



Scoil Chéile Chríost Rathmore NS

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

Whole School Plan

School Name: Scoil Chéile Chríost, Rathmore N.S.

Date: February 2024

1. INTRODUCTION:

This plan was initially formulated during an in-school curriculum day under the guidance of an SPHE Cuiditheoir and follow-up staff meetings in 2005 and subsequently in 2015. All teachers were involved in the development of the plan. It was reviewed and revised on a regular basis through continuous assessment and discussion. The most recent review was conducted in October 2020. We received support from an Óide advisor Eimear Griffin in November 2023 & February 2024 and a review of the SPHE policy was carried out and appropriate amendments were made,

RATIONALE

The purpose of this review is:

- To ensure all strands are being covered sufficiently.
- To address gaps in existing plan
- To conform to the principles outlined in the primary curriculum.

2. VISION:

Our S.P.H.E. programme provides opportunities to develop the child holistically. It seeks to provide learning opportunities for the development of the child physically, socially, emotionally, sexually, spiritually and morally.

It will enable the child to be happy and content in herself/himself, to form and maintain healthy relationships and thus become a responsible citizen.

3. AIMS and OBJECTIVES.

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.

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 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.

4. CONTENT:

Since SPHE is spiral in nature we will cover all strands and strand units at all levels throughout the school over a two-year period:

This S.P.H.E policy is based on the 1999 primary curriculum. However, teachers are now being introduced to the Primary Curriculum Framework for Primary and Special Schools. This Framework supports high-quality learning, teaching, and assessment which places the children at the centre of the learning process. As development of this new curriculum unfolds, new curriculum specifications will be developed for the five curriculum areas. We, the teachers of Rathmore N.S, will endeavour to engage with changes as they occur, in order to best meet the needs of our students.

CURRICULUM PLANNING:

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. 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. This should ensure a broad and balanced programme for the pupils. However, this does not preclude a teacher from selecting a strand already taught the previous year should the need arise because of a particular incident.

Social, Personal and Health Education - Two Year Grid

Strand	Strand Units (Year 1) In 2024 the whole school will participate and complete all lessons from the Stay Safe programme Juniors, First, Third and Fifth Classes.	Strand Units (Year 2) In 2025 the whole school will participate and complete all suitable lessons from RSE 'growing and changing'. Senior Infants, Second, Fourth and Sixth Classes.
Myself	<i>Self-identity (Sept.-Oct.)</i>	<i>Taking care of my body(March-April)</i>
	<i>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</i>	<i>Growing and Changing (May - June)</i>
	<i>Safety and protection (Jan -Feb) Stay safe</i>	
Myself and others	<i>My Friends and other people (Nov -Dec.)</i>	<i>Myself and my Family (Sep - Oct)</i>
		<i>Relating to others (Nov -Dec.)</i>
Myself and the wider world	<i>Developing Citizenship (May-June)</i>	<i>Media Education (Jan-Feb-)</i>

5. TEACHING/LEARNING CONTEXTS:

We will teach SPHE in a combination of the following contexts:

- **A positive school climate and atmosphere**
- **Discrete time**
- **Integration with other subject areas.**

A Positive School Environment

1. Building effective communication within the school

In-school:

- Intercom in classrooms
- Notice Boards – Staff Rooms

Use of school administration website “Aladdin” to ensure all important information/circulars/minutes of meetings are accessible to all staff.

- Children are involved in in-class decisions.
- Children report bullying to class teacher/yard duty teacher (see separate Bullying Policy).

Parents:

- Notes i.e. homework journal
- School website
- Texting service
- Parent/Teacher Meetings – By appointment meetings also.
- Coffee/Tea sessions after religious/sacramental events/school events.
- Liaison with Parents’ Association.
- Parent’s Council organise talks for parents/courses etc. fundraising/book fair.

Visitors:

- Visitors are greeted upon arrival/offered tea/coffee.
- Facilities/room provided for visitors.

2. Catering for individual needs

- Timetabling is very fair for withdrawal.
- We use a variety of teaching styles & activities – Activity based learning.
- General positive school climate about reinforcing positive behaviour.
- **S.E.N Team**

3. Creating a health-promoting physical environment

- Beautifully decorated & well-maintained school.
- Playground markings for yard time activities.
- Children's work on display throughout school.
- School garden with all classes having their own plot.
- Recycling in classrooms.
- Green Schools Committee
- Newsletter/Intercom/Website mentions achievements.
- "Active School Flag" campaign.

4. Developing democratic processes

- Code of Behaviour is widely publicised.
- Job allocations in classrooms.
- Children represent the school in a wide variety of activities e.g. sports, music, art,
- Regular assembly.

5. Enhancing the self-esteem and well-being of members of the school community.

- Reward systems in place in classes/displaying children's work.
- Folder for new staff members on policy & procedures.
- Involvement in committees.
- By organising/attending training courses.
- Availing of DES/NEPS/SESS support.
- Regular appraisal of staff efforts.

6. Fostering respect for diversity

- Anti-bullying policy exists and is practised by all staff members.
- Communicating school policies and practices to all parents and children
- Children are included in teams, choirs, photo opportunities etc.

7. Fostering inclusiveness

- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Awareness e.g. children go to Ms. X – not to a slow class, etc.
- Promote minority cultures in a positive light.

- Being conscious of different family structures and units, respect them and refer to them in whole class situations. Teachers are always sensitive to the needs of children who have sensitive family.
- situations, e.g.: death of a parent/sibling, lone parents, separated parents, adopted/fostered children, cultural backgrounds.

8. Developing appropriate communication between home and school

- Regular updates on school website, notice boards, posters etc.
- Texting service
- PT meetings. Notes in homework journals.
- Parents Association.
- S.E.N. Children/School Support Plans

Discrete time

Time-tabled ½ hour per week or one hour per fortnight.

Integration

- R.E.
- S.E.S.E.
- ENGLISH
- MUSIC
- DRAMA
- VISUAL ARTS
- PHYSICAL EDUCATION

6. POLICIES:

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

- Anti-Bullying policy
- Code of Behaviour
- Child Protection
- Admissions Policy
- Health and Safety Policy

- Acceptable Use policy
- Mobile Phones Policy
- Remote Teaching and Learning
- R.S.E. Policy
- Homework Policy
- Healthy Eating Policy

The policy intent is in line with the existing non-statutory obligations provided for in Children First: National Guidance for the Protection and Welfare of Children (2017).
(D.L.P. = Lucy Travers, D.D.L.P.: C. Lancaster).

7. APPROACHES AND METHODOLOGIES:

Approaches and methodologies are inextricably linked to active learning.

- **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. Active learning happens as children learn from one another.
At a physical level - Hands-on experience.
At an emotional level - Exploring feelings.
At a cognitive level - Analysing, negotiating, and summarising.
- **Talk and discussion:** Circle time/Direct teaching, drawing out what is already known.
- **Skills through Content:** Developing communicative skills.
- **Collaborative learning:** Working in groups of various sizes, pooling information, surveys and project work.
- **Problem-solving:** Identifying a problem, finding possible solutions.
- **Use of the Environment:** using the local environment, nature trails etc.

8. COMMUNITY LINKS:

- Involved in Community Games/Cumann na mBunscol.
- Involved in Environmental Awards.
- Visits from local Historian/Garda/Health Worker etc.
- Health Board – Provide health checks: eyesight/hearing checks/vaccinations.

9. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:

Some/all the teaching staff has attended:

- Training in the Child Abuse Prevention Programme (Stay Safe),
- Training in the Relationships and Sexuality programme (R.S.E.)

10. ASSESSMENT:

Purpose of assessment in S.P.H.E.:

- To provide information on child's progress and on the effectiveness and suitability of programme and teaching methods involved.
- To provide teachers with information on what children learned through planned programme.
- Assessment can enhance the relationships between parents and teacher and between teacher and child.
- It identifies positive ways of improving general climate and atmosphere of school.

Methods

Self-assessment for Teachers

- Have I covered the agreed strand units?
- What do I need to change?

Pupil assessment: P. 70-77 Curriculum

- Teacher observation.
- Teacher designed tasks and tests.
- Projects and Portfolios.
- Self-Assessment.
- Displays/presentation of work

11. Children with special needs:

- The class teacher will try to cater for all children's needs by ensuring that the whole class is present during discrete time. Each child's individual strengths will be always enhanced. Cultural differences will be recognised.

SEN Team aim to develop self-esteem under the following headings:

- Interpersonal and communication skills.
- Behavioural skills.
- Assertive skills.
- Social/Emotional skills.

- These topics are worked on **by the S.E.N. team** on mainly an informal basis **unless it is specifically included in school support/school support plus plan.**

. Equality of participation:

- S.E.N. children will be included in class lessons.
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- The class teacher will strive to give equal opportunity to each child during lessons to listen to opinions etc.

12. Organisation

Policies and Programmes that support SPHE.

SPHE will incorporate the following programmes:

- **Substance Abuse Programme:** this is covered in “Stay Safe” and “Walk Tall” programmes.
- **Relationships and Sexuality Programme:** See separate policy.
- **Stay Safe Programme:** This programme will be taught in Senior Infants, Second, Fourth and Sixth every year. It will be revised in other classes when the need arises.
- **Child Protection:** Scoil Chéile Chríost, Rathmore N.S. will follow the D.E.S. guidelines and Procedures, see separate policy.
- **Homework:** S.P.H.E. will, if assigned for homework, reflect the **Active Learning** approach as described.
- **Individual Teachers’ planning and reporting:** Teachers will consult the S.P.H.E. plan when planning for S.P.H.E. to ensure that all topics are covered, and that similar approaches and methodologies will be used.
- **Staff Development:** The school will endeavour to provide training for teachers when required. Skills/Resources/Knowledge will be shared throughout the school.
- **Community Links:** The school will endeavour to maximise resources in the local community e.g.: Gardaí, community nurses, health board officials etc.

13. RESOURCES

- “Walk Tall” programme

- R.S.E. programme.
- Grow in Love Programme
- Weaving Well Being Programme, OTB, 2nd Class to 6th.
- SPHE Curriculum Books, DVDs.
- “Stay Safe” programme, Books and DVDs.
- Making the Links, P.D.S.T.
- Webwise , P.D.S.T.
- Friends for Life
- PDST online bank of resources.

Guest Speakers: these may be invited when their specific knowledge is required. Class teachers will support guest speakers. Accord facilitators come to the school every year to teach 5th and 6th classes about R.S.E.

14. IMPLEMENTATION

a) Roles and Responsibilities

- The Principal and Deputy Principal and S.P.H.E. postholder (if appointed) will co-ordinate the plan, monitor its implementation, collect feedback from staff and report on any developments, problems etc with the full co-operation of all staff.
- Principal → oversees implementation and supports staff.
- B.O.M. → ratify plan & support implementation.
- Parents → be aware of content of school plan & support SPHE through involvement in homework etc.
- Teachers → follow school plan and implement SPHE accordingly.
- Pupils → Co-operate and participate in class lesson.
- Other staff → be aware of contents of this plan and follow procedures re. same.

Timeframe/Review

S.P.H.E. is an official subject requirement on the Primary School Curriculum. It must be taught in all classes. This plan is a working document and is therefore ongoing.

There was a comprehensive review in 2020, and the plan was amended accordingly following a standard approach to whole school teaching of SPHE agreed at whole school level.

15. Success Criteria

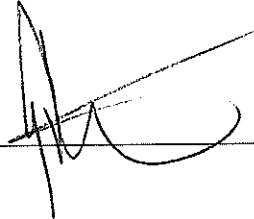
- Each teacher will work on the school plan. We will record additional resources/useful websites etc.
- Feedback from parents, teachers, children.
- Continuous assessment.

16. REVIEW AND RATIFICATION:

This school plan was formulated by the principal and staff and approved by the Board of Management of Scoil Chéile Chríost, Rathmore N.S. on -

20/3/24

Chairperson of Board of Management: _____



This plan will be reviewed in response to the evolving needs of the school and changes in the curriculum and department guidelines.