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St. Patrick's S.N.S.
Roll Num.: 163320
Principal: Oisín McGinty
Deputy: Kim McGregor

Our School Philosophy

St Patrick's Senior National School is a Roman Catholic School which respects and accommodates pupils of all faiths and none. It recognises the uniqueness of each child. It seeks to develop children spiritually and morally and to foster in each child an ethical sense that will enable him/her to acquire values on which to base choices and form attitudes. It endeavours to equip children with the knowledge and skills that will serve them, not only in their lives as children, but later as adults.

The Role of Parents

The home is the natural environment in which this SPHE takes place. The school recognises this. The S.P.H.E. programme provides learning opportunities in the context of a positive school climate, through time-tabled lessons, discrete time and an integrated approach across a range of subject areas. We aim to develop a stronger home school link in the area of SPHE.

The Role of the School

St Patricks Senior National School implements the SPHE curriculum in accordance with the curriculum and Teacher Guidelines. The 'Stay Safe Programme' is implemented in accordance with Circular 0065/2011 and in line with Department of Education and Skills Child Protection Procedures.

The school delivers the S.P.H.E. programme by way of lessons drawn from R.S.E. Stay Safe, Walk Tall, Weaving Wellbeing, Fuse, Active Flag Programme and Grow In Love.

In St Patrick's Senior National School, we promote a positive attitude towards physical and mental health among pupils, staff and the whole school community.

Overview of content for SPHE

Month	Strand/Strand Unit	SPHE Programme
September	Myself- Self identity	Walk Tall, Grow in Love, RSE
October	Myself- Self identity	Weaving Wellbeing, Walk Tall, Grow in Love, RSE
November	Myself-Self identity/ Making decisions Myself and others- Myself and My Family/My friends	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Fuse

	and other people/Relating to others Myself and the wider world- Developing citizenship	
December	Myself-Self identity/ Making decisions Myself and others- Myself and My Family/My friends and other people/Relating to others Myself and the wider world- Developing citizenship	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Fuse
January	Myself-Self identity/ Making decisions Myself and others- Myself and My Family/My friends and other people/Relating to others Myself and the wider world- Developing citizenship	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Fuse
February	Myself-Self identity/ Making decisions/ Safety and Protection Myself and others- Myself and My Family/My friends and other people/Relating to others Myself and the wider world- Developing citizenship/Media education	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Fuse, Stay Safe (World Internet Safety Day)
March	Myself-Self identity/ Making decisions/ Safety and protection Myself and others- Myself and My Family/My friends and other people/Relating to others Myself and the wider world- Developing citizenship	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Fuse, Stay Safe
April	Myself-Self identity/ Making decisions/ Safety and protection Myself and others- Myself and My Family/My friends and other people/Relating to	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Stay Safe

	others Myself and the wider world- Developing citizenship	
May	Myself-Self identity/ Making decisions/ Growing and Changing/Safety and protection Myself and others- Myself and My Family/My friends and other people/Relating to others Myself and the wider world- Developing education	Weaving Wellbeing, Walk Tall, Grow in Love, RSE (Busy Bodies), Fuse
June	Myself-Self identity/ Making decisions/ Safety and Protection Myself and others- Myself and My Family/My friends and other people/Relating to others Myself and the wider world- Developing education	Weaving Wellbeing, Walk Tall, Grow in Love, RSE, Fuse, Water Safety

The Aims of the S.P.H.E. Programme

The aims of the Social, Personal and Health Education Programme 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.

Broad Objectives

When due account is taken of intrinsic abilities and varying circumstances, the S.P.H.E. curriculum should enable a child to:

- Be self-confident and have a positive sense of self-esteem.

- Develop a sense of personal responsibility.
- 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 him/her self 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 recognise that these affect 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.

Management and Organisation of S.P.H.E. in Our School

The principal, in consultation with the staff, makes provision for the delivery of the S.P.H.E. Programme. Appropriate lessons and resources are assessed and where necessary amended by the school staff.

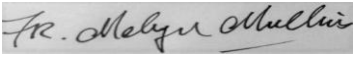
Parents' Rights and Responsibilities Including the Withdrawal of Pupils

We respect the rights of parents/guardians and appreciate that they may wish to withdraw their child from a lesson which is of a sensitive nature.

In this event, parents should discuss their concerns with the class teacher and/or school principal.

Following this discussion if a parent/guardian still wishes to withdraw a child/children from an SPHE lesson they must email/write a letter to the school. This letter will be recorded on the child's Aladdin profile in the documents section.

The SPHE programmes for each class level are available to any parent who wishes to read them.

Signed: 

Chairperson of the Board of Management

Date: 21.11.23