



Scoil Naisiúnta Rónáin Naofa Cluain Lua
St. Ronan's N.S., Cloonloo, Boyle, Co. Sligo
E-mail: info@cloonlooschool.ie
Website: cloonlooschool.ie
Tel: 071 - 9663684 RCN:20134150

Social, Personal and Health Education Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of St Ronan's N.S. formulated this school plan for SPHE, in consultation with our Board of Management and our Parents, 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. It was revised by the staff in April 2024.

(b) Rationale

St Ronan's National School has adopted the National Council for Curriculum and Assessment (NCCA)'s Curriculum and Teacher Guidelines for SPHE. Aspects of SPHE are taught through various programmes such as PE, RE, SESE, Visual Arts, Drama and Music. The aim of this policy is to ensure the compliance of the school with the above guidelines.

Through the teaching of SPHE in our school each child will be enabled to develop a positive sense of self-esteem, enhance social and communication skills and equip him/her with the knowledge and ability to lead a healthy life.

■ Vision and Aims:

(a) Vision

The SPHE programme should foster personal development, health and wellbeing of each child in St. Ronan's National School. SPHE will provide particular opportunities to foster the personal development, health and well-being of the child and to help him/her to create and maintain supportive relationships and become an active and responsible citizen in society. Through our SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their lives both now and in the future.

(b) Aims

The aims of Social, Personal and Health Education as stated in the Primary Curriculum 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 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:

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.

St Ronan's NS 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. Taking into consideration the multigrade situation of St. Ronan's N.S., the school uses the advised 2 year plan model for SPHE strands but has further detailed the resources to be used over a 4 year period. See Appendix 1 - SPHE 4 Year Plan.

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. Teachers will familiarise themselves with the content objectives for their own classes. This familiarity will be maintained if teachers change classes or if new teachers join the staff through the school plan.

Contexts for SPHE

The SPHE programme is taught in this school in a combination of the following contexts:

1. Positive school climate and atmosphere
2. Discrete time
3. Integration with other subject areas

1. Positive School Climate and Atmosphere

St Ronan's NS 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
- individual planning and reporting
- developing a school approach to assessment

Building effective communication within the school

In-school:

- Developing democratic processes and communication within the school so that all staff members are included and involved in development of policies and procedures
- Notice Board - Staff Room
- Important information sent around to staff in emails/notes.
- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher

Parents:

- Notes i.e. homework journal
- Parent/Teacher Meetings - By appointment meetings also.
- Newsletter home
- School Website
- Coffee/Tea sessions after religious/sacramental events/school events.

Visitors:

- Visitors are greeted upon arrival/offered tea/coffee

Catering for individual needs

- Individual reward system in every class e.g. student of the week.
- Variety of teaching styles & activities - Activity based learning.
- General positive school climate with regard to reinforcing positive behaviour.
- Special Education Teachers
- Social skills training.
- Referral to outside agencies if necessary.
- Referral to the Designated Liaison Person within the school if necessary.

Creating a health-promoting physical environment

- Well decorated & well maintained school
- Playground markings for yard time activities.
- Children's work on display throughout school.
- Litter management by pupils.
- Recycling in classrooms.
- Newsletter/Assemblies mentions achievements.
- Maintenance of school garden.

Developing democratic processes

- Pupils involved in drawing up class rules.
- Code of Behaviour is widely publicised.
- Senior-Junior Room collaborative activities.
- Job allocations in classrooms.
- Involvement in school activities for eg Green School Committee and school assembly.
- Children have activities each evening and take responsibility re. same for eg composting
- Children represent the school in a wide variety of activities e.g. sports, music, art, Write- A -Book, quizzes.

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 of winners/successes/a special visit/play in our school yard.
- New pupils taken on tour of the school/induction day.
- Policies & procedures given to new staff members.
- Involvement in committees.
- By organising/attending/training courses.
- Availing of DES support.
- Regular appraisal of staff efforts.
- Inclusion in any school publications.

