



Roll No. 12180 U

# Presentation Primary School

Clonmel, Co. