St. Francis Xavier Senior National School



SPHE Policy

Social, Personal and Health Education Whole School Plan

**Introductory Statement and Rationale**

**(a) Introductory Statement**

The staff of St Francis Xavier S.N.S. formulated this school plan for SPHE, in consulation with our Board of Management, 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.

**(b) Rationale**

SPHE has been taught in our school on a whole-school basis through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Relationships and Sexuality Education and through our involvement in initiatives including the Amber Flag Programme.

**Vision and Aims**

**(a) Vision:**

It is envisaged that the teaching of SPHE at St Francis Xavier SNS will promote the personal development, health and wellbeing of the child and therefore help him/her to create and maintain supportive relationships and to become an active and responsible citizen in society.

**(b) Aims:**

The pupils of St Francis Xavier SNS 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

**Broad 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 context.
* 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 of Plan**

**Curriculum**

***1. Strands and Strand Units:***

The curriculum is delineated at third and fourth class level and at fifth and sixth class level. The curriculum is divided into three strands:

* Myself
* Myself and others
* 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.

At St Francis Xavier SNS, we 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. A timetable has been created to reflect this approach:

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| --- | --- | --- |
| **Strand** | **Strand Units (Year 1, 3rd and 5th )** | **Strand Units (Year 2, 4th and 6th)** |
| **Myself** | *Safety and Protection (Sept-Oct)* | *Safety and Protection (Sept-Oct)* |
|  |
| *Self-identity (November.)* | *Self-identity (November.)* |
|  |  |
| *Taking care of my body(December)* | *Taking care of my body(December)* |
| *Making Decisions (March)* | *Making Decisions (February-March)**\*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection* |
| *Safety and Protection (Jan-Feb)-Stay Safe*  | *Growing and Changing (January)**6th class May (Outside speaker RSE)* |
| *Myself and My Family (April.)* |
| **Myself and others** | *Myself and My Family (April.)* | *My friends and other people (May)* |
| *My friends and other people (May)* | *Relating to others (Sept-Oct.)* |
| **Myself and the wider world** | *Developing Citizenship (June)* | *Developing Citizenship (June)* |
| *Media Education (June)* |
|  | *Media Education (June)* |

**Stay Safe Programme Schedule**

The Stay Safe Programme is explicitly taught in Term 2 of Year 1 (3rd Class and 5th Class) and reviewed in Year 2 (4th Class and 6th Class). Since 2022/23 academic year, pupils are being provided with a Stay Safe Booklet for each of the 3rd & 4th and 5th & 6th class programmes. These booklets will be collected from pupils at the end of the school year and passed to next year’s teacher.

***2.* Contexts for SPHE:**

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

**1. Positive School Climate and Atmosphere**

A positive school atmosphere fosters the health and wellbeing of all members of the school community. It reflects a safe and secure environment where children experience a sense of belonging and know that the concerns and contributions of parents, children and teachers are taken into account. A positive school climate and atmosphere nurtures self-confidence and self-worth and promotes respectful and caring relationships throughout the school. It therefore provides the context in which work carried out in a range of subjects, including SPHE, is lived out and makes sense.

At St. Francis Xavier SNS a positive climate and atmosphere is created through:

* 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
* developing a school approach to assessment

**2. Discrete time for SPHE**

Discrete SPHE time provides for the teaching of some elements of the programme during designated class periods. This time can be used to develop and practise particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum.

SPHE is allocated ½ hour per week on each teachers’ timetables.  However teachers may allocate 1 hour per fortnight to allow for more in-depth exploration of a strand unit.

**3. Integration with other subject areas and linkage within SPHE**

Teachers will endeavour to adopt an thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Some subject areas also provide the most appropriate context for exploring particular aspects of SPHE: for example, developing a sense of care and respect for the environment is fostered through science and history, while safety in water is appropriately explored through physical education. Themes/Projects such as Active Schools Project, Amber Flag Project, Catholic Schools Week, Cyber Safety Week, February for Friendship Month (anti-bullying), etc. are integrated with the SPHE theme.

***3. Approaches and Methodologies:***

The approaches and methodologies used in SPHE are crucial to the effectiveness of the programme. Active learning is the principal learning and teaching approach recommended for SPHE, therefore we will endeavour to teach SPHE using a variety of strategies which include:

* drama activities
* co-operative games
* written activities
* use of media (including use of pictures / photographs)
* information technologies and looking at children’s work

As part of any learning and teaching strategy in SPHE children will be encouraged to critically reflect on their work and explore possibilities for transferring what they have learned to situations in their own lives.

***4. 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.

The following recommended informal tools for assessment in SPHE in our school:

* *Teacher observation*
* *Teacher issued tasks and tests*
* *Projects*

Each child will keep an SPHE copy/scrapbook/portfolio and this will be used to assess a child’s progress in SPHE. Each year the child will be given a teacher-issued task or test related to the strand units taught.

***5. 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 special education teacher will supplement the work of the class teachers where necessary. St Francis Xavier SNS 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.

