Darrara National Schoool

Cruary,

Clonakilty,

Co.Cork

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ALL SUBMISSIONS BY MAY 19th

DRAFT

SPHE

PLAN

## Social, Personal and Health Education

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| * **Title**   **Social, Personal and Health Education Whole School Plan**  *.* |
| * **Introductory Statement and Rationale**  1. **Introductory Statement**   The staff of Darrara N.S. formulated this school plan for SPHE, in consulation 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 Blathnaid Breslin, Principal and Yvonne Walsh following the update of the Stay Safe programme, and brought to the attention of the Board of Management and Parents.   1. **Rationale**   Aspects of SPHE have been taught in Darrara N.S. for many years through various programmes and initiatives such as the previous Stay Safe, Walk Tall, Zippy’s Friends, Friends for Life, Relationships and Sexuality Education and through our involvement in the Health Promoting Schools Initiative. 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**   **Vision:**  Darrara NS values the uniqueness of all individuals within a caring school community. We recognize that SPHE is intrinsic in the learning and teaching that occurs both formally and informally in the school and in the classroom. Through our SPHE programme we wish to assist children develop feelings of self-worth and self-confidence while encouraging their ability to relate to others in a positive way. The programme 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. Parents have the primary role in the Social, Personal and Health Education of their children so their involvement will be encouraged as much as possible.  **Aims:**  The children of Darrara 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.  Darrara NS will teach aspects of all three major strands 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. Darrara NS has created the timetable below to reflect this approach:   |  |  |  | | --- | --- | --- | | **Strand** | **Strand Units (Year 1)** | **Strand Units (Year 2)** | | **Myself** | *Self-identity (Sept.–Oct.)* | *Taking care of my body(Jan-Feb)* | | *Safety and Protection (Jan-Feb)-Stay Safe* | *Growing and Changing (Mar-April)* | | *Making Decisions (March-April)*  *\*This strand unit is for third to sixth only. Infants to second complete the Safety Issues section of Safety and Protection* | | **Myself and others** | *My friends and other people (May-June)* | *Myself and My Family (Nov.-Dec.)* | | *Relating to others (Sept-Oct.)* | | **Myself and the wider world** | *Media Education (Nov-Dec.)* | *Developing Citizenship (May-June)* |   ***2.Contexts for SPHE:***  SPHE will be taught in Darrara NS through a combination of the following contexts:   1. **Positive School Climate and Atmosphere**   Darrara NS 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  1. **Discrete time for SPHE**   SPHE is allocated ½ hour per week on each teacher’s timetable in Darrara NS. However teachers may allocate 1 hour per fortnight to allow for more indepth exploration of a strand unit.   1. **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. may also be explored.   1. ***Approaches and Methodologies:***   Darrara 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:   * information technologies and looking at children’s work * co-operative games * use of pictures * photographs and visual images * drama activities * written activities * use of media  1. ***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.  Darrara NS uses the following recommended informal tools for assessment in SPHE:   * *Teacher observation* * *Teacher-designed tasks and tests* * *Portfolios and projects*   Starting with JI 2017 - each pupil will keep an SPHE Scrapbook and this will be used to assess a child’s progress in SPHE.   1. ***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 learning support and resource teachers will supplement the work of the class teachers where necessary. Darrara NS will liasise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.   1. ***Equality of Participation and Access:***   Darrara 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. Darrara NS is under Roman Catholic school management, and we endeavour to provide for the diversity of our school community for example (but not limited to; Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as a second language.)  **Organisation:**   1. ***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*** | | * Stay Safe * Walk Tall * Active School Flag * Health Promoting Schools * Food Dudes * Green Flag * Incredible years * Zippy’s friends * Friends for Life * Busy Bodies |  1. ***Homework:***   SPHE homework, if prescribed, will reflect the active learning approach and will reinforce information already taught during class.     1. ***Resources:***   Stay Safe programme, Zippy’s Friend’s, Incredible Years, Friend’s for Life, Food Dudes. Green School’s, Health Promoting schools. (this list is not prescriptive nor exhaustive).   * 1. ***Programmes and Other Materials:***  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Books for Pupil** | **Books for Teacher** | **Audio / Visual** | **Posters** | **Media & ICT** | | Relevant worksheets etc | RSE Manuals  Walk Tall  Stay Safe  Bi Follain  Making the Links | Busy Bodies  Food Dudes | Various posters throughout the school |  |  * 1. ***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 has the relevant Garda Vettting, is aware of this school plan and attached policies.   1. ***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.   1. ***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* * *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.   1. ***Parental Involvement:***   Parental involvement is considered an integral part of effectively implementing SPHE as Darrara 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.   1. ***Community Links:***   Darrara NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liasise with the members such as the Dental Hygienist, Public Health Nurse, Fireman, Coast guard, Community Garda, Vet 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**  1. **Roles and Responsibilities:**   Darrrara 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.   1. **Timeframe:**   The plan will be implemented from September 2017. (The updated Stay Safe programme will be implemented in the final term for this school year – 2016/2017) |
| * **Review**  1. **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 (Bláthnaid Breslin) 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*   1. **Timeframe:**   This plan will be reviewed in June 2019. |
| * **Ratification and Communication**   The Board of Management of Darrara NS ratified this plan on (state date).  Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  This plan is available to view at the school by the parents on request. |