



Whole School Plan for

SPHE

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Scoil Teampall Toinne formulated this school plan for SPHE, in consultation with our Board of Management, 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.

(b) Rationale

Aspects of SPHE have been taught in Scoil Teampall Toinne for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Amber Flag initiative which promotes positive mental health and wellbeing. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ Vision and Aims

(a) Vision:

Our vision for this School Plan is to develop a policy that defines a clear pathway for the teaching of SPHE in our school and in turn aids the personal development, health and well-being of the individual pupils in our care.

(b) Aims:

The children of Scoil Teampall Toinne 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:**

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.

Scoil Teampall Toinne 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. Scoil Teampall Toinne have created this timetable to reflect this approach:

Strand	Strand Units (Year 1)	Strand Units (Year 2)
Myself	<i>Self-identity (Sept.–Oct.)</i>	<i>Safety and Protection (Jan-Feb)</i>
	<i>Taking care of my body (Jan-Feb)</i>	<i>Making Decisions (March-April)</i> <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i>
	<i>Growing and Changing (Mar-April)</i>	
Myself and others	<i>Myself and My Family (Nov.-Dec.)</i>	<i>My friends and other people (May-June)</i>
		<i>Relating to others (Sept-Oct.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Nov-Dec.)</i>

2 Contexts for SPHE:

SPHE will be taught in Scoil Teampall Toinne through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Scoil Teampall Toinne has created a positive atmosphere by:

- 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

2. Discrete time for SPHE

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

3. 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, History, Religion, Visual Arts, Physical Education, etc.

Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, Well-Being week etc. will also be explored.

3 Approaches and Methodologies:

Scoil Teampall Toinne 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.

Scoil Teampall Toinne uses the following recommended informal tools for assessment in SPHE:

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

Each child will keep their Stay Safe worksheets and have them signed by a parent or guardian on completion.

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 SET will supplement the work of the class teachers where necessary. Scoil Teampall Toinne 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.

6 Equality of Participation and Access:

Scoil Teampall Toinne 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-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. Scoil Teampall Toinne is under *Roman Catholic Denominational* 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:

<i>Policies</i>
<ul style="list-style-type: none">• Child Protection• Anti-Bullying• Relationships and Sexuality Education• Code of Behaviour• Enrolment• Health and Safety• Healthy Eating• Acceptable Usage

<i>Possible Programmes utilised in Delivering SPHE</i>
<ul style="list-style-type: none">• Active School Flag• Health Promoting Schools• Food Dudes• Green Flag• Yellow Flag – promoting inclusion and celebrating diversity• Amber Flag• Weaving Well-being• Incredible Years• Zippy's Friends

8 Homework:

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

9 Resources:

- *Stay Safe Programme*
- *Walk Tall Programme*
- *RSE*

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
	RSE Manuals Walk Tall Stay Safe Making the Links Weaving Well-being	Busy Bodies Food Dudes	Various posters throughout the school	

9.2 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. 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*
- *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 Scoil Teampall Toinne 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. We inform parents prior to the commencement of the RSE and Stay Safe programmes.

13 Community Links:

Scoil Teampall Toinne 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, etc.

■ 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.

■ Implementation

(a) Roles and Responsibilities:

Scoil Teampall Toinne 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.

The Stay Safe and RSE programme are mandatory and are completed as per the school plan attached.

The Walk Tall programme will be utilised in the teaching of the SPHE curriculum as required. As the strands and strand units are being taught over the 2 years, class teachers will use the content in the Walk Tall programme to facilitate this.

As split classes are the norm in Scoil Teampall Toinne, the class teacher will use the lower end programme in Year 1 and the upper year's programme in year 2.

e.g. Split 5th and 6th class

5th class Walk Tall programme used in Year 1

6th class Walk Tall programme used in Year 2

The Walk Tall programme is not mandatory to be completed in full so the class teacher has autonomy to use the content within the programme as they see best to facilitate the teaching of the curriculum.

(b) Timeframe:

Year 1 of our SPHE plan will commence September 2021.

