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| **SPHE Policy**  Description: Description: C:\Users\User\Documents\school crest\boolavogue2 with name.jpg |
| **Rationale**  Social, personal and health education provides 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 an SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions in these areas of their lives both now and in the future  SPHE aims to foster self-worth and self-confidence and places a particular emphasis on developing a sense of personal responsibility for one's own behaviour and actions. SPHE promotes self-awareness and understanding by helping children to name and manage their own feelings, to recognise and appreciate individual abilities, and to cope with change of various kinds. They can learn how to manage their own behaviour and to set and review personal goals within a safe and supportive environment. Such intrapersonal development will increase the child's sense of self-efficacy and help him/her to be more in control of his/her own life.  The purpose of this plan is to provide practical guidance for teachers, parents and other relevant persons on the provision of effective physical education in our school. |
| **Vision**  Our school values the uniqueness of all individuals within a caring school community. We  recognise that SPHE is intrinsic to the learning and teaching that occurs both formally and  informally in the school and in the classroom. Through our SPHE programme we wish to  assist children to develop feelings of self-worth and self-confidence while encouraging their  ability to relate to others in a positive way. The programme also encourages children to be  aware of their rights as individual while at the same time accepting responsibility for their  actions as members of the school and the wider community. Parents have the primary role  in the social, personal and health education of their children so their involvement will be  encouraged as much as possible.  **Aims**  We endorse the aims of the Primary School SPHE Curriculum :   * To enable the children to develop an awareness of their responsibilities to others in a caring community * To enable the children to take greater control of their personal lives as individuals * To encourage the children to be active in determining their own learning. |
| **Curriculum**   |  |  | | --- | --- | | **Strand** | **Strand unit** | | Myself | * Self-identity * Taking care of my body * Growing and changing * Safety and protection | | Myself and others | * Myself and my family * My friends and other people * Relating to others * Making decisions | | Myself and the wider world | * Developing citizenship * Media education |   All teachers are familiar with the strands, strand units and content objectives for their class  levels. Curriculum objectives area at the core of each SPHE lesson, and teachers refer to the  curriculum objectives in their own planning.  The content objectives are laid out on the following pages in the Curriculum Handbook.  Infant Classes pgs.  First and Second classes pgs.  Third and Fourth classes pgs.  Fifth and Sixth classes pgs. |
| **Approaches and Methodologies**  *SPHE is a lifelong process*. SPHE begins before the child comes to school and will continue long after he/she has left school. The emphasis in the primary school is on providing a foundation in SPHE, that will inform the child’s actions and decisions and provide a basis for further development.  *SPHE is a shared responsibility*. Parents, teachers, health professionals and members of the community all have a responsibility for the social, personal and health development of the child. Their contributions and involvement will be essential to the effective implementation of the SPHE programme in the school. The roles of each of these partners should be clear and understood by all.  *SPHE is a generic approach*. Rather than treating topics in isolation SPHE aims to develop in the child a generic set of skills, attitudes, values and understanding relevant to a range of social, personal and health issues. This framework will be supported by specific information as required.  *SPHE is based on the needs of the child*. It is essential in planning an SPHE programme, that priority is given to the needs of the child and cognisance taken of his/her environment. Appropriate adaptations should be made within the curriculum to suit individual requirements and individual school situations.  *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 explored and treated in a manner appropriate to the children’s needs, abilities and levels of maturity.  *SPHE is developed in a combination of contexts for learning*. SPHE is intrinsic to the learning and teaching that occurs both formally and informally in the school. To be effective it should be implemented in a combination of ways, through:   * the context of a positive school climate and atmosphere * discrete time * integrated learning.   *SPHE requires children to be engaged in activity-based learning*. Children need to be actively engaged in the learning process in order to be able to use what they have learned in a variety of situations. Through active learning children can make sense of what they have learned and take increasing ownership of and responsibility for their own learning.  