Fostering respect for diversity

- Anti-bullying policy exists and is practised by all staff members.
- Communicating school policies and practices to all parents and children.
- All children are offered opportunities to be included in teams, choirs, concerts, photo opportunities etc.
- Children have the opportunity to opt out of activities on Religious grounds.
- Resources are in place to cater for needs of S.E.N children.
- Integration of different social groups through organised games, activities, cooking etc.
- Social skills groups in action to help children who display anti-social behaviour or lack of personal discipline.

Fostering inclusive and respectful language

- Refer to children by first name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Promote minority cultures in a positive light.
- Being conscious of different family structures and units, respect them and refer to them in whole class situations.

Developing appropriate communication between home and school

- Notice boards, posters etc.
- Parent Teacher meetings.
- Notes in homework journals
- Collaboration for S.E.N. children for assessment/ IEP etc.
- Newsletter
- School Website
- Parents invited to various school activities eg awards ceremony, grandparents day, concerts, art projects, garden projects.

Individual Planning and reporting

- The school plan contains a timeframe for SPHE each year.
- Individual teachers plan their lessons in accordance with this.
- Records of the lessons taught are detailed in the teacher's Cuntas Míosúil.

Developing a school approach to assessment

- Teacher observations (ongoing)
- Discussion with children formally/informally
- Open forum in Circle time and Social Skills group
- Teacher designated Tasks and Tests
- Portfolios
- Communication with parents

2. Discrete time will be used as follows:

- SPHE is time-tabled for a half hour per week or if required to allow for more in-depth exploration of a particular strand unit for one hour per fortnight.
- Additional discretionary time may also be used as necessary.

3. Integration with other subjects

- Teachers at all class levels will integrate SPHE with as many other curricular areas as possible. Many aspects of SPHE can be dealt within the context of relevant subject areas such as:
 - Religious Education
 - SESE
 - English
 - Visual Arts
 - Physical Education
 - Drama
 - Music
 - IT- Digital learning

Teachers may integrate the themes of SPHE through other subjects as appropriate. Themes and projects will from time to time be used to link SPHE into the life of the school through various activities such as Book Day/Week, Seachtain na Gaeilge, Science Week, Maths Week.

Grandparents' Day, seasonal activities and focussed events such as Anti Bullying campaigns may also be used.

We have a healthy eating policy in our school. We are involved in the Green School Flag initiative. All these projects, we believe, encourage our pupils to be respectful and responsible citizens and this work underpins the objectives of the SPHE Curriculum.

Approaches and Methodologies:

Active learning is a key principle of the overall curriculum and is the principal learning and teaching approach recommended for SPHE. 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. A broad range of approaches and methodologies are suggested in the curriculum guidelines to realise the aim of involving children in their own learning. 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

Whole School Approach

- Restorative practise and circles in every class
- Grandparent's Day
- Monthly award systems at assembly
- Bronze/silver/gold awards in classes
- School website
- Newsletter
- School garden
- Anti-bullying monthly questionnaire
- Continuous Professional Development for staff

Classroom approach

- Anti - bullying questionnaire
- Code of behaviour
- Ensuring the rules and sanctions are on display in the classroom
- Give respect, expect respect
- SPHE programme - including RSE and Stay safe
- Meeting the needs of all pupils
- Acknowledge individual children's needs
- Positive classroom environment
- Incredible years

Individual approach

- Smile and greet each other
- Relationships
- Respect
- Individual rewards/awards
- Nurturing environment

Assessment

Assessment is a central part of the everyday teaching and learning process of SPHE. It is essential to use a variety of techniques in assessing SPHE. These techniques should take cognisance of the styles of learning and the range of intelligences that are evident in the classroom and genuinely reflect the children's progress. If children are assessed in this way, the teacher will be able to plan and adapt learning experiences according to individual needs and ensure that the programme in SPHE is meaningful for all. In St. Ronan's National School, the tools that we use to assess SPHE are

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

Much of the assessment in SPHE will occur in everyday teaching and learning in the classroom and while children are at play. This will be an informal type of assessment that is non-intrusive and non-threatening to the child. On some occasions formal tests or tasks designed by the teacher will also be helpful in determining the child's progress in some of the content.

