

Holy Family Senior School,
Aughnaharna,
Portlaoise,
Co. Laois



‘Fáilte, Foghlaim, Fás’

Whole School Plan for

SPHE

Social, Personal and Health Education

■ Title

Social, Personal and Health Education Whole School Plan

■ Introductory Statement and Rationale

(a) Introductory Statement

The staff of Holy Family Senior School 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 during Croke Park Planning time, and brought to the attention of the Board of Management and Parents.

(b) Rationale

Aspects of SPHE have been taught in Holy Family Senior School for many years through various programmes and initiatives such as Stay Safe, Walk Tall, Relationships and Sexuality Education. 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.

■ Vision and Aims

(a) Vision:

Holy Family Senior School values the uniqueness of all our pupils within a positive and caring school community. We acknowledge that SPHE is a fundamental part of the learning and teaching that occurs both formally and informally in the school and in the classroom. It is our hope in Holy Family Senior School that through the SPHE programme we will educate and positively influence our pupils to grow up as happy, healthy and well balanced individuals who can therefore become responsible citizens and members of their communities.

(b) Aims:

The children of Holy Family Senior School 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:

1 Strands and Strand Units:

The curriculum is delineated at four levels—infant classes (Star Centre), first and second classes (Star Centre), 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.

Holy Family Senior School 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. Holy Family Senior School have created this timetable to reflect this approach:

Month	Year 1	Year 2
September/October	Self-Identity (Myself)	Myself and my family (Myself and others)
November/December	My friends & other people (Myself & others)	Relating to others (Myself and others)
January/February	Safety and protection (Myself)	Growing and changing (Myself)
March/April	Making Decisions * (Myself)	Taking care of my body (Myself)
May/June	Media Education (Myself and the wider world)	Developing citizenship (Myself and the wider world)

- Year 1 of the Timetable refers to 3rd & 5th Class; Year 2 refers to 4th & 6th Class and this ensures pupils receive a comprehensive SPHE Programme over a two year period.
- The Stay Safe Programme is covered in its entirety bi-annually.

2 Contexts for SPHE:

SPHE will be taught in Holy Family Senior School through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Holy Family Senior School 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
- developing a school approach to assessment

2. Discrete time for SPHE

SPHE is allocated ½ hour per week on each teacher's timetable in Holy Family Senior School. 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 a thematic approach to SPHE by integrating it with other subject areas such as Language, Geography, History, Religion, Visual Arts, Physical Education, etc. Themes/Projects such as Healthy Eating Week, Friendship Week, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

3 Approaches and Methodologies:

Holy Family Senior School believes that 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 and role play
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work
- circle time activities
- activities to promote discussion eg Think Pair Share, Conscience Alley etc
- Looking at children's work eg. portfolios, projects etc.
- Talk and discussion.
- Problem-solving
- Collaborative learning
- Use of the environment

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.

Holy Family Senior School uses the following recommended informal tools for assessment in SPHE:

(a) 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.

(b) Teacher-designed tests and tasks:

- SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Specific tasks can be used to ascertain a child's ability to apply particular skills in different situations.

(c) Portfolios and projects:

- Teachers may decide that children will keep personal folders of their work.

(d) Self assessment by children:

- Children are encouraged to engage in assessing their own progress in SPHE and to reflect on their learning.

Recording data for these methods of assessment can contribute to the overall picture of a child's development and can be used as a reference for the teacher when planning for SPHE and in communicating with the child, parents and teachers or the principal.

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 S.E.T. will supplement the work of the class teachers where necessary. Holy Family Senior School 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. Parents will be made aware of local services such as "Rainbows", where applicable. Support and advice from the PDST and other services in relation to best practice is welcomed. Services such as SESS and NEPS will be consulted for guidance as appropriate.

6 Equality of Participation and Access:

Holy Family Senior School 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. Holy Family Senior School is under Roman Catholic school management, which welcomes children of all religions and cultural backgrounds. We reflect the diversity of the community in which we are situated and we endeavour to provide appropriate supports to ensure the well-being and success of all our students.