Teachers know that active learning is the principal learning and teaching approach used in  the SPHE programme. The following active learning strategies are promoted for SPHE:  • Drama activities e.g. role play  • Co-operative games  • Pictures, photographs and visual images  • Discussion: in pairs, small groups, with whole class  • Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets  • Media Studies  • Information and communication technologies  • Looking at children’s work: portfolios, projects  • Other strategies as devised by the class teacher  Policies and programmes that support SPHE  SPHE links with other policies/ programmes used in the school – Substance Use, Stay Safe,  Child Protection, Code of Behaviour, Anti Bullying, Health and Safety statement, Healthy  Eating, Care of the Environment. Teachers are expected to be familiar with these policies  and ensure that the schools agreed policy is followed when addressing these issues.  Relationships and Sexuality in Education and Stay Safe Programme  In circular 2/95 issued by the Department of Education and Science the minister requested  all schools to introduce Relationship Sexuality Education (RSE) as part of the curriculum. In  the 1999 curriculum RSE was included in Social Personal and Health Education.  RSE is a life long process of acquiring knowledge and understanding and of developing  attitudes, beliefs and values about sexual identity, relationships and intimacy. In a school  situation RSE, provides structured opportunities for pupils to acquire a knowledge and  understanding of human relationships and sexuality through processes which enable them  to form values and to establish behaviours within a moral, spiritual and social framework,  appropriate to their age. RSE will be taught in accordance with the Department’s directives  and within the Philosophy framework of the school. Teachers will not teach any content  outside the Religion programme used by the school or the DES curriculum. The teaching  methods used in the school are child centred and reflect the age and stage of development  of each child. Sensitive issues will be dealt with appropriately.  Overview of RSE PROGRAMME and the Busy Bodies HSE programme used in Boolavogue N.S 2011 to present  Aims:  In partnership with the home our aims are:  · To provide opportunities for our pupils to learn about relationships and sexuality,  imparted in a loving and caring way, within a wholesome environment  · To help them think and act in a moral caring and responsible way  · To learn about their own development and about their friendships and relationships with  others.  The development of relationships is an integral part of all curriculum subjects. Aspects of  RSE are taught during SPHE, Religion, Science, implementation of the Code of Behaviour etc.  An integrative approach towards RSE ensures that the children encounter RSE in a holistic  manner rather than in isolation.  Content:  Junior Infants, Senior Infants, 1st/2nd class  Naming parts of the body including parts of the male and female body using appropriate  anatomical terms (10 minutes approx.).  3rd/4th classes  Sequence of development of the human baby from conception to birth.  (40 minutes approx.)  5th /6th classes  Changes in male and female bodies as they grow  Puberty  Reproductive system of male and female  Understanding sexual intercourse, conception and birth.  ( 3 hours approx.)  **Dealing with Questions:**  Teachers do not cover content outside that of the DES curriculum or the school’s religion  programme. Topics excluded include contraception, same sex friendships, abortion etc.  Answers to questions must be in line with the Catholic Church’s teaching i.e. sexual  intercourse will be discussed within the context of marriage. At the same time teachers  should answer questions sensitively aware that there are children in our school from many  social backgrounds. No child should be made feel uncomfortable or embarrassed when  these issues are raised.  Children, who ask questions in class on content outside the curriculum taught, should be  talked to individually and discretely, as soon as is possible, by the teacher and encouraged  to seek answers from their parents. If a child poses such a question the parents will be  informed and asked not to ignore it but to deal with it as they see fit.  Under the Child Protection Guidelines 2011, the Stay Safe Programme is an essential core element of the SPHE programme at Boolavogue N.S.  STAY SAFE PROGRAMME OVERVIEW  Aim:  To teach children personal safety skills so they can look after themselves in situations which  could be upsetting or dangerous.  Content:  The lessons cover the following areas:  · Feeling Safe and Unsafe  · Friendship and Bullying  · Touches  · Secrets and Telling  · Strangers  Children participating in this programme will learn:  · To distinguish between safe and unsafe feelings  · What to do if lost  · What to do if the phone or doorbell rings when they are alone in the house  · The importance of friends in children’s lives  · What to do if bullied  · Stay Safe Rules: Say No/ Get Away/ Tell  · Why not to bully others  · Appreciating normal, appropriate touches  · That unsafe touches should never be kept secret  · How to respond to inappropriate touches (Stay Safe Rules)  · Good and bad secrets  · That some secrets should not be kept  · Who and how to tell if in trouble  · About strangers and safety strategies  Child Protection:  The school follows the DES Child Protection Guidelines and Procedures, which are based on  Children First, national Guidelines for the Protection and Welfare of Children. The principal Ms. Laura Walsh is the designated liaison person (DLP) and the Deputy Principal Mrs. Máiréad Scallan is the Deputy Designated Liaison Person (DDLP). Each teacher has a copy of our policy on Child Protection and a copy is available to parents, through the secretary, if they request one.  