Information from formal behavioural tests, carried out in conjunction with psychologists and other professionals, may further contribute to the overall assessment of the child. Where the assessment process is explored among the staff as a whole there will be a consistency and a continuity of approach for the children, the teachers and the parents. The communication of information regarding a child's progress can ensure that both home and school play a significant role in helping the child to learn.

Children with different needs

- Teachers support and ensure the participation of children with special needs in a variety of ways. In any one class there will be a broad range of abilities, interest levels and stages of maturity. The depth of exploration in the programme will have to take this diversity into account.
- All children are enabled to make an important contribution regardless of academic ability
- The supporting teachers and class teacher support the inclusive model of education by including all pupils and can create specific lessons for children with special needs as necessary. These lessons will help cater for the individual needs of these children in line with our SPHE policy.

- Staff will liaise with trained professionals and outside agencies as appropriate when dealing with specific issues such as loss, bereavement if considered necessary
- In any programme that is developed for the class it will be essential that a balance is achieved between skill development, the fostering of values and attitudes and the acquisition of information.
- Children come from a variety of backgrounds, beliefs and understanding and can be at many different stages of their personal, social and health development. These factors influence the approaches taken to SPHE in the school.
- Activities will be adapted and modified as necessary to ensure all children can participate.
- SPHE is spiral in nature. Similar content is revisited at different stages throughout the child's time in school. This provides opportunities to consolidate and build on previous learning and allows for issues and topics to be adapted to suit individual children's needs, abilities and levels of maturity.

Equality of Participation and Access

Equal opportunities are given to boys and girls to participate in discussion, debate, presentation. All children have access to services, facilities, and amenities in the school environment. All children are taught the SPHE programme, however parents/guardians retain the right to withdraw their child from the sensitive aspects of SPHE. If parents wish to withdraw their children they will need to put it in writing to the principal and outline the reasons for doing so. This will be retained on the child's file in the school.

■ Organisation

Policies and programmes that support SPHE

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

- Child safe-guarding statement
- Code of Behaviour
- Anti - Bullying
- Enrolment policy
- Relationships and sexuality education policy
- Substance misuse policy
- Health and safety policy
- Acceptable usage policy
- Health and Safety Statement
- Critical Incident Policy

Programmes

- Green schools
- Restorative Practice
- Incredible Years
- Alert Programme

- Heritage in schools

Homework

If SPHE homework is prescribed, it reflects the active learning approach as described in the curriculum and reinforces the work done during the lesson.

Resources

Resources for SPHE are organised and maintained by the class teachers. They are selected in accordance with the NCCA Guidelines and include:

- Stay Safe
- RSE
- Walk Tall
- Quality Circle Time by Jenny Mosley
- Zippy's Friends
- Be Safe.
- Visiting Speakers
- SPHE Curriculum Books
- "Making the Links" which includes all of the above mentioned
- Busy Body booklet
- Picture books
- Different Families Same Love poster
- Respect guidelines
- Webwise teacher handbook
- Webwise Primary Programme
- Webwise Anti-Cyber Bullying Primary Pack (Web wise# My Selfie and the wider world)

All resources must be in accordance with school policies, in line with the principles of the SPHE programme, be bias free, be free of racial or gender stereotyping, well designed and be produced by a reputable agency.

Visitors

External visitors who contribute to the SPHE programme must be approved in advance by the Principal and Board of Management. Visitors must work under the guidance and supervision of the classroom teacher who must remain in the classroom with the pupils at all times and retain the central role in the delivery of the subject matter in SPHE lessons. Visitors must never replace the class teacher.

Any supplementary interventions must be age and stage appropriate and should include evidence based content and methodology and clear educational outcomes. All materials proposed for use must be approved in advance by the principal and Board of Management, be age and stage appropriate for pupils and be in line with the ethos of the school and the principals of the SPHE curriculum.

There is a need also to take account of all relevant school policies and procedures, including the schools Child Safeguarding Statement, RSE policy and Substance Misuse policy.