Organisation:

7 Policies and Programmes that support SPHE:

Policies
<ul style="list-style-type: none">• Child Protection• Anti-Bullying• Relationships and Sexuality Education• Substance Use• Code of Behaviour• Enrolment• Health and Safety• Healthy Eating• Internet Acceptable Useage

Programmes
<ul style="list-style-type: none">• Active School Flag• Food Dudes• Green Flag• Amber Flag• GAA Coaching programme to encourage links with local clubs• Busy Bodies

8 Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class and afford parents the opportunity to talk and discuss the topics and skills being taught. Homework may include active learning approaches such as research, observation, reading newspapers, listening to/watching the news, interviewing someone, projects etc. Parents are asked to discuss Stay Safe worksheets with their child and also to sign these worksheets.

9 Resources:

The following core Resources are used in the delivery of the SPHE curriculum (this list is not prescriptive nor exhaustive):

- Stay Safe Programme Manuals Worksheets and ICT clips/activities
- The Relationships and Sexuality Manuals Worksheets and suggested equipment
- Walk Tall Manuals
- Making the links Manual for teachers
- Be Safe programme
- Food Dudes
- Green Schools

The school has a bank of resources available from Ms Sherlock to support the delivery of SPHE.

The current list of resources is being updated and will be available to each teacher when completed. PDST have recommended a number of suitable resources. Please see www.pdst.ie

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
	RSE Manuals Walk Tall Stay Safe Bi Follain Making the Links Webwise RSA programmes	Busy Bodies Food Dudes	Various posters throughout the school	Various ICT & Educational Programmes Online images Videos

9.2 Guest Speakers:

From time to time as appropriate guests may be invited by individual teachers or by the school to speak to a class/classes or parents as a particular area or topic is being covered. These may include:

- Garda Síochána
- Doctor/Nurse/ Dietician/Dentist
- A new mother or father and baby
- Fireman
- Vet
- County Council-Green Flag Representative

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. Guest speakers will be subject to the required vetting procedures and will be invited only with the permission of the Principal.

10 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. Each teacher will notify parents of the commencement of the Stay Safe and RSE elements of the programme using the standard Holy Family Senior School letter.

11 Staff Development:

In co-operation with the principal, the post-holder of SPHE, Ms Sherlock, will arrange workshops or in-service for staff and this training will support an effective implementation of the SPHE programme, which may include the following areas

- 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
- other

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. Teachers will be given the opportunity to attend inservice as it arises.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Holy Family Senior School believes that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE. Parents have been part of the process in formulating this policy and are invited to contribute to its review through the Parent Council Committee.

To allow parents the opportunity to inform themselves as to the content of the programmes and talk to their children about the topics if they so wish, parents will be notified prior to the start of both the Stay Safe programme and the Relationship and Sexuality programme informing them of the proposed timing of both .

Worksheets which form part of the programmes are sent home and parents are encouraged to talk to their children about their work.

Parental involvement is considered an integral part of the effective implementation of the SPHE curriculum in Holy Family Junior School

13 Community Links:

Holy Family Senior School 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 Public Health Nurse, Fireman, Vet, New Parent, Guard, Librarian 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

(a) Roles and Responsibilities:

The principal, Ms. Brennan and the post-holder of SPHE, Ms Sherlock, share responsibility for the co-ordination , implementation and management of the SPHE curriculum.

Each class teacher is responsible for the planning, teaching and assessment of the curriculum in their own class and is asked to refer to this plan when planning same. Each staff member is responsible for contributing to the positive atmosphere in the school and engaging with the various initiatives planned as part of this curricular area. Holy Family Senior School 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.

(b) Timeframe:

The plan will be implemented by _____.

(The updated Stay Safe programme will be implemented in the Spring term for this school year – 2017/2018)

■ **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. Ms. Sherlock is responsible for co-ordinating this review.

Those involved in the review will include:

Teachers

Pupils

Parents

Post holders/plan co-ordinator

BoM/DES/Others

(b) Timeframe:

- The plan will be reviewed after every two years. The policy may also be reviewed at an earlier time should a need arise. Parents and staff will be informed of any amendments made.

■ **Ratification and Communication**

The Board of Management of Holy Family Senior School ratified this plan on _____.

Signed _____

Date _____

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

Holy Family Senior School, Portlaoise
Roll No. 20480F
Whole School Plan S.P.H.E.