



Whole School Development Plan for Social Personal and Health Education

This Social Personal Health Education (SPHE) plan has been formulated using a collaborative whole staff approach. The planning reflects the ethos of the school and developed within the context of the whole school plan.

Rationale

The area of SPHE is an area of focus for development in order:

1. To benefit teaching and learning in our school.
2. To conform to principles of learning outlined in the Primary School Curriculum.
3. To develop an individual whole school plan for St. John the Apostle National School.
4. To develop students' knowledge, skills, attitudes and behaviours through SPHE, Relationships and Sexuality Education (RSE) and Stay Safe programmes

Vision

SPHE in St John the Apostle National School promotes and nurtures the self-esteem of the whole school community. It enables and empowers each child to form healthy relationships and it promotes a sense of responsibility for self, for others and for the environment.

Aims

By introducing the SPHE plan St John the Apostle National School hopes to;

- promote the personal development and well-being of the child
- 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
- promote the health of the child and provide a foundation for healthy living in all its aspects
- enable the child to make informed decisions and choices about the social, personal and health dimensions of life both now and in the future
- develop in the child a sense of social responsibility, a commitment to active and participatory citizenship and an appreciation of the democratic way of life
- enable the child to respect human and cultural diversity and to appreciate and understand the interdependent nature of the world
- promote the use of positive reinforcement within a whole school context using The Incredible Years programme guidelines

Curriculum:

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.

Teachers 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. The staff have created this timetable to reflect this approach:

Strands and Strand Units:

Overview of content for SPHE over two years

Strands	Strand Units (Year 1)	Strand Units (Year 2)
Myself	Self-identity (Sep/Oct)	
	Taking care of my body (Jan/Feb)	Safety and Protection (Feb - March) Stay Safe
	Growing and Changing (Mar/Apr)	
	Safety and Protection (Jan / Feb)	Infants - 2nd Safety and Protection
		Making decisions [3 rd to 6 th Class] March - April
Myself and others	Myself and my family (Nov / Dec)	
		My friends and other people (Nov./Dec.)
		Relating to others (Mar/Apr)
Myself and the wider world	Developing Citizenship (May/Jun)	
		Media Education (May / June)

Contexts for SPHE

Positive school climate and atmosphere:

A positive school atmosphere fosters the health and wellbeing of all the members of the school community. It reflects a safe and secure environment where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account. A positive school climate and atmosphere nurtures self-confidence and self-worth and promotes respectful and caring relationships throughout the school. It, therefore, provides the context in which work carried out in a range of subjects, including SPHE, is lived out and makes sense. Strategies to create a positive climate include good levels of communication throughout the whole school between staff, pupils, parents, and the wider community.

The school has created a positive atmosphere by:

- The use of The Incredible Years Programme as a whole school approach reinforces a positive school environment.
- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment
- Implementing programmes to support the wellbeing of the children and staff: MindUp / Braincalm

A positive classroom climate and atmosphere is created through providing:

- a pleasant teaching and learning environment that feels spacious and is visually stimulating
- a variety of ways for children to work and interact positively together
- appropriate strategies for resolving conflict and rewarding children
- opportunities to negotiate class rules and to involve children in decision making
- reflection at the end of the school day or week
- experiences that heighten self-confidence and self-esteem
- opportunities to set goals for the day or week
- quiet time: brain breaks, peace corners, sensory breaks, movement breaks etc
- use of The Incredible Years classroom management strategies
- team teaching, collaboration, and reflective practice

Approaches and Methodologies:

The approaches and methodologies used in SPHE are crucial to the effectiveness of the curriculum. While some of the objectives of the curriculum can be achieved through more direct teaching, the emphasis in SPHE is on active learning. Where children are given opportunities to be actively engaged in their learning at many different levels, there is a greater chance that they will

- experience and discover the learning for themselves
- construct new meanings and acquire new understanding
- take increasing responsibility for their own learning
- make their own of the learning and internalise what has been learned
- become more critical and discerning
- be able to transfer the learning to different situations

Methodologies:

- Talk and discussion
- Skills through content
- Use in the environment
- Active learning
- Collaborative learning
- Problem-solving
- Use of the environment

Approaches:

- Drama activities
- Aistear
- Pictures, photographs, and visual images
- Discussion; open-ended questioning, brainstorming, interviews, circle time, pair /small group tasks
- Written activities; surveys, questionnaires, projects
- Art
- Story
- Poetry
- Games; cooperative games
- Playworks
- Mindfulness / MindUp/ Fun Friends / Friends for Life
- Braincalm
- Information and Communication Technologies: See Saw / IPads etc

Learning through discrete SPHE time:

- Learning through discrete SPHE time provides for the teaching of some elements of the programme during designated class periods. This time can be used to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. Examples of such time include break times / circle time / Physical Education / Storytime / Aistear / Science / Golden Time / Brain breaks

Integrated approach:

- Using an integrated approach allows for many aspects of SPHE to be dealt with in the context of relevant subject areas. Through a variety of learning experiences across the curriculum, children work together, solve problems, make decisions, engage in dialogue and reflect critically. Some subject areas also provide the most appropriate context for exploring particular aspects of SPHE; e.g. SESE, Religion.

