

Kilkeary N.S.

Whole School Plan for SPHE

Introductory Statement and Rationale.

a) Introductory Statement

This document outlines the whole school SPHE plan for Kilkeary N.S. This plan is for the information of all teachers and staff, BOM and other relevant members of the school community.

b) Rationale

SPHE in our school should ensure the holistic development of the individual, enabling each child to acquire the life skills necessary to achieve his/her full potential and to be a full member of the wider community. SPHE has been taught in Kilkeary N.S. for many years through various programmes such as – Stay Safe, Walk Tall, Web Wise and RSE. It has also been taught through integration with other subjects. We wish to formalise our teaching of SPHE and plan for it on a whole school basis. Kilkeary N.S. recognises the importance of the study of SPHE as an essential element in a full and balanced education.

Vision and Aims.

a. Vision

Social Personal and Health education in Kilkeary N.S. should be the foundation for all teaching and learning. We feel that a positive, happy school atmosphere fosters the health and well-being of all members of the school community and is crucial for learning. Implementation of the SPHE curriculum will provide opportunities to develop skills, values and attitudes that will support an environment where all people feel a sense of belonging and are accepted as themselves.

b. Aims

The aims of social, personal and health education are:

- 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.

*From time to time we may need to emphasise particular aspects/content objectives depending on particular changing needs of our school e.g. bereavements, particular projects, etc.

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 processes 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 recognize that these affect our 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 concepts 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.

This SPHE plan will be addressed under the following headings:

Curriculum planning:

1. Strands and strand units.
2. Approaches and methodologies.
3. Assessment and record keeping.
4. Children with different needs.
5. Equality of participation and access.

Organisational planning:

6. Timetable.
7. Homework.
8. Resources and ICT.
9. Health and safety.
10. Individual teachers' planning and reporting.
11. Staff development.
12. Parental involvement - home school links.
13. Community links.

Curriculum Planning

Active learning is the principal teaching and learning approach recommended for SPHE. The SPHE programme reflects a spiral approach, where similar aspects are revisited in different ways according to the age, stage of development and readiness of the child. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school and in the classroom.

SPHE is planned in such a way that the child will receive a comprehensive programme in SPHE over a two year period.

Teachers will deliver the SPHE curriculum through the following programmes: Walk Tall, Stay Safe and RSE.

The SPHE Curriculum has three strands: *Myself, Myself and others and Myself and the Wider world*. These strands are divided into ten strand units and a wide range of objectives. Teachers can use Making the Links booklet to assist them with planning.

1. Strands and strand units

	Junior and Senior Infants	1st and 2nd class	3rd and 4th class	5th and 6th class
Strands	Strand Units			
Myself	Self-Identity Taking Care of my Body Growing and Changing Safety and Protection	Self-Identity Taking Care of my Body Growing and Changing Safety and Protection	Self-Identity Taking Care of my Body Growing and Changing Safety and Protection Making decisions	Self-Identity Taking Care of my Body Growing and Changing Safety and Protection Making decisions
Myself and Others	Myself and my Family My Friends and Other People Relating to Others	Myself and my Family My Friends and Other People Relating to Others	Myself and my Family My Friends and Other People Relating to Others	Myself and my Family My Friends and Other People Relating to Others
Myself and the Wider World	Developing citizenship Media education	Developing citizenship Media education	Developing citizenship Media education	Developing citizenship Media education

SPHE 2 Year Cycle		
Time of Year	Year 1 Strand and Strand Unit Even Years e.g. Sept 22, 24	Year 2 Strand and Strand Unit Odd Years e.g. Sept 23, 25
September and October	Self-Identity	Relating to Others
November and December	Myself and My Family	Media Education
January and February	Taking Care of My Body Stay Safe	Safety and Protection Stay Safe
March and April	Growing and Changing Making Decisions (3 rd – 6 th class) RSE	Safety and Protection RSE
May and June	Developing Citizenship	My Friends and Other People

2. Approaches and Methodologies

The six central methodologies are:

- Talk and discussion.
- Collaborative/co-operative learning.
- Active learning.
- Use of the environment.
- Skills through content.

- Problem Solving.

Active Learning strategies are recommended as the most appropriate methodology for effective implementation of the SPHE curriculum. The more the child is directly engaged in the learning process, cognitively, physically, emotionally and creatively, the more he or she is enabled to internalise what is learned. Staff will endeavour to utilise this type of learning where possible. Active learning strategies include:

- Drama activities.
- Talk and Discussion.
- Co-operative games.
- Written activities such as surveys, interviews, projects, worksheets.
- Pictures, photographs and other visual images.
- The media and information and communication technologies.
- Looking at children's work.
- Circle time.

3. Assessment and Record Keeping:

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.

Kilkeary N.S. uses the following recommended informal tools for assessment in SPHE:

- Teacher observation.
- Teacher-designed tasks and tests.