■ 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. _Mr. Shane Molan (principal) is responsible for co-ordinating this review.

Those involved in the review will include:

Teachers

Post holders/plan co-ordinator

BoM/DES/Others

(b) Timeframe:

This plan will be reviewed in September 2023.

■ **Ratification and Communication**

The Board of Management of Scoil Teampall Toinne ratified this plan on _____.

Signed _____

Date _____

This plan is available to view at the school by the parents on request.

Whole School Yearly Plan

5th and 6th Class	Year 1	Year 2
Stay Safe Programme	Topic 1 : Feeling Safe and Unsafe (Sep – Oct) Topic 2 : Friendship and Bullying (Nov – Dec) Topic 3 : Touches (Jan – Feb) Topic 4 : Secrets and Telling (Mar – Apr) Topic 5 : Strangers (May – June)	
Relationship and Sexuality Education	<u>Year 1 – 5th Class Programme</u> Topic 1 : The Person I am (Sept) Topic 2 : Different kinds of Friends (Oct) Topic 3 : My Family (Nov) Topic 4 : Keeping Safe (Dec) Topic 5 : Feelings and Emotions (Jan) Topic 6 : My Body Grows and Changes (Feb) Topic 7 : The wonder of new Life (Mar) Topic 8 : Caring for New Life (Apr) Topic 9 : Making Healthy Decisions (May)	<u>Year 2 – 6th class programme</u> Topic 1 : Me and My Aspirations (Sept) Topic 2 : Different kinds of Love (Oct) Topic 3 : Families (Nov) Topic 4 : Keeping Safe and Healthy (Dec) Topic 5 : Feelings and Emotions (Jan) Topic 6 : Growing and Changing (Feb) Topic 7 : Relationships and new Life (Mar) Topic 8 : A baby is a Miracle (Apr) Topic 9 : Choices and Decision Making (May)
Walk Tall <i>Note : There are no set topics to cover. The topics can be chosen by the class teacher as they see fit.</i>	Content to be used from the <u>5th class</u> programme.	Content to be used from the <u>6th class</u> programme.

3rd and 4th Class	Year 1	Year 2
StaySafe Programme	<p>Topic 1 : Feeling Safe and Unsafe (Sep – Oct)</p> <p>Topic 2 : Friendship and Bullying (Nov – Dec)</p> <p>Topic 3 : Touches (Jan – Feb)</p> <p>Topic 4 : Secrets and Telling (Mar – Apr)</p> <p>Topic 5 : Strangers (May – June)</p>	
Relationship and Sexuality Education	<p><u>Year 1 – 3rd Class Programme</u></p> <p>Topic 1 : Special Gifts (Sept)</p> <p>Topic 2 : Sometimes Friends Fight (Oct)</p> <p>Topic 3 : My Family (Nov)</p> <p>Topic 4 : Keeping Safe (Dec)</p> <p>Topic 5 : Expressing Feelings (Jan)</p> <p>Topic 6 : Preparing for New Life (Feb)</p> <p>Topic 7 : Our Senses (Mar)</p> <p>Topic 8 : As I Grow I Change (Apr)</p> <p>Topic 9 : Making Decisions (May)</p>	<p><u>Year 2 – 4th class programme</u></p> <p>Topic 1 : Myself & Others (Sept)</p> <p>Topic 2 : Bullying Behaviour (Oct)</p> <p>Topic 3 : My Family (Nov)</p> <p>Topic 4 : Reasons For Rules (Dec)</p> <p>Topic 5 : Feelings and Emotions (Jan)</p> <p>Topic 6 : The Wonder of New Life (Feb)</p> <p>Topic 7 : Being Clean-Keeping Healthy (Mar)</p> <p>Topic 8 : Growing and Changing (Apr)</p> <p>Topic 9 : Problem-Solving (May)</p>
<p>Walk Tall</p> <p><i>Note : There are no set topics to cover. The topics can be chosen by the class teacher as they see fit.</i></p>	<p>Content to be used from the <u>3rd class</u> programme.</p>	<p>Content to be used from the <u>4th class</u> programme.</p>

