

# Ballinderreen NS SPHE Policy



## **INTRODUCTION:**

The staff of Ballinderreen N.S. formulated this school plan for SPHE, in consultation with our Board of Management.

## **RATIONALE:**

Social, Personal and Health Education (SPHE) in our school will enable each child to: -

- develop a positive sense of self-esteem,
- enhance social and communication skills
- provide opportunities to equip him/her with the knowledge and ability to lead a healthy life.

This policy was developed to coordinate the SPHE curriculum and the various associated programmes and interventions in our school.

## **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

## **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 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.

**CONTENT:**

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

Strand	Strand Units	Strand Units
<p><b>Myself</b></p>	<p><i>Self-identity</i></p>	<p><i>Safety and Protection -Stay Safe</i></p>
	<p><i>Taking care of my body</i></p>	<p><i>Making Decisions</i>  <i>*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection</i></p>
	<p><i>Growing and Changing</i></p>	
<p><b>Myself and others</b></p>	<p><i>Myself and My Family</i></p>	<p><i>My friends and other people</i></p>
		<p><i>Relating to others</i></p>
<p><b>Myself and the wider world</b></p>	<p><i>Developing Citizenship</i></p>	<p><i>Media Education</i></p>

## **TEACHING/LEARNING CONTEXTS:**

We will teach SPHE in a combination of the following contexts:

### **Building effective communication within the school**

#### In-school:

- Notice Boards – Staff Rooms/Staff Memos and use of Aladdin Schools Memo System
- Children are involved in in-class decisions
- Children report negative behaviour to class teacher/yard duty teacher. Please see the school's 'Code of Behaviour and Anti-Bullying Policy.
- Regular Whole Staff Meetings

#### Parents: Notes i.e. homework journal

- Parent/Teacher Meetings
- Coffee/Tea sessions after religious/sacramental events/school events.
- Parent's Association in the school
- Aladdin Connect
- Newsletter

#### Visitors:

- Visitors are greeted upon arrival/offered tea/coffee
- Invited to staff room for breaks.

### **Catering for individual needs**

- Individual reward system in every class.
- Achievements Announced at Monthly Assembly.
- School choir/sports teams/quizzes/school concert.

General positive school climate with regard to reinforcing positive behaviour.

**Creating a health-promoting physical environment**

- Beautifully decorated & well maintained school.
- Playground markings for yard time activities.
- Children's work on display throughout school.-
- Develop School Environment
- Continued Involvement and active engagement by all pupils in the Green School's Committee
- Recycling in classrooms.

**Developing democratic processes**

- Pupils involved in drawing up class rules.
- Code of Behaviour is widely publicised and regularly reviewed in class by class teacher.
- Job allocations in classrooms.
- Involvement in school activities
- Children represent the school in a wide variety of activities e.g. sports, music, art, quizzes etc.

**Enhancing the self-esteem and well-being of members of the school community.**

- A reward system in place; classes/displaying children's work.
- Openness to change/photographs on display (including schools website) of winners/successes/a special visit/play in our school yard.
- Induction process for New Junior Infants and their Parents/Guardians.
- Buddy benches are used and maintained
- Folder for new staff members on policy & procedures.

**Fostering respect for diversity**

- Anti-bullying policy exists and is practiced by all staff members.
- Communicating school policies and practices to all parents and children.
- To provide opportunity, insofar as in practically possible, to as many pupils as possible to become involved in extra-school activities.

**Fostering inclusive and respectful language**

- Refer to children by Christian name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations. 'Tell your Mam or Dad or whoever is at home'

## **Developing appropriate communication between home and school**

- Regular newsletters
- PT meetings. Notes in homework journals
- Parents Association In place and supported in school

### **Timetabling**

Time-tabled ½ hour per week.

### **Integration**

Opportunities for Integration are available with the following subjects

- R.E.
- S.E.S.E.
- English
- Visual Arts
- P.E.

### **POLICIES:**

The following policies related to SPHE issues have been drawn up in consultation with parents and the Board of Management

- Code of Behaviour
- Anti-Bullying Policy
- Admissions Policy
- R.S.E. Policy
- Substance Use Policy

We have adopted the National Guidelines for the Protection and Welfare of Children and the Department of Education and Science Child Protection Guidelines and Procedures. (D.L.P. = Mr. Barry Quinn, Principal, Deputy DLP, Ms. Maria Murphy)

## **APPROACHES AND METHODOLOGIES:**

We will adopt the following approaches and methodologies:

- **Active learning** which includes drama activities, co-operative games, use of pictures, photographs and visual images, written activities, discussion, use of media and information technologies and looking at children's work.
- **Talk and discussion**
- **Skills through Content**
- **Collaborative learning**
- **Problem-solving**
- **Use of the Environment**

## **RESOURCES:**

- The Walk Tall Programme
- Be safe.
- Primary Education – Visiting Speakers.
- SPHE Curriculum Books – Videos.
- Stay safe Programme
- RSE
- Busy Bodies

## **COMMUNITY LINKS:**


- Involved in Church
- Involvement with local sports clubs
- Visits from local Historian/Garda/Health Worker/Environmentalist
- HSE – Provide Health checks

**KEY CONSIDERATIONS:**

- Wide Variety of family backgrounds.
- Catering for diversity and Special Educational Needs.
- Whole School Approach to Planning

**REVIEW AND RATIFICATION:**

This policy was ratified by the Board of Management on 29<sup>th</sup> of April 2021 and will be reviewed during the 2024/2025 academic year.

**Signed:**  \_\_\_\_\_

Mr. Diarmuid Kelly  
(Chairperson BOM)

**Signed:**  \_\_\_\_\_

Mr. Barry Quinn  
(School Principal)

**Appendix 1**

	2021/22	
	Strand	Strand Unit
Sept/October	Myself	Self Identity
November/December	Myself and Others	Myself and My Family
January/February	Myself	Taking Care of My Body
March/April	Myself	Growing and Changing
May/June	Myself and the Wider World	Developing Citizenship Stay Safe RSE lessons

	2022/23	
	Strand	Strand Unit
Sept/October	Myself and Others	Relating to Others
November/December	Myself and the Wider World	Media Education
January/February	Myself	Safety and Protection Stay Safe
March/April	Myself	Making Decisions-3rd-6th Infants to 2nd class complete the safety issues section of Safety and Protection
May/June	Myself and Others	My Friends and Other People Stay Sage RSE Lessons

	2023/24	
	Strand	Strand Unit
Sept/October	Myself	Self Identity
November/December	Myself and Others	Myself and My Family
January/February	Myself	Taking Care of My Body
March/April	Myself	Growing and Changing
May/June	Myself and the Wider World	Developing Citizenship Stay Safe RSE lessons

	2024/25	
	Strand	Strand Unit
Sept/October	Myself and Others	Relating to Others
November/December	Myself and the Wider World	Media Education
January/February	Myself	Safety and Protection Stay Safe
March/April	Myself	Making Decisions-3rd-6th Infants to 2nd class complete the safety issues section of Safety and Protection
May/June	Myself and Others	My Friends and Other People Stay Sage RSE Lessons