Linkage and Integration:

Particular attention will be given to possibilities for integration. Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as:

Oral Language: children will learn to express feelings and emotions, speak about their rights and responsibilities and the rights of others.

SESE: Learning to care for the environment and to protect it is intrinsic to any SPHE programme. Children can come to understand the role of each individual and of the community in this endeavour, developing an understanding of citizenship and responsibility.

Aistear: highlights the critical role of play, relationships, and language for young children's learning.

Supports children's learning and development focusing on Well-being, Identity and Belonging, Communicating, and Exploring and Thinking.

Playworks: creating a play environment that helps every child be their best, be fully engaged and in order to improve children's health and social and emotional learning physical.

Friends for Life and Fun Friends: is a school-based positive mental health programme that promotes emotional resilience and reduces anxiety in children and adolescents.

Religion, Visual Arts, Physical Education

Themes/Projects such as Healthy Eating Week, Anti - Bullying Week, Internet Awareness Projects Friendship Week, Green Schools Projects, Health Promoting Activities, Science Week, celebrating National Downs Syndromes Day, World Dyslexia, Autism Acceptance and Awareness Month etc

The staff will avail of opportunities for linkage between strands when planning individual SPHE activities.

The interrelated nature of SPHE lends itself readily to integrated learning and is positively enhanced by it.

Assessment:

The purpose of assessment is to see what the children did, what they have learned, what they know. It allows self-assessment for teachers: what the teacher did and what they learned in the process. This enables teachers to revise, question and adapt future lessons.

The whole school approach to assessment is through:

- informal assessment: whole school positive environment, pupil/pupil, pupil/teacher, whole school relationships, classroom learning environments
- teacher-designed tasks
- continuum of support
- pupil and parent interviews and conversations
- teacher observation
- portfolios
- projects
- child's self-assessment i.e. My Thoughts about School survey, scrapbook, children choose favourite worksheet of the week to add to personal scrapbook and explain why
- SSE for SPHE support Materials

Information is shared with staff and parents:

We regularly communicate with the parent community with regard to Child Protection and Child Safeguarding matters through The Principal's Newsletters to parents and Curriculum meetings with parents. We explain our mandatory role in terms of Child Protection. We communicate both informally and formally using daily communication, observations in class and yard and interrelationships between all members of the school community, IEP meetings, staff meetings, parent/teacher meetings and meetings with outside agencies.

Children with Different Needs:

To ensure that all children have the opportunity to benefit from and participate fully in the SPHE programme, all differences will be taken into account throughout the planning process. This will ensure maximum benefit from the programme.

- Through adaptation, preparation and support teachers will ensure the participation of **all** children regardless of individual need or ability.
- Through the celebration of individual differences
- All children will make an important contribution regardless of their academic achievement.
- It is the responsibility of the class/learning-support/resource teachers in relation to SPHE
- Where required with the provision of a Special Needs Assistant to assist with comprehension or physical needs
- An individual child profile will be developed for each child in order to meet with the individual needs of children who may have experienced or experience issues of sensitivity such as loss, bereavement, disability, illness etc
- Resources available to children with special needs include: ICT, visual timetabling, SNA support, IEP planning, interventions from outside bodies, The Incredible Years Programme

Equality of Participation and Access:

The school community 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 co-ed 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. St. John the Apostle, Knocknacarra NS is a Catholic primary school where the ethos is one that respects, values and accommodates diversity across all nine grounds in the equality legislation – gender, marital status, family status, sexual orientation, religion, age, disability, race, and membership of the Traveller community.

Organisation:

Policies and Programmes that support SPHE:

<i>Policies</i>
<ul style="list-style-type: none">● Child Safeguarding Statement● Anti-Bullying● Relationships and Sexuality Education● Substance Use● Code of Behaviour● Enrolment● Health and Safety● Healthy Eating● Internet Acceptable Usage● Wellbeing Guidelines Circular 0022/2010

<i>Programmes</i>
<ul style="list-style-type: none">● Active School Flag● Health Promoting Schools● Green Flag● Yellow Flag – promoting inclusion and celebrating diversity● Friendship Week● Charter for Inclusion● MindUp● Yoga● Brain Calm● Incredible Years● Play Works● Fun Friends/ Friends for Life

Homework:

Homework Policy: homework will be reflective of the active learning approach used in SPHE curriculum.

Resources:

PROGRAMMES AND OTHER MATERIALS

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

ICT, Internet, Videos, Textbooks, Home Corner Resources, Puppets, Big Books, Interactive Whiteboards, The Incredible Years Resources, Friends for Life, Fun Friends, Braincalm, Playworks resources, Aistear resources and planning. Wellbeing Guidelines, Grow in Love, Behaviour, Emotional and Social Difficulties: A Continuum of Support, RSE, Walk Tall,

All Together Now, Making the Links, Substance Misuse Prevention Programme, Action For Life, Bí Folláin, N.W.H.B.