1st and 2 nd Class	Year 1	Year 2
Stay Safe Programme	<p>Topic 1 : Feeling Safe and Unsafe (Sep – Oct)</p> <p>Topic 2 : Friendship and Bullying (Nov – Dec)</p> <p>Topic 3 : Touches (Jan – Feb)</p> <p>Topic 4 : Secrets and Telling (Mar – Apr)</p> <p>Topic 5 : Strangers (May – June)</p>	
Relationship and Sexuality Education	<p><i>Year 1 - 1st Class Programme</i></p> <p>Topic 1 : Things I like to do (Sept)</p> <p>Topic 2 : My Friends (Oct)</p> <p>Topic 3 : My Family (Nov)</p> <p>Topic 4 : Keeping Safe (Dec)</p> <p>Topic 5 : Showing our Feelings (Jan)</p> <p>Topic 6 : The Wonder of New Life (Feb)</p> <p>Topic 7 : How My Body Works (Mar)</p> <p>Topic 8 : Growing Means Changing (Apr)</p> <p>Topic 9 : Decisions and their Consequences (May)</p>	<p><i>Year 2 - 2nd Class Programme</i></p> <p>Topic 1 : Other People are Special (Sept)</p> <p>Topic 2 : Being Friends (Oct)</p> <p>Topic 3 : My Family (Nov)</p> <p>Topic 4 : Keeping Safe (Dec)</p> <p>Topic 5 : Coping with our Feelings (Jan)</p> <p>Topic 6 : The Wonder of New Life (Feb)</p> <p>Topic 7 : When My Body Needs Special Care (Mar)</p> <p>Topic 8 : Growing and Changing (Apr)</p> <p>Topic 9 : Personal Decisions (May)</p>
<p>Walk Tall</p> <p><i>Note : There are no set topics to cover. The topics can be chosen by the class teacher as they see fit.</i></p>	Content to be used from the <u>1st class</u> programme.	Content to be used from the <u>2nd class</u> programme.

Junior and Senior Infants	Year 1	Year 2
Stay Safe Programme	<p>Topic 1 : Feeling Safe and Unsafe (Sep – Oct)</p> <p>Topic 2 : Friendship and Bullying (Nov – Dec)</p> <p>Topic 3 : Touches (Jan – Feb)</p> <p>Topic 4 : Secrets and Telling (Mar – Apr)</p> <p>Topic 5 : Strangers (May – June)</p>	
Relationship and Sexuality Education	<p><u>Year 1 – Junior Infant Programme</u></p> <p>Topic 1 : This Is Me (Sept)</p> <p>Topic 2 : Who Are You (Oct)</p> <p>Topic 3 : We Are Friends (Nov)</p> <p>Topic 4 : This Is My Family (Dec)</p> <p>Topic 5 : People Who Teach Us About Keeping Safe (Jan)</p> <p>Topic 6 : We Have Feelings (Feb)</p> <p>Topic 7 : New Life (Mar)</p> <p>Topic 8 : I Grow (Apr)</p> <p>Topic 9 : Making Choices (May)</p>	<p><u>Year 2 – Senior Infant programme</u></p> <p>Topic 1 : Look What I Can Do (Sept)</p> <p>Topic 2 : These Are My Friends (Oct)</p> <p>Topic 3 : This Is My Family (Nov)</p> <p>Topic 4 : I Can Be Safe (Dec)</p> <p>Topic 5 : Other People Have Feelings Too (Jan)</p> <p>Topic 6 : Caring For New Life (Feb)</p> <p>Topic 7 : My Body (Mar)</p> <p>Topic 8 : I Grow and Change (Apr)</p> <p>Topic 9 : Making Decisions (May)</p>
<p>Walk Tall</p> <p><i>Note : There are no set topics to cover. The topics can be chosen by the class teacher as they see fit.</i></p>	Content to be used from the <u>Junior Infant</u> programme.	Content to be used from the <u>Senior Infant</u> programme.