INFANTS and FIRST AND SECOND CLASSES:  Strand unit: Taking care of my body  Knowing about my body (10 minute lesson approx.)  · Name parts of the male and female body, using appropriate anatomical terms  Strand unit: Safety and protection  Personal Safety  · Identify situations and places that are safe and those where personal safety might be at  risk.  THIRD AND FOURTH CLASSES  Strand unit: Taking care of my body  Knowing about my body  · Realise the importance of caring for and treating his/her own body, and that of others,  with dignity and respect  Strand unit: Growing and changing  Birth and new life (40 minutes approx.)  · Discuss the stages and sequence of development of the human baby, from conception to  birth.  Strand unit: Safety and protection  Personal Safety  · Identify people, places and situations that may threaten personal safety.  FIFTH AND SIXTH CLASSES  (3 hours approximately)  Strand unit: Taking care of my body  Knowing about my body  · Recognise the importance of treating his/her body and others with dignity and respect  · Identify and discuss the physical and other changes that occur in boys and girls with the  onset of puberty and understand that these take place at different rates for everyone  · Understand the reproductive system of both male and female adults  · Become aware of some communicable diseases and explore how diseases and infections  spread.  Strand unit: Growing and changing  As I grow I change  · Explore patterns of development and growth, comparing present development with that  of earlier stages: physical, social, emotional, intellectual and spiritual  Birth and new life  · Understand sexual intercourse, conception and birth within the context of marriage  involving a committed, loving relationship.  · Discuss and explore the responsibilities involved in being a parent and the emotional and  physical maturity required to be a parent  Strand unit: Safety and protection  Personal Safety  · Identify situations and places that may threaten personal safety.  All information for the sensitive topics in the RSE programme are made available to parents in the weeks prior to the session in school.  All parents should discuss these topics with their child prior to class discussion. If you have  any questions or concerns about the programmes please do not hesitate to contact me or  your child’s class teacher.  **Stay Safe Programme to be taught in terms 1 and 2 2011 -2012.**  **RSE programme to be taught in 3rd term 2011 – 2012** |
| **Assessment and Record Keeping**  Children’s progress in SPHE is assessed mainly through teacher observation:  • The ability of the child to co-operate and work in groups or to work  independently  • The informal interactions between the child and adults and between the child  and other children  • Physical and emotional maturity  • The quality of presentation of work  • The participation and interest of the child in a variety of activities.  We will assess   * Willingness to participate in activities * Readiness to engage with a certain activity * The level of competence of a child in carrying out an activity * Interest in and attitude to activity * Willingness to cooperate in individual, pair and group activities   Our assessment tools are:   * Teacher observation * Teacher-designed tasks |
| **Differentiation**  At Boolavogue N.S, All children will have equal access to SPHE education. The sphe programme will ensure equal access for boys and girls in our mixed school.  The requirements of children with special needs will be taken into consideration when planning class lessons and related activities. Children who experience bereavement or loss,  serious illness or other major personal situations are supported and consideration is given  to meeting their individual needs in the most appropriate manner.  For the sensitive issues in the RSE programme, boys and girls in 5th and 6th class are taken for separate sessions by their class teachers. |
| **ICT**  Information and communication technology may be integrated with PE through the use of the Interactive whiteboard, digital camera, photo-copier, DVDs ,CDs and the internet. |
| **Organisational planning**  In accordance with the curriculum SPHE is given 30 minutes discrete teaching time per week.  One hour per fortnight or blocks of 1 – 2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible.  The discrete time is used to develop and practise particular skills, deal with sensitive issues  or explore issues that are not addressed in other areas of the curriculum. Content objectives  dealing with RSE and child protection are addressed through discrete time. |
| **Resources**  Resources  A comprehensive selection of resources is available in the staff room for teaching all strand  units including Walk Tall, Stay Safe programme, Busy Bodies (HSE programme) Relationships and Sexuality (DES), Circle Time. Materials must be signed for and returned following use. Materials purchased with school funds remain the property of the school.  Videos/DVDs  Suitable videos are stored in the teachers’ staff room. They are listed under subject  headings. Teachers should not use videos/DVDs or TV programmes for SPHE without  consulting the principal.  Support of members of the local community  There are a number of people in the local community who can support the SPHE curriculum in very significant ways. A local garda, firefighter, crossing warden, nurse or doctor can visit the classroom, work with the teacher, and reinforce what has been taught. Other people who could be involved are a local forestry team, a vet, a presenter from local radio or members of local community groups.  