Interventions and external inputs should be evaluated by the school principal, teachers and pupils (as appropriate) in terms of the content, approach, methodology and proposed learning outcomes.

The school will make parents aware of any visitors or agency proposing to engage with the pupils in the school.

Individual Teachers' Planning and Reporting

The whole school plan and the curriculum documents for SPHE provide information and guidance to individual teachers for their long and short-term planning. Each teacher will prepare fortnightly plans for the teaching of all subjects including SPHE and will keep a Cuntas Miosuil of the work completed each month. Cuntas Miosuil will help evaluate and review the progress of the S.P.H.E programme.

Staff Development

- Teachers have access to materials necessary for teaching SPHE.
- They are encouraged to share their skills/expertise at staff meetings if they wish. Teachers can inform or upskill the staff at meetings and also by posting information relevant to SPHE on the school noticeboard/G Suite for Education drive.
- Any information on SPHE-related courses are circulated to staff and put on display in the staffroom. Teachers are encouraged to attend relevant courses. Some/all of the teaching staff has attended:
 - training in the Child Abuse Prevention Programme (Stay Safe),
 - training in the Relationships and Sexuality programme (R.S.E.)
 - training with the Walk Tall Programme (S.M.P.P.)
 - Child protection webinar - PDST and Tusla
 - Zippy's Friends
 - Incredible Years
 - PDST advisor
 - DLP and DDLP training
 - Alert training

Stay Safe programme

St. Ronan's N.S. teaches the Stay Safe Programme, a teaching package designed for use in Irish primary schools. It was researched and developed by the Child Abuse Prevention Programme. The principal aim of the programme is to prevent both physical and sexual abuse of children.

Under Child Protection Guidelines (circular 81/17) all schools are obliged to teach the Stay Safe programme. The Stay Safe Programme has been updated and from the 2017/2018 school year onwards the new Stay Safe Programme is being implemented.

Stay Safe is taught as part of the SPHE (Social Personal and Health Education) curriculum and as per best practice recommendations and will be taught on a rolling two year cycle in the second term of the year under the strand unit of Safety and Protection. In alternate

years the RSE (Relationships and Sexuality Education) programme will be taught. Children from Junior infants to sixth class participate in formal lessons on the Stay Safe Programme.

Home/School links are part of the programme and Parents/Guardians are encouraged to become involved by discussing each lesson with their child and helping their child to complete/sign worksheets based on the lessons in the programme. It is considered good practice to inform parents in advance of commencement that the Stay Safe Programme is due to be taught and to direct them to www.pdst.ie/staysafe for any further information. In the event that a parent withdraws their child from the Stay Safe Programme a written record of their reasons for doing so will be kept on file.

Staff have attended CPD training on the revised Stay Safe programme.

Parental Involvement

All policies are drawn up in consultation with the parents.

- Letter will be sent home explaining the Stay Safe programme prior to implementation of the Stay Safe Programme.
- Relevant activity sheets from the programme will be sent home.
- Prior to the teaching of the RSE programme Busy Body/Tom's Power Flower booklets may be distributed to parents.
- Our Code of Behaviour and Anti-Bullying policy are available to all parents when their pupil enrolls in our school.
- Our RSE policy is available on our school website.

Community Links

St. Ronan's N.S. believes that the local community has a very important role to play in supporting the SPHE curriculum and endeavour to liaise with members of the local community where possible:

- Visits from local Historian/Garda/Health Worker.
- Health Board - provide health checks
- Health professionals give talks to parents/children around SPHE issues.

Success Criteria

- The success of the SPHE programme will be determined by the observation and monitoring of pupil performance and behaviour outside of the classrooms e.g. in corridors and in the yard, in pupil behaviour, in their social skills and in their general attitude.
- The success of the SPHE policy will also be judged by feedback from class teachers, parents/guardians, visitors to the school as well as from the pupils themselves. Feedback from teachers will be gathered through informal discussions on a day to day basis as well as by more formal discussions at staff meetings.
- Feedback from parents/guardians will be gathered at Parent Teacher meetings, as well as through informal discussions.
- The climate and atmosphere throughout the school will also be a factor in evaluating the success of the SPHE policy.

- The Cúntais Míósúil completed by each teacher will inform progress as to how well the procedures outlined in the policy are being followed.

■ Implementation and Review

- This plan will be implemented by the teachers and will be monitored by the whole school community. It will be necessary to review this plan on an ongoing basis and if the need arises to ensure optimum implementation of the SPHE curriculum in the school.
- Those involved in the review will be the teachers, pupils, parents. This policy will be reviewed in 2021 and every two years thereafter. This policy will be reviewed if a need arises. Parents and staff will be informed of any amendments made to the policy via the school newsletter.
- This plan was ratified by the board of management at a meeting .
- The ratified plan will be circulated to staff and will be made available to parents/guardians on request. It will also be made available on the school website.

Fr. Joseph Caulfield

Chairperson

Board of Management

Appendix 1 - SPHE 4 Year Plan

Month	Year 1	Year 2 (2023/2024)	Year 3 (2024/25)	Year 4
September October	Myself <ul style="list-style-type: none"> Self-Identify 	Myself & Others <ul style="list-style-type: none"> Myself & My Family 	Myself <ul style="list-style-type: none"> Self-Identify 	Myself & Others <ul style="list-style-type: none"> Myself & My Family
November December	Myself and Others <ul style="list-style-type: none"> My Friends and Other People 	Myself and Others <ul style="list-style-type: none"> Relating to Others 	Myself and Others <ul style="list-style-type: none"> My Friends and Other People 	Myself and Others <ul style="list-style-type: none"> Relating to Others
January February	Myself <ul style="list-style-type: none"> Safety and Protection 	Myself <ul style="list-style-type: none"> Growing and Changing 	Myself <ul style="list-style-type: none"> Safety and Protection 	Myself <ul style="list-style-type: none"> Growing and Changing
March April	Myself <ul style="list-style-type: none"> Making Decisions (3rd - 6th) Safety and Protection (Junior - 2nd) 	Myself <ul style="list-style-type: none"> Taking Care of my Body 	Myself <ul style="list-style-type: none"> Making Decision (3rd - 6th) Safety and Protection (Junior - 2nd) 	Myself <ul style="list-style-type: none"> Taking Care of my Body
May June	Myself and the Wider World <ul style="list-style-type: none"> Media Education 	Myself and the Wider World <ul style="list-style-type: none"> Developing Citizenship 	Myself and the Wider World <ul style="list-style-type: none"> Media Education 	Myself and the Wider World <ul style="list-style-type: none"> Developing Citizenship
	Books <ul style="list-style-type: none"> Walk Tall Junior Infants Walk Tall First Class Walk Tall Third Class Walk Tall Fifth Class Stay Safe Junior/Senior Infants Stay Safe First/Second Class Stay Safe Third/Fourth Class Stay Safe Fifth/Sixth Class 	Books <ul style="list-style-type: none"> Walk Tall Junior Infants Walk Tall First Class Walk Tall Third Class Walk Tall Fifth Class RSE Junior/Senior Infants RSE First/Second Class RSE Third/Fourth Class RSE Fifth/Sixth Class Fun Friends (Junior Infants - 2nd Class) Friends for Life (3rd - 6th Class) 	Books <ul style="list-style-type: none"> Walk Tall Senior Infants Walk Tall Second Class Walk Tall Fourth Class Walk Tall Sixth Class Stay Safe Junior/Senior Infants Stay Safe First/Second Class Stay Safe Third/Fourth Class Stay Safe Fifth/Sixth Class 	Books <ul style="list-style-type: none"> Walk Tall Senior Infants Walk Tall Second Class Walk Tall Fourth Class Walk Tall Sixth Class RSE Junior/Senior Infants RSE First/Second Class RSE Third/Fourth Class RSE Fifth/Sixth Class Fun Friends (Junior Infants - 2nd Class) Friends for Life (3rd - 6th Class)

*Making decisions is only a strand unit from 3rd - 6th. Juniors - 2nd complete the Safety Issues section of the Safety and Protection Strand Unit at this time.