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Social, Personal and Health Education (S.P.H.E.)

1. INTRODUCTION:

This plan was initially formulated during an in-school curriculum day under the guidance of an SPHE Cuiditheoir. All staff were involved in the development of the plan. It has evolved over the years and has been updated to its current form in consultation with all staff using "Croke Park Hours" in October 2012.

2. RATIONALE/VISION:

SPHE in our school will enable each child to: -

- Develop a positive sense of self-esteem.
- Enhance social and communication skills.
- Equip him/her with the knowledge and ability to lead a healthy life

3. AIMS:

The aims of Social, Personal and Health Education 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 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.

(See page 9 of the Curriculum Statement)

4. 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 him/her from danger and abuse
- make decisions, solve problems and take appropriate actions in various personal, social and health contexts
- 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

(See page 10 of the Curriculum Statement)

5. CONTENT:

The SPHE material is contained in a number of programmes in use in the school. It is now envisaged that these programmes will be taught in sequence every year and will be incorporated into the monthly planner.

<u>Strands</u>	<u>Strand Units</u>
Myself	Self Identity
	Taking Care of my Body
	Growing & Changing
	Safety & Protection
	Making Decisions & Sensitive Issues
Myself and others	Myself & My Family
	My Friends and Other People
	Relating to Others
Myself and the wider world	Developing Citizenship
	Media Education

6. TEACHING/LEARNING CONTEXTS:

We teach SPHE in a combination of the following contexts:

- Interactive whiteboards for every class.
- Our Golden Rules.
- Notice board in the Staff Room.
- Children are involved in in-class decisions.
- Children report bullying to class teacher/yard duty teacher.
- Our school motto, "Treat everyone as you would like to be treated yourself", is constantly reinforced.
- Monthly Assemblies during which our school rules and school motto are reinforced. Positive behaviour is rewarded in a number of ways.
- Positive Behaviour Programme adopted in all classes.
- Using 'do' rather than 'don't' – emphasis on the positive.

7. POLICIES:

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

- Behaviour Policy
- Anti-bullying Policy
- Enrolment Policy
- R.S.E. Policy
- Substance Abuse Policy
- Health and Safety Statement
- Child Protection Policy

8. APPROACHES AND METHODOLOGIES:

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

9. PROGRAMMES:

- Walk Tall
- Stay Safe
- RSE
- Friends for Life
- Alive- O
- Green School Programme
- Earthlink

10. COMMUNITY LINKS:

- Involved in Church activities.
- Bi-annual Carol Service.
- Involved in Environmental Awards.
- Visits from local Historian/Garda/Health Worker.
- Visits from local Fire Service/RNLI.
- Health Board provide health checks regularly.
- Involvement in "You Shall Be My Witness" programme for Confirmation.
- Involvement in "Do This in Memory" programme for First Holy Communion.
- Regular school masses to which the community are invited.

11. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

Some/all of the teaching staff have attended:

- Training in the Child Abuse Prevention Programme (Stay Safe)
- Training in the Relationships and Sexuality Programme (R.S.E.)
- Training in the Walk Tall Programme
- Training in the Children First Guidelines [DES Guidelines and Procedures]
- Training in implementing "Friends for Life".
- Summer CPD Courses

12. SUCCESS CRITERIA/ASSESSMENT:

Self-assessment for Teachers:

- Have I covered the agreed strand units?
- Am I getting the SPHE lessons done as planned?
- What do I need to change?

Self-assessment for the School as a Community:

- Are we succeeding in creating a calm friendly and welcoming atmosphere in the school?

Pupil assessment:

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios.
- Self-Assessment.

13. ROLES AND RESPONSIBILITIES:

- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework etc.
- Principal & Deputy Principal → oversee implementation and supports staff.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → co-operate and participate in class lessons.
- Other staff → be aware of the contents of this plan and follow procedures.

REVIEW AND RATIFICATION:

This plan was ratified on November 2012