***6. Equality of Participation and Access:***

Our school recognises and values diversity, and believes all children are entitled to access the services, facilities or amenities that are available in our school environment.  St Francis Xavier SNS is a mixed-sex senior school and we aim ensure that equal opportunities are given to boys and girls. Our school is under Roman Catholic school patronage, and we endeavour to provide for all pupils and to meet individual needs.

***7. Policies and Programmes that support SPHE:***

***Policies***

* Child Protection
* Anti-Bullying
* Relationships and Sexuality Education
* Substance Use
* Code of Behaviour / Core Values
* Admissions Policy
* Health and Safety
* Healthy Eating
* Internet Acceptable Useage

***Programmes***

* Action Team for Partnership (Partnership Schools Ireland)
* Active School Flag
* Amber Flag Programme
* Catholic Schools Week
* Cyber Safety Week
* Cycle Safety Programme (6th Classes)
* February for Friendship month
* Green Flag Programme
* Guest Speaker Programme (6th Class)
* Marathon Kids (5th & 6th Classes)
* Meditation Programme
* Street Law Programme (6th Classes)
* Wellbeing Week
* Pupil Wellbeing Survey - conducted annually with all pupils since June 2021.
* Zones of Regulation (4th Classes - commencing January 2023)

***8. Homework:***

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

***8.1 Resources (Appendix 1)***

***8.2 Guest Speakers:***

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010). and make the speaker aware of this school plan and attached policies. We invite Information & Education Programmes (IE Programmes) to present a Personal Development/RSE programme to 6th Classes each year. In advance of this programme a Parent Evening is scheduled to inform parents of the content of the programme.

***9. 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 Míosúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE.

***10. Staff Development:***

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

* training in Stay Safe
* training in Walk Tall
* training in the Relationships and Sexuality Education programme /R.S.E.

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.

***11. Shared Responsibility:***

Parental involvement is considered an integral part to effectively implementing SPHE as we believe that SPHE is a shared responsibility.  This plan and the curriculum documents are available to parents. Parents are requested to sign consent on enrolment, for their child to participate in these lessons. In advance of Stay Safe lesson series and RSE workshops, parents are invited to view the content online.

***12. Community Links:***

The local community has a very important role to play in supporting the programme in SPHE and we endeavour to liaise with the members of our community such as the Community Garda, Blanchardstown Credit Union and the Guest Speaker programme (6th Classes)

**Success Criteria**

The success of this plan will be evaluated through teacher’s planning and preparation and if our pupils have been enabled to achieve the aims outlined in this plan.

**Implementation**

This plan was first implemented in 2017 and has undergone a number of revisions since.

**Review**

**(a) 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 Assistant Principal responsible for this subject will co-ordinate this review and will involve the following in the review

* Teachers
* Pupils
* Parents
* BoM

One lead teacher for each Year Group will take responsibility at the start of the school year to lead at team planning meetings. Those involved for the 2022/23 academic year are:

* Emma O’Reilly (3rd Class)
* Tomás O’Séaghdha (4th Class)
* Lorna Ward (5th Class)
* Shane Donaghy (6th Class)

**(b) Timeframe:**

This plan will be reviewed regularly or as the need arises.

**Ratification and Communication**

The Board of Management ratified this plan in May 2004.

It was reviewed in May 2012, October 2019 and most recently on 9th November 2022. This plan is available to view at the school by the parents on request.

Signed John Mitchell Date: 9th November 2022

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 Chairperson

***Appendix 1 Resources***

The following hardcopy resources are available for teacher use. All resource manuals stored in Rm 9B.

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|  **RESOURCE** |
| Be Safe! |
| Coping With Friends |
| Friends for Life  -Group Leader Manual -Activity Book for Children -Training Day Material |
| Fun Friends Acronym |
| Health, Fitness and Exercise |
| HTML Heroes - Information for teachers |
| Human Rights Stories |
| Making the Links |
| My Selfie |
| My Wellbeing Journal* + 3rd & 4th
	+ 5th & 6th
 |
| Personal Safety Skills for 3rd & 4th  |
| Rainbows Programme -Co-ordinator Manual -Component Module -Celebrate Me Day (CD) -Facilitator Listening Module -Making Things Better -When Bad Things Happen |
| RSE Resource Materials |
| Stay Safe Programme -3rd & 4th Manual -5th & 6th Manual -Teacher Resources |
| Stand Up, Speak Up |
| Walk Tall Programme -JI to 6th Walk Tall multimedia resource -Walk Tall Manual |
| Webwise Teacher Handbook |

**WEBSITE LINKS**

* **Flourish RSE Programme** [RSE Primary Resource - Flourish - Catholic Primary School Management Association (cpsma.ie)](https://www.cpsma.ie/rse-primary-programme-flourish/)
* <http://www.staysafe.ie/teachers.htm>
* <https://www.pdst.ie/walktall>
* <https://www.pdst.ie/primary/health-wellbeing/RSE>
* <https://heroes.webwise.ie/>
* <https://www.webwise.ie/>
* <https://www.rainbowsireland.ie/rainbow-primary-level/>
* <https://www.nbss.ie/interventions-and-projects/wellbeing/friends-for-life>