As a staff we will endeavour to use these tools in our school approach to assessment. Teacher observation is a particularly suitable and effective technique for assessing SPHE. Teacher observation might focus on:

- The ability of the child to co-operate and work in groups or to work independently.
- The informal interactions between the child and adults and between the child and other children.
- The quality of presentation of work.
- The particular interests or aptitudes displayed by the child.
- The participation and interest of the child in a variety of activities.
- The level of personal or social responsibility exhibited by the child.
- The reliability of the child in carrying out established routines.
- The perseverance of the child in carrying out a task.
- The child's awareness of the difficulties of others and his/her willingness to help.
- The questions the child asks and the responses the child makes to questions and suggestions made by the teacher.
- Various behaviour, for example shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges.
- Physical and emotional maturity.
- The ability of the child to engage in assessing his/her progress and reflecting on his/her learning.

Teacher designed tasks and tests

Tasks set in a learning context can allow for the assessment of the process and product or a combination of both. Tasks can be designed that allow the children to demonstrate abilities in many social, personal and health contexts, for example in displaying assertiveness, persuasiveness, coping ability, critical analysis or safety skills or in solving a problem and

reaching a solution. The use of tasks is to be recommended in SPHE because they mirror the type of activities required by the broad objectives of the curriculum and so create a link between objectives, methodologies and assessment.

SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Simple tests designed by the teacher will allow for the teacher to ascertain the knowledge that has been acquired.

Displays and presentation of work

These allow children to summarise and collate information they have gathered, to present particular viewpoints. They also assess what the children have learned and indicate their ability to present data to a specific audience.

Assessment for Learning

Thumbs up/thumbs down: children can indicate their level of understanding or their feelings.

Talking partner: using a talking partner involves sharing information with each other about their own learning (eg what they learned, what they found easy or difficult, what they would like to learn in the future etc)

Students reflect and respond: to prompts such as - today I learned..., I was surprised by..., the most useful thing I will take from this is..., one thing I'm not sure about is..., after this lesson I feel...

Generating questions-students generate their own questions and answers. This allows teachers to see what students think they have been learning.

4. Children with different needs

Children attending our school come from a variety of backgrounds and beliefs. In addition to this they can be at many different stages in their personal, social and health development. We will take cognisance of these differences when presenting lessons in SPHE. We will aim to ensure that all content objectives of SPHE curriculum are covered in an age appropriate manner by the time a child leaves us in sixth class.

School projects and Initiatives which benefit and support the SPHE curriculum

- Regular assemblies which celebrate the children's uniqueness and achievements.
- Extensive arts education programme.
- Healthy eating campaign.
- School concerts and performances.
- Participation in sporting activities.
- School tours and trips to the theatre, museums and galleries.
- School nature and history walks.

5. Equality of participation and access

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

Organisational Planning

6. Timetable

All teachers are aware of the time allocation for SPHE – 30 minutes per week.

Integration

SPHE permeates many aspects of the school day and school organisation. Staff will use opportunities that arise during class time or break times to further develop the atmosphere of a health promoting school. In addition to this many curricular areas provide both formal and informal opportunities for learning in this area e.g. the Grow in Love programme and co-curricular activities. At each class level, teachers should seek to integrate SPHE with other curricular areas.

In planning for integration the teacher will have to ensure that:

- The SPHE programme is comprehensively covered for all children.
- The integrity of individual subjects is not compromised.
- Integration is meaningful.

Integration can take place in various ways: teachers can adopt a thematic approach, where a theme is explored from a number of different perspectives, or integration can be subject based, where for example an SPHE topic is the main focus of the exploration and skills or information from another subject are used to enhance the learning. Integrating learning processes is also an effective way of implementing SPHE across the curriculum, where, for example, strategies to foster self-confidence, independence, positive attitudes or critical reflection are used in a variety of subjects.

7. Homework

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

8. Resources and ICT

To support the implementation of the SPHE curriculum we have the following resources in the school:

- RSE manuals.
- Walk Tall programme.
- Stay Safe.
- Webwise.
- Mediawise.
- Bí Folláin.
- PDST Primary Wellbeing Portal.
- Stop, Think, Do programme.
- Super Troopers Health Homework Programme.

9. Health and Safety

Teachers are constantly aware of health and safety when conducting lessons. When planning and during SPHE lessons, consideration will be given to the following:

- Hidden dangers when pupils are moving around the classroom.
- Storage facilities.
- Ventilation of the classrooms.

10. Individual Teachers' Planning

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

Some staff members have attended training in the following areas and this training will support an effective implementation of the SPHE programme:

- Training in the Relationships and Sexuality Education programme /R.S.E.

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 – Home School Links.

In Kilkeary N.S. we recognise that partnership with parents is an essential component in the promotion and building of key life skills. Parental involvement gives children more opportunities to repeat the concepts and messages learned.

We will use Home School Links on each topic covered in the Stay Safe programme. These Home School Links will inform parents/guardians on the topics and specific lessons being covered in class and how they can reinforce the messages at home.

13. Community Links

Kilkeary N.S. believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with members of the community such as the Doctor, Fireman, Vet, Gardai, etc. and local groups such as tidy villages, GAA and other sporting groups.

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.

Feedback from parents and children is very welcome and informative.

Implementation:

Roles and Responsibilities:

Kilkeary N.S. 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.

Timeframe

This plan will be implemented as soon as it is ratified.

Review

This policy will be reviewed by the principal and staff as deemed necessary or when Department of Education Guidelines require us to do so.

Ratification

The plan was presented to and ratified by the Board of Management.

Date: _____

Signed: _____
(Chairperson Board of Management)