Use of special-focus programmes  Many programmes are available, both national and regional, that may be relevant and useful for SPHE. They deal with issues such as the prevention of substance misuse, celebrating difference, the prevention of child abuse, consumer education, and relationships and sexuality education. It is essential that any special focus programmes used in school, comply with the principles of the SPHE curriculum.  Regional Health Authorities  Health Promotion Centres can support specific aspects of SPHE in the school through the provision of information, training and resources.  Use of various forms of media  Recorded extracts from advertisements, programmes, videos and compact discs will be necessary to examine the influence of the media and the techniques they employ. In this context the daily newspaper, when it is explored with the children, can also be an invaluable resource in the classroom.  The availability of a range of information and communication technologies offers further possibilities for children to examine methods of communication and information retrieval. Support services for this area, including lists of educational web sites and ideas for using the internet and word-processing programs in the classroom, are all available to schools and can guide and help the teacher in using these technologies to support SPHE. Equally, many computer simulation and adventure programs can provide an interesting medium for exploring some aspects of the SPHE curriculum. |
| **Linkage and integration**  Every attempt will be made to link the various strands of the PE curriculum and to integrate the other subject areas with PE, where appropriate .  (e.g. Dance with Music; Aquatics/Games with SPHE; Athletics with Maths; Orienteering with Geography and Gaeilge used to give simple directions ) |
| **Extracurricular activity**  n/a |
| **Code of ethics**  All teachers and guest speakers working in the school context will be expected to adhere to the school Child Protection Statement. They should always ensure that they treat children with integrity and respect and that the self-esteem of children is enhanced. All adult actions should be guided by what is best for the child and carried out in the context of respectful and open relationships. |
| **Health and Safety**  Should an accident occur in the SPHE lesson we will follow the procedures outlined for accidents in our Health and Safety policy. Should a teacher be made aware of an incident involving the child reports must be sent to the Designated Liaison person in the school (Ms. Walsh) and/or the deputy designated liaison person (Mrs. Scallan) in the school. |
| **Individual teachers’ planning and reporting**  Individual teachers will design an SPHE plan specifically for their own class while at the same time ensuring that their class plans coordinate with and feed into the overall school plan, set out in the policy.  Strands covered in SPHE each month are recorded on the Cúntas Míosúil.  The Cúntas Míosúil will be very relevant in recording what has been covered and in reviewing and developing the school plan for the following years. |
| **Staff development**  The school will access the PCSP SPHE Cuiditheoir through the Regional Curriculum Support Service to support the staff in certain strands if necessary. Visiting teachers/guest speakers may be used to supplement and support the work of the class teacher. These are recognised as up-skilling opportunities for the teachers involved. Teachers will be notified of courses relating to SPHE available in the area. |
| **Parental involvement**  Parents have a responsibility to encourage their children to participate in all strands of the SPHE curriculum. Parents may view the SPHE policy in the school. Parents have a responsibility to inform the school if they feel that their child is not happy in some element of school life e.g. in the case of bullying etc. |
| **Community links**  Local organisations are invited to provide information on the services that they provide.We are very much aware of the school’s role in the community and we are also conscious of the fact that the expertise of people in the community is an invaluable resource to any school.  There are a number of people in the local community who can support the SPHE curriculum in very significant ways. A local garda, firefighter, crossing warden, nurse or doctor can visit the classroom, work with the teacher, and reinforce what has been taught. Other people who could be involved are a local forestry team, a vet, a presenter from local radio or members of local community groups.  2012 saw the firefighters with 1st-3rd class  2011 saw a member from the WSPCA in the school with all classes  HSE sends a member of staff in with fluoride for the children |
| **Evaluating the policy**  Means of assessing the outcomes of the plan may include;   * Teacher/parent/community feedback * Children’s feedback regarding activity levels, enjoyment and skill development * Inspectors’ suggestions/WSE recommendations   **The criteria for evaluating the success of this policy will be :**   * The level of enjoyment exhibited by the children * The maximum participation by all children * The development of skills and understanding * The level of teacher satisfaction in teaching a broad, balanced curriculum. |
| **Ratification and communication**  This SPHE policy was reviewed in April 2012 and ratified by the Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_ and parents can inspect the policy in the school office. |