

# Ballinderreen N.S.

## S.E.S.E Policy



## Social Environmental and Scientific Education (SESE) Plan

In Ballinderreen N.S., SESE provides opportunities for the child to explore and investigate and develop an understanding of the natural, human, scientific, historical, social and cultural environment in which they live. This plan was formulated by staff in Term 1 of the 2021-22 and will form the basis of individual teacher's long and short term planning.

### Vision:

SESE fosters children's respect for the past, responsibility for our living world, and inspires them for the scientific future.

### Aims:

To endorse the aims of the SESE curriculum.

### Curriculum Planning

**Strands and Strand Units:** Outlined below are the strands in the SESE Curriculum and the skills that we hope to develop. Each strand is subdivided into Strand Units which focus on particular concepts.

<b>Geography</b>	<b>History</b>	<b>Science</b>
<ul style="list-style-type: none"><li>• Human Environments</li><li>• Natural Environments</li><li>• Environmental Awareness and Care</li></ul>	<ul style="list-style-type: none"><li>• Myself and my Family</li><li>• Story</li><li>• Early People and Ancient Societies</li><li>• Life, society, work and culture in the past</li><li>• Era's of change and conflict</li><li>• Politics, conflict and society</li><li>• Continuity and change over time</li></ul>	<ul style="list-style-type: none"><li>• Living things</li><li>• Energy and Forces</li><li>• Materials</li><li>• Environmental awareness and care</li></ul>
<b>Skills Development</b>		

<b>Geography</b>	<b>History</b>	<b>Science</b>
<ul style="list-style-type: none"> <li>● A sense of place and space</li> <li>● Maps, globes and graphical skills</li> </ul> <p>Geographical Investigation Skills</p>	<ul style="list-style-type: none"> <li>● Time and Chronology</li> <li>● Change and Continuity</li> <li>● Cause and Effect</li> <li>● Using Evidence</li> <li>● Synthesis and communication</li> <li>● Empathy</li> </ul>	<ul style="list-style-type: none"> <li>● Working Scientifically</li> <li>● Designing and Making</li> </ul>

### **Approaches and Methodologies**

**Teachers can choose from the following:**

- Whole class work
- Small group work
- Individual work on chosen topics or projects
- Investigative approach
- Closed activities
- Open investigations
- Teacher-directed approach

### **Linkage and Integration**

We will explore possibilities to integrate the SESE subjects at all levels. Teachers create their own integrated topics by referring to the Teacher Guidelines in Geography, History and Science.

### **Assessment and Record Keeping**

**The following may be used:**

- teacher observation
- teacher-designed tasks and tests
- concept-mapping
- work samples, portfolios and projects
- curriculum profiles.

### **Differentiation**

Teachers will differentiate within their class for all children to ensure that objectives are attainable for every child. We believe in equality of participation and access.

### **Organisational Planning**

**Timetable:**

Our teachers work in keeping with the recommendations in the Primary School Curriculum (page 70) for SESE, i.e. a minimum of two and a quarter hours in Infant years, with three hours for classes 1st – 6th per week. On occasion, time will be blocked as appropriate.

### Resources used within Classrooms

<b>Junior Infants</b>	<b>Explorers Junior Infants</b>
<b>Senior Infants</b>	<b>Explorers Senior Infants</b>
<b>1<sup>st</sup> Class</b>	<b>Explorers First Class</b>
<b>2<sup>nd</sup> Class</b>	<b>Explorers Second Class</b>
<b>3<sup>rd</sup> Class</b>	<b>Explorers Third Class</b>
<b>4<sup>th</sup> Class</b>	<b>Explorers Fourth Class</b>
<b>5<sup>th</sup> Class</b>	<b>Explorers Fifth Class</b>
<b>6<sup>th</sup> Class</b>	<b>Explorers Sixth Class</b>

### ICT Resources used within classrooms

We recognise the many benefits of incorporating ICT into the classroom. Interactive whiteboards and screens are in every classroom and are ideal for the whole-class study of SESE topics, accessing new & dynamic materials (documentaries, online tutorials). Teachers are advised to also make use of in-class computers and visualisers when developing lessons. Specific websites we recommend for studying SESE include:

- [Askaboutireland.ie](http://Askaboutireland.ie)
- [www.folens.ie](http://www.folens.ie)
- [www.cjfallons.ie](http://www.cjfallons.ie)
- [www.scoilnet.ie](http://www.scoilnet.ie) (which includes a free subscription to Britannica Online Encyclopedia)
- [www.google.ie](http://www.google.ie)
- [www.prometheanplanet.com](http://www.prometheanplanet.com)

Various apps on school iPads are also used.

**Individual Teachers' Planning and Reporting**

Teachers produce a fortnightly plan for each subject, which combine to form a Cuntas Míosúil.

**Community Links/People**

Ballinderreen NS has built a strong working relationship with Local community groups and businesses. These groups/individuals in the community may be invited in to share their expertise about the location and environment.

**Local Places of SESE Interest**

- e.g. Mobile Library
- Aran pier
- Water Pump
- Local Woods
- Church and graveyard
- Coole Park
- Thoor Ballylee
- Heritage Centre
- Local Museums

**Implementation**

Each teacher has responsibility for implementing this school plan within their classroom. The principal is responsible for ensuring all teachers are aware of the plan and use it within their classrooms.

**Review Date:**

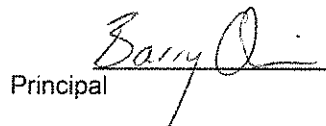
This policy will be reviewed in 2026.

**Ratification:**

This policy was ratified by the Board of Management at a meeting on Wednesday 24<sup>th</sup> of November 2021.



Chairperson



Principal