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. These may include:

- Community Guards
- PDST training
- NEPS
- Foróige, Jigsaw
- Health Nurse
- CPD speakers
- Enable Ireland, Brothers of Charity,
- Galway City Partnership (IYP)

ICT

Multimedia Systems: Multimedia systems allow children to see high-quality pictures or photographs. The children will use this resource as part of their learning.

Projection Systems: The pictures and information in multimedia systems can be shared with large groups of children by using a projection system, such as a SmartBoard. This allows all children to view the contents of the computer screen through a clearer monitor.

Laptops and iPads: The world wide web is a vast public arena of potentially infinite resources. The Internet will be used to download information, be used as a form of assessment and communication with parents and staff.

Health and Safety

Care and attention will be given to the following:

- Ventilation of the classroom
- Space within the classroom for children to partake in circle time, movement and cooperative games
- Safety around the resources and space being utilised for cooperative games
- Awareness of the sensitive issues that may be covered within SPHE curriculum
- Knowledge of the Child Protection Procedures 2017, in event of any disclosures in accordance with the Child Safeguarding Statement of St. John the Apostle Knocknacarra National School.

Individual Teachers' Planning and Reporting:

- The whole school plan and the curriculum documents for SPHE provide information and guidance to individual teachers for their long and short-term planning. Each class group team must refer to and utilise the whole school plan and SPHE scheme in their fortnightly planning meeting. Reference should also be made to the classroom planning template provided. Above documents are stored in each class in black and red resource folders.
- The Cúntas Míosúil and assessment templates will be used in order to review and assess the development and planning of the SPHE programme. Both documents are completed and filed monthly.

Staff Development:

- All teachers have access to current research, reference books, resource materials and websites dealing with SPHE. SPHE policy folder with suggested lesson plans and resources websites: www.pcsp.ie www.ncca.ie It is the responsibility of curricular postholder to monitor developments in the area of SPHE.
- Any upcoming SPHE related courses will be posted to all staff. Any information gathered at such courses will be feedback to all staff at staff meetings.
- Information meetings with parents/teachers in the areas of SPHE and The Incredible Years Programme will be provided by staff or guest speakers.
- Team-teaching is central to the successful development of SPHE throughout the school. This is scheduled into teachers daily timetable.
- All staff members including SETs, SNAs, ancillary staff and the wider school community play a vital role in the development and success of the SPHE programme. This involves inclusion in planning, review and upskilling.
- DLP and Deputy DLP regular attendance at in-service and sharing of information at staff meetings

Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Knocknacarra 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 they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. They are also welcomed as committee members of the Health Promoting Schools initiative, Parents Association, Parent Programmes i.e. MindUp and IYP, volunteer for parent committees, Partnership Schools Initiative. They are invited to Curriculum information evenings, Internet safety talks, Transition to Secondary School talks, Parent teacher meetings and school workshops based on themed weeks. Parents are regularly kept up to date via the school website www.knocknacarrans.ie, Principal's Newsletter, Twitter school account and Ipad applications such as See Saw

Community Links:

The school community believes 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

Galway City Partnership: The Incredible Years Programme
NEPS
HSE
Community Guards
Rainbows Ireland
Archways
Local charities
Galway Education Centre
PDST
CAMHS
Enable Ireland
MindUp

Success Criteria

The following is a list of criteria that will most clearly indicate success:

- SSE: Assessment and reflection of aims and objectives, audit of SPHE Whole school Plan, policies and resources, children observation, focus groups for children, parents and teachers.
- School atmosphere – positive reinforcement, specific labelling of successes, happy, safe environment, genuine inclusion for all staff and pupils
- Staff and pupil Wellbeing
- Pupil Interviews, surveys and reflections and ‘Lucky Star’ with principal
- Relations and interactions between staff, parents and children
- Consistent positive language used throughout the school “I like the way you. . .” “In this school we. . .”
- Consistent classroom management strategies
- Mentoring and support
- Positive initiatives: Green School, Health Promotion Committee, Student Council
- Parental Participation in whole school initiatives
- Parental/ community / teacher / pupil feedback
- Inspectors feedback
- Cúntas Míósúil reflection on SPHE

Implementation

Roles and Responsibilities:

At present Eilís Dwyer is the Assistant Principal with responsibility for the SPHE curriculum. It is her responsibility to review, encourage and accept feedback on its implementation throughout the school. Findings will be reported to the whole staff at next scheduled staff meeting.

Lessons based on The Incredible Years Programme will continue to be modelled to class groupings and overviews provided to any new staff members.

Review and Monitoring

This policy will be monitored and reviewed by the Board of Management on an annual basis and when the need arises.

Staff will be requested on a regular basis to review the school policy in this area and every effort will be made to ensure that the attention of all new staff is drawn to the school SPHE Policy.

The Board of Management will ensure that adequate training and support is provided for all staff.

Ratification and Communication:

The SPHE Whole School Plan was reviewed and ratified by the Board of Management on **March 26th 2019** and subsequently communicated to the school community via the schools website.