school. With this in mind communication between staff, parents, pupils and management has been instrumental in the development of this policy.

(b) Rationale

It was decided to review our current plan, to update and make any necessary changes to reflect and benefit current teaching and learning practices in our school.

■ Vision and Aims

(a) Vision:

In line with our school ethos, 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 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.

Our school values the uniqueness of all individuals within a caring school community. We recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom. The programme also 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. The parents have the primary role in the social, personal and health education of their children so their role will be encouraged as much as possible.

(b) Aims:

The children of Carrig 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:

1 **Strands and Strand Units:**

- As SPHE is spiral in nature the same content will be planned and taught at each level over a two-year period ensuring that the child receives a comprehensive and balanced programme over the cycle.
- There are 5 units to be covered each year which are chosen from each of the three strands: Myself, Myself and Others, Myself & The Wider World.
- Stay Safe will be taught in its entirety on Year 2
- 4th class only on Year 2
Growing and changing – An introduction to changes with a particular focus on menstruation

Carrig NS have created this timetable to reflect this approach:

September 2022	Year 1
September 2023	Year 2
September 2024	Year 1
September 2025	Year 2
September 2026	Year 1
September 2027	Year 2
September 2028	Year 1
September 2029	Year 2

Month	Year 1	Year 2
September/October	Myself and my family (Myself and others)	Self-identity (Myself)
November/December	Relating to others (Myself and others)	My friends and other people (Myself and others)
January/February	Growing and changing (Myself)	Safety and protection (Myself)
March/April	Taking care of my body (Myself)	Making decisions* (Myself) 4 th class only Puberty, Growing and Changing
May/June	Developing citizenship (Myself and the wider world)	Media education (Myself and the wider world)

*'Making decisions' is only a strand unit from 3rd – 6th. Juniors -2nd may complete the Safety Issues section of 'Safety and Protection' at this time. Due to the increased number of lessons in the Stay Safe programme from 3rd to 6th class, placing the strand unit 'Making decisions' after the 'Safety and Protection' strand will enable the teacher to achieve some of the content objectives of 'Making decisions' through the Stay Safe programme.

- 3rd - 6th classes cover Safer Internet Day in February of each year.
- Please see Appendix 1 for detailed breakdown of the Strand Units for teacher planning using the 'Making the Links and Beyond' resource.

- For the sensitive content in 'Growing and Changing' and 'Taking care of my body' please see Appendix 2 & 3

2 Contexts for SPHE:

SPHE will be taught in Carrig N.S. through a combination of the following three contexts:

■ Positive School Climate and Atmosphere

Carrig National School has created a positive atmosphere by:

- building effective communication, e.g., School booklet with policies, colourful fun termly newsletters, regular notes and texts home, principal being "visible" in the morning and home time, parental and pupil input on policy making.
- catering for individual needs, e.g., meeting with parents of children with different needs, setting differentiated homework, team teaching, in-class support and withdrawal.
- creating a health-promoting physical environment, e.g., bringing out PE equipment regularly for yard play time, regular reminders for pupils to wash their hands after using the toilet, robust healthy eating policy
- developing democratic processes, e.g., making decisions with parents, such as Christmas celebrations, and with pupils, such as Golden Time, student council
- enhancing self-esteem, e.g., taking photographs of school events and class teaching and learning, and displaying these across the school, SPHE Noticeboard
- fostering respect for diversity, e.g., inviting parents of different nationalities in to talk to pupils
- fostering inclusive and respectful language, e.g., using positive language in class rules
- developing appropriate communication, e.g., developing listener/speaker skills and group work in Aistear
- developing a school approach to assessment, e.g., using the Primary School Assessment Kit, regular Assessment for Learning.

■ Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Carrig National School. However, on occasion, teachers may block more SPHE time to develop themes in more detail, such as Positivity Day, Friendship Week, Healthy Eating Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. Teachers of the middle to senior classes may also allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit. This is particularly important for any sensitive issues or those that are not addressed in other areas of the curriculum e.g., Stay Safe, Relationships and Sexuality Education and Healthy Eating Lessons.

■ 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 (My local area and Community), History, Religion, Visual Arts, Physical Education, etc, for example using the Big Book "Where's my Teddy, Freddy?" to explore feelings and emotions.

3 Approaches and Methodologies:

Carrig NS 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 being used.

Carrig NS uses the following recommended informal tools for assessment in SPHE:

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

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. Carrig NS 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.

