Ballaghlea N.S.
Ballygar
Co. Galway

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 Ballaghlea 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 by staff with the assistance of P.D.S.T. advisor Nuala Dalton in January 2019, and brought to the attention of the Board of Management and Parents.

(b) **Rationale**

SPHE has been taught in Ballaghlea 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 (Active schools, Healthy Eating etc). It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, etc. However, in light of new child protection guidelines/Anti-bullying procedures etc we wish to formalise our teaching of SPHE and plan for it on a whole school basis.

■ **Vision and Aims**

Rationale/Vision:

SPHE in our school will enable each child to:-

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

(a) **Aims:**

The children of Ballaghlea 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:

1 ***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.

Ballaghlea 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. We have created this timetable to reflect this approach:

Month	Year 1 - 2018 /2020/2022	Year 2 – 2019/2021/2023
September / October	Self-identity (Myself)	Myself and my family (Myself and others)
November / December	My friends and other people (Myself and 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 citzenship (Myself and the wider world)

*****Making decisions is only a strand unit from 3rd – 6th, Juniors – 2nd may complete the Safety Issues section of Safety and protection at this time. Due to the increased amount of lessons in the Stay Safe Programme from 3rd to 6th class, placing the strand unit Making decisions after the Safety and protection in a standard two year plan will enable the teacher to achieve some of the content objectives of Making decisions through the Stay Safe Programme.

2 ***Contexts for SPHE:***

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

1. **Positive School Climate and Atmosphere**

Ballaghlea NS has created a positive atmosphere by:

- building effective communication – *notice board for staff/pupils*
- catering for individual needs – *new Special Education Model fully implemented*
- creating a health-promoting physical environment – *active schools/healthy eating, playground marking / Food Dudes / Super / Troopers*
- developing democratic processes – *decision making by pupils*
- enhancing self-esteem – *Fun Friends program, assemblies – Caught being kind*
- fostering respect for diversity – *Anti-bullying policy adopted*
- 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 Ballaghlea NS. (*However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit. 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. To use this time effectively it may be more appropriate for the teacher to organise it in block periods and use it as required rather than confining the time to a set period in each week.)*

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. 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:***

Ballaghlea NS believe 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
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

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.

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

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*
- *Self Assessment*
- *Each teacher will put one piece of SPHE work into children's file at end of year.*

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 Teachers will supplement the work of the class teachers where necessary. Ballaghlea NS will liase with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or separation to ensure that the children involved are fully supported.

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

Ballaghlea 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 *co-educationsl* 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. Ballaghlea NS is under *Roman Catholic* management, and we endeavour to provide for *Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language etc*

Organisation:

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

Policies
• Child Protection • Anti-Bullying • Relationships and Sexuality Education • Substance Use • Code of Behaviour • Enrolment • Health and Safety • Healthy Eating • Internet Acceptable Useage

Programmes
• Active School Flag • Health Promoting Schools • Food Dudes • Green Flag • Circle Time • Fun Friends

8 ***Homework:***

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

9 ***Resources:***

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	Busy Bodies Food Dudes	Various posters throughout the school	

9.2 ***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.

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

11 ***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/ Tusla / 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*
- *Fun Friends (NEPS. Mindfulness / Wellbeing)*

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.

12 ***Parental Involvement:***

Parental involvement is considered an integral part to effectively implementing SPHE as Ballaghlea NS believe that SPHE is a shared responsibilty. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE. Letters are sent to parents informing them of topics being covered.

13 ***Community Links:***

Ballaghlea NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liase with community members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, 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:

Ballaghlea 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.

(b) Timeframe:

The plan will be implemented by February 2019

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 Principal is responsible for co-ordinating this review.

(b) Timeframe:

This plan will be reviewed when deemed necessary.

■ **Ratification and Communication**

The Board of Management of Ballaghlea NS ratified this plan on _____.

Signed _____

Date _____

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

Worked on, read and signed by Staff:

Date: _____