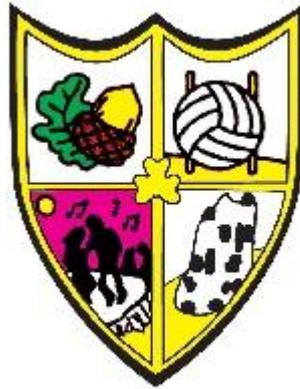


# **Clocha Rince NS**



# **Social, Personal & Health Education Policy**

October 2012

## **1. INTRODUCTION:**

This plan was formulated during an ‘Croke Park Hours’ in October 2012. All staff were involved in the development of the plan.

The Plan was published on the school website for a minimum period of two weeks during which time parents/guardians will have an opportunity to submit any queries and/or recommendations.

The Plan was brought to a Board meeting on Thursday 18<sup>th</sup> October 2012 where it was further developed and ratified.

## **2. RATIONALE/VISION:**

SPHE in our school will enable each child to: -

- Develop a positive sense of self-esteem, enhance social and communication skills and provide opportunities to 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 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.

*(See page 10 of the Curriculum Statement)*

#### **5. CONTENT:**

Since SPHE is spiral in nature we will cover the following content at each level throughout the school over a two year period:

<b><u>Strands</u></b>	<b><u>Strand Units (Year 1)</u></b>	<b><u>Strand Units (Year 2)</u></b>
	<b><u>2012 &amp; Even Years</u></b>	<b><u>2013 &amp; Odd Years</u></b>
Programmes	<b><u>Stay Safe</u></b> <b><u>'RSE' Programme</u></b>	<b><u>Anti-Bullying Pack</u></b> <b><u>Walk Tall</u></b> <b><u>'Be Safe' Programme</u></b>
<b>Myself</b>	Self Identity (Sept/Oct)	
	Taking care of my body (Jan/Feb)	
	Growing & Changing (Mar/Apr)	Safety & Protection (May/Jun)
		Making Decisions (Jan/Feb)
<b>Myself and others</b>	Myself & My Family (Nov/Dec) Myself & Other People (excluding 'anti-bullying' objectives)	Myself and Other People (anti-bullying objectives only) (Nov)
		Relating to others (Nov/Dec)
<b>Myself and the wider world</b>	Media Education (May/June)	Developing citizenship (except sub-unit 'Environmental Care') (Mar/Apr)
	Developing Citizenship (sub-unit 'Environmental Care' only – integrate with SESE ) (Sept/Oct)	

## **6. TEACHING/LEARNING CONTEXTS:**

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

**A positive school climate and atmosphere** and adopt strategies such as:

### **1. Building effective communication within the school**

#### In-school:

- Notice Boards – Staff Rooms/Staff Memos and use of Aladdin Schools Memo System
- Children are involved in in-class decisions
- Children report bullying to class teacher/yard duty teacher. Please see the school's 'Code of Behaviour and Discipline – Anti-Bullying Policy.
- Bi-Annual Staff Reviews
- Regular Whole Staff Meetings

#### Parents: Monthly Newsletter

- Notes i.e. homework journal
- Parent/Teacher Meetings
- Coffee/Tea sessions after religious/sacramental events/school events.
- Parent's Association in the school.
- Parent's Association organise talks for parents/coursed etc. fundraising/ Oxford Reading Tree Volunteers, Involvement in Policy Development

#### Visitors:

- Visitors are greeted upon arrival/offered tea/coffee
- Invited to staff room for breaks.

### **2. Catering for individual needs**

- Individual reward system in every class.
- Achievements/Birthdays Announced at Monthly Assembly.
- School choir/sports teams/quizzes/school concert.
- Timetables cater for Pupils Withdrawn by Special Educational Team.
- We use a variety of teaching styles & activities – Activity based learning.

- General positive school climate with regard to reinforcing positive behaviour.
- Involvement in the Rainbows Programme

### **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.
- Develop School Environment. School Pond/Wildlife Area
- Continues Involvement and active engagement by all pupils in the Green School's Committee
- School Garden's maintained by Senior Pupils
- Litter management by senior pupils.
- Recycling in classrooms.
- Newsletter

### **4. *Developing democratic processes***

- Pupils involved in drawing up class rules.
- Code of Behaviour is widely publicised and regularly reviewed in class by class teacher.
- Job allocations in classrooms.
- Involvement in school activities
- Children represent the school in a wide variety of activities e.g. sports, music, art, quizzes etc.