RSE for students with Mild General Learning Difficulties (MGLD)

The NCCA guidelines for teachers of students with general learning disabilities (www.ncca.ie) has a wealth of information and material for teaching SPHE to students with general learning disabilities.

6 Equality of Participation and Access:

Carrig 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-sex* 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. Carrig NS 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*

■ 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 Usage • Well-being policy

Programmes

- Stay Safe Programme
- RSE Programme
- Friends for Life
- Zippy's Friends
- Incredible Years
- Active School Flag
- Health Promoting Schools
- Green Flag
- Grow in Love –Religious Education Programme

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.)

• Programmes and Other Materials:

- Stay Safe resource pack
- RSE packs
- Walk Tall packs
- "Working Together for Positive Behaviour"
- Webwise – internet safety
- Emotion colour cards
- Bí Folláin-media ed.
- Busy Bodies
- Making the Links - PDST document
- 101 Games for Social Skills (Jenny Mosley)
- 101 Games for Better Behaviour (Jenny Mosley)
- 101 Games for Self Esteem (Jenny Mosley)
- Books on Mindfulness, Yoga and Wellbeing
- "Active Learning: 101 Strategies to Teach any subject"
- "Spraoi le chéile"
- Busy Breaks - Irish Heart Foundation
- Action for Life – Irish Heart Foundation
- Aistear manual
- School photographs
- Amnesty and Trócaire packs-developing citizenship
- Teacher Guidelines
- 'Be Safe!' (Road Fire Water – National Safety Council)
- Quality circle time in the Primary classroom (Jenny Mosley)
- Mind Up
- Mindfulness in the Classroom CDs

- Cosmic Kids Yoga in the Classroom

- Weaving Wellbeing

- **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. "Making Links" will be used by all staff in their planning. 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*
- *training in the Zippy's Friend's Programme*
- *training in the Incredible Year's Programme*
- *training in First Aid*
- *other*

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 Carrig NS 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 their input is welcomed Relationships and Sexuality Education Policy and Substance Use Policy.

Please see link below for the PDST document:

'Social, Personal and Health Education in Primary School - Tips for Parents'

<https://www.pdst.ie/sites/default/files/Primary%20SPHE%20Tips%20for%20Parents.pdf>

13 Community Links:

Carrig 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, RSA etc.

14 Unforeseen Closures:

Should a forced closure take place due to unforeseen circumstances e.g., Covid 19 virus, SPHE lessons (Walk Tall, Stay Safe, RSE) will be taught virtually where possible. Where lessons, due to their sensitive nature, cannot be taught virtually they must be taught on the resumption of face-to-face teaching. Teacher's planning will reflect lessons omitted and should be communicated to a new teacher should the class be moving on. (The sensitive

lessons for RSE are taught every year at all class levels. Therefore, upon reopening, these lessons which may have been missed due to school closure, are to be taught as a priority.) The below link from the PDST will guide this.

<https://www.pdst.ie/sites/default/files/Primary%20SPHE%20Guidance%20for%20Continuity%20of%20Learning%20during%20School%20Closures.pdf>

■ 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.

Things we will look for:

- The happy, healthy, atmosphere in the school
- The quality of interactions between pupil/teacher. Pupil/pupil, teacher/teacher and home/school
- A positive change in certain attitudes and behaviours
- The type of language used and how it is used

■ Implementation

(a) Roles and Responsibilities:

Carrig 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.

■ 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. Laura Boland 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:

This plan will be reviewed in 4 years

■ **Ratification and Communication**

The Board of Management of Carrig NS ratified this plan on 4/10/2022.

Signed: _____

Perry Maloney (Principal)

Signed: _____

Brian Geraghty (Chairperson, Board of Management)

Date _____

This plan is available to view at the school by the parents and is available on the policy section of our school website

Appendix 1

Making the Links and Beyond

https://www.pdst.ie/sites/default/files/Making%20the%20Links%20%28revised%202017%29.compressed_1.pdf

This resource is to be used by teachers when planning to teach SPHE

Appendix 2 Lesson Content – Sensitive Issues

Lesson Content – Sensitive Issues					
Class	Lesson	Strand Unit	Language	Date	Home/School
J.I. S.I.	Theme 6 Caring for new life p.137 Theme 7 My Body p.147	Growing and changing Taking care of my body	Penis/Vagina or Vulva Naming parts of male and female body using appropriate anatomical terms	Term 2 every second year	S.I. RSE Manual p. 145 S.I. RSE Manual p. 156
1 st 2 nd	Theme 6 The wonder of new life p.59/p.151 Theme 7 How my body works p67 When my body needs special care p.161 Theme 8 Growing means changing p. 77/p.171	Growing and changing Taking care of my body	As above: introduce womb, breast, breast feeding, urethra. Naming as above and identify some of the functions.	Term 2 every second year	RSE Manual p. 65, 160, 169
3 rd 4 th	Theme 6 Preparing for new life p.69 Theme 6 from 4th class The wonder of new life p.169 Theme 8 As I grow I change p.93 Theme 8 (girls only in 4th class) Growing and changing p.195	Growing and changing	Discuss the stages and sequence of development of human baby in the womb. Umbilical cord. Any questions as to how the baby got there cannot be answered by the teacher.	Term 2 every second year 4 th class every year with a focus on puberty, growing and changing	RSE Manual p. 181
5 th 6 th	Theme 6 My body grows and changes p.81 Theme 7 The wonder of new life p.93 Theme 8 Caring for new life p.103 Theme 2 Different kinds of love p.141	Growing and changing Taking care of my body	Changes that occur in boys and girls at the onset of puberty. Reproductive system of male/female adults. Understand sexual intercourse, conception and birth within context of a committed relationship.	Term 2	RSE Manual p. 92,101,112,149 Busy Body Booklets and DVDS

Appendix 3

Anatomical Terminology Guide

Class	Strand /strand Unit	Content Objectives <i>Consult curriculum for complete objectives in <u>Growing and changing and Taking care of my body</u></i>	Language	Pages in RSE Resource Materials Book	Pages in Walk Tall	Supplementary resources
Junior /Senior Infants	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Become aware of new life and birth in the world Develop an awareness of human birth Taking care of my body <ul style="list-style-type: none"> Name parts of the male and female body using anatomical terms 	womb breastfeeding penis vulva	New Life p68 My Body p147 Caring for new life p137 At the beach or swimming pool p.153	Our Amazing Bodies p94 (Senior Infants book)	<ul style="list-style-type: none"> Anatomically correct dolls Picture books of new baby Visit of baby to class
First/ Second Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Begin to understand that reproduction, birth, growth and death are all part of new life cycles Taking care of my body <ul style="list-style-type: none"> Name the parts of the male and female body using appropriate anatomical terms and identify some of their functions 	penis vulva vagina womb breastfeeding urethra	The Wonder of new life p59 /151 How my body works p67/ 161 Growing means changing p77/171 A Visit to the Doctor p.164	Our Amazing Bodies p37 (2 nd class book)	<ul style="list-style-type: none"> Picture books of going to the doctors Tom's Power Flower Books / activities on Life cycles Birth and new life in nature
Third/ Fourth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand the physical changes taking place in both the male and female body Realise that changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal Taking care of my body <ul style="list-style-type: none"> Recognise and discuss how feelings and emotions are affected by the physical changes that take place during puberty Discuss the stages and sequence of development of human baby from conception to birth 	Revise above umbilical cord changes in puberty menstruation	Preparing for new life p69 The wonder of new life p169 As I grow and change p93 Growing and changing p195	As I grow I change p175 (3 rd class book) Changing and Growing p140 (4 th class book) The Wonder of New Life p.150	<ul style="list-style-type: none"> Body Systems Picture books on Growing and Changing
Fifth/ Sixth Class	Myself <ul style="list-style-type: none"> Growing and changing Taking care of my body 	Growing and changing <ul style="list-style-type: none"> Understand sexual intercourse, conception and birth within the context of a loving committed relationship Taking care of my body <ul style="list-style-type: none"> Identify and discuss the physical changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone Understand the reproductive system of both male and female adults 	Revise above wet dreams <u>Busy Bodies language</u> semen sexual intercourse	My body grows and changes p81 The wonder of new life p92 Caring for new life p103 Different kinds of love p141	My Amazing body p345 (5 th class book) Creation p121 (6 th class book)	<ul style="list-style-type: none"> Busy Bodies Power points recap Question Box Puberty Quiz

Appendix 4

A variety of online resources of teachers when planning to teach SPHE/RSE

<https://www.curriculumonline.ie/Primary/Curriculum-Areas/Social,-Personal-and-Health-Education/SPHE-RSE-Toolkit/>

<https://www.pdst.ie/primary/health-wellbeing/RSE>