



Social, Personal and Health Education

Introductory Statement

The staff of Boolavogue 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 drafted with collaboration from staff and brought to the attention of the Board of Management and parents.

Rationale

Aspects of SPHE have been taught in Boolavogue N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education and through our involvement in the Active Schools. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, we wish to formalise our teaching of SPHE and plan for it on a whole school basis. This area was chosen as our third aspect in the SSE process in light of staff obligations as mandated persons in relation to Child Protection.

Vision and Aims

Vision:

In line with our school ethos, Social, Personal and Health Education will provide opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that will inform her/his decisions and actions now and in the future –enabling her/him to respect and relate to him/herself and others and become an active and responsible citizen in society. 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. The programme also encourages children to be aware of their rights as individuals while at the same time accepting responsibility for their actions as members of the school and the wider community. The parents have the primary role in the social, personal and health education of their children so their role will be encouraged as much as possible.

Aims:

The children of Boolavogue NS should be enabled to achieve the aims outlined in the SPHE curriculum, which include:

- 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

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.

Boolavogue 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. Boolavogue NS have created this timetable to reflect this approach:

Strand and Strand Unit Year One	Strand and Strand Unit Year Two	Schedule
Self-Identity (Myself)	Myself and My Family (Myself and Others)	2022/2023 Year Two
My friends and Other People (Myself and Others)	Relating to Others (Myself and Others)	2023/2024 Year One
Safety and Protection (Myself) *STAY SAFE	Taking Care of My Body (Myself) RSE	2024/2025 Year Two
Making Decisions (Myself) *STAY SAFE	Growing and Changing (Myself) RSE	2025/2026 Year One
Media Education (Myself and the Wider World) <i>Internet Safety</i>	Developing Citizenship (Myself and The Wider World) <i>Internet Safety</i>	2026/2027 Year One

Making Decisions

**This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection*

Contexts for SPHE

SPHE will be taught in Boolavogue NS through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Boolavogue NS has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a healthy eating policy/active school committee
- developing democratic processes through student council
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Boolavogue NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.

3. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour to adopt a thematic approach to SPHE by integrating it with other subject areas such as Literacy, Geography, History, Religion, Visual Arts, Physical Education, Drama etc. Themes/Projects such as Green School, Active School/Week, Friendship Week, Seachtain na Gaeilge etc. will also be explored.

4. Approaches and Methodologies

Boolavogue NS believe that the approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active and collaborative learning are the principal learning and teaching approaches promoted for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

- drama activities
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work in line with the schools work in Digital Learning Plan

5. Assessment

Assessment is a central part of the everyday learning and teaching process in SPHE. It can provide valuable information on the child's progress and on the effectiveness and suitability of the programme and the teaching methods being used.

Boolavogue NS uses the following recommended informal tools for assessment in SPHE:

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

6. Children with Different Needs

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The class teacher can request the SET team to supplement the work taught in class where necessary. Boolavogue NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

7. Equality of Participation and Access

Boolavogue NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed-sex school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Boolavogue NS is under Roman Catholic school management, and we endeavour to provide for all members of our community whilst respecting the catholic ethos of our school.

Organisation

1. Policies and Programmes that support SPHE:

Policies:

- Child Protection Safeguarding Statement
- Anti-Bullying
- Relationships and Sexuality Education
- Substance Use
- Code of Behaviour
- Enrolment
- Health and Safety
- Healthy Eating
- Internet Acceptable Usage

Programmes:

- Active School Flag
- Blue Star Programme
- Weaving Wellbeing and Welcome to Wellbeing

2. Homework

SPHE homework, if prescribed, will reflect the active learning approach and will reinforce information already taught during class. A Stay Safe workbook for clear communication between home and school will be given to each pupil during these sensitive topics.

3. Resources

Please see Appendix B for list of suggested resources.

3.1 Programmes and Other Materials

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
Weaving Wellbeing Welcome to Wellbeing Starving the Anxiety Gremlin Problem Postcards Friends for Life	RSE Manuals Walk Tall Stay Safe Making the Links Zippy's Friends	Busy Bodies Tom's Power Flower	Various posters throughout the school	Webwise HTML Heroes Prim Ed- Internet Safety/Bullying Programme

3.2 Guest Speakers

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 42/2018) and make the speaker aware of this school plan and relevant policies.

4. Individual Teachers' Planning and Reporting

This plan in SPHE and the curriculum documents will inform and guide teachers in their long and short term planning in SPHE. Each teacher will keep a Cuntas Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE. Teachers are aware that under a CPSI (Child Protection School Inspection) they will be required to supply approximately 2 years Cuntas Míósúla of SPHE.

5. Staff Development

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- training in the Child Abuse Prevention Programme/ Stay Safe
- training in the Substance Misuse programme /Walk Tall
- training in the Relationships and Sexuality Education programme /R.S.E.
- PDST Advisor support and modelling of lessons
- NEPS positive behaviour courses

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

6. Parental Involvement

Parental involvement is considered an integral part to effectively implementing SPHE as Boolavogue NS believe that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE.

7. Community Links

Boolavogue NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Enniscorthy Fire Station, PAWS presenters etc.

Success Criteria

The success of this plan will be evaluated through teacher's planning and preparation, and if the procedures outlined in this plan have been consistently followed. We will also judge its success if the children have been enabled to achieve the aims outlined in this plan.

Implementation

Roles and Responsibilities:

Boolavogue NS believes that the school community must be involved to successfully implement SPHE. Therefore the teaching staff will implement this plan with the support of the Board of Management, Parents and the Local Community.

Timeframe:

The plan will be implemented from September 2022. This plan will be reviewed in 2 years.

Review

Roles and Responsibilities:

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school. The ISM are responsible for co-ordinating this review. Those involved in the review will include:

- Teachers
- Pupils
- Parents
- BoM

Ratification and Communication

The Board of Management of Boolavogue NS ratified this plan on the below date:

Signed: _____ (Chairperson of BoM)

_____ (Principal)

Date: _____

This plan is available to view at the school by the parents on request.