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

- A reward system in place; classes/displaying children's work.
- Openness to change/photographs on display (including schools website) of winners/successes/a special visit/play in our school yard.
- Induction process for New Junior Infants and their Parents/Guardians.
- New pupils – appointed 'buddies' to look after them.
- Folder for new staff members on policy & procedures.
- Involvement in committees.
- Use of County Library to further promote reading and reading success

- Availing of DES support.
- Regular appraisal of staff efforts.
- Bi-annual staff reviews
- Budget for Continued Professional Development of Staff
- Involvement in the Rainbows Programme

**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.
- To provide opportunity, insofar as in practically possible, to as many pupils as possible to become involved in extra-school activities.
- Resources are in place to cater for needs of minorities e.g. SNAs, non-national Resource teacher.
- Integration of different social groups through organised games, activities, cooking etc.
- Circle-time and Stay Safe Programme to help children who exhibit bullying and/or anti-social behaviour.

**7. Fostering inclusive and respectful language**

- Refer to children by Christian name.
- Praise, encourage and affirm.
- Zero tolerance of racist/ offensive language.
- Awareness - e.g. pupils with behavioural issues are referred to as having ‘acted-out’.
- Pupils receiving support from the Special Educational Team are referred to as ‘working with Ms.Mr. \_\_\_\_\_’
- 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. ‘Tell your Mam or Dad or whoever is at home’

## **8. Developing appropriate communication between home and school**

- Regular newsletters, notice boards, posters etc.
- PT meetings. Notes in homework journals
- Parents Association
- Effective Implementation of the Special Educational Support Policy regarding communication with parents/guardians of children proposed for or already attending SES.

## **9. Developing a school approach to assessment**

- Effective implementation of the school's Assessment Policy with equal emphasis on assessment of learning and assessment for learning.

### **Discrete time**

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

### **Integration**

Opportunities for Integration are available with the following subjects

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

### **Quiet Time**

We will try to incorporate Quiet Time in to our classrooms' climate and atmosphere where we give the children 15 minutes every fortnight to reflect, think and enjoy quietness in our classrooms. This can be integrated into R.E.

## 7. POLICIES:

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

- Bullying in the context of our Behaviour/Discipline policy
- Enrolment
- R.S.E. Policy
- Substance Use Policy
- Health and Safety Statement

We have adopted the National Guidelines for the Protection and Welfare of Children and the Department of Education and Science Child Protection Guidelines and Procedures. (D.L.P. = Mr. Colm Byrne, Principal, Deputy DLP, Ms. Muiríosa Mc Carthy)

## 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. RESOURCES:

- The Walk Tall Programme
- Prime Ed. Manuals on 'Health'
- Prime Ed Manuals on 'Values Education and Citizenship'
- Be safe.
- Primary Education – Visiting Speakers.

- SPHE Curriculum Books – Videos.
- Stay safe.
- RSE

#### **10. COMMUNITY LINKS:**

- Involved in Church singing
- Involved in Community Games/C. na mBunscol/Edenderry Rugby Club
- Visits from local Historian/Garda/Health Worker/Environmentalist
- Health Board – Provide Health checks

#### **11. PROVISION FOR TRAINING AND STAFF DEVELOPMENT:**

Staff training opportunities will be provided for CPD in the area of SPHE.

Some of the teaching staff has attended:

- training in the Child Abuse Prevention Programme (Stay Safe),
- training in the Relationships and Sexuality programme (R.S.E.)
- training with the Walk Tall Programme (S.M.P.P.)
- training in the Children First Guidelines [DES Guidelines and Procedures]
- Rainbows Training Programme (FSA)
- two full days in-service seminars in 2001-3 by the Primary Curriculum Support Programme.

#### **12. KEY CONSIDERATIONS:**

- Wide Variety of family backgrounds.
- Catering for diversity and Special Educational Needs.
- 6<sup>th</sup> Class – Relationships & Sexual Educational Workshop delivered to the boys by a male teacher and delivered to the girls by a female teacher.
- Whole School Approach to Planning
- Full Implementation of the Individual Programmes by all class teachers.

#### **15. TIMEFRAME FOR IMPLEMENTATION:**

- This policy will be implemented immediately.

#### **16. REVIEW AND RATIFICATION:**

This policy was ratified on Thursday 18<sup>th</sup> October and will be reviewed during the 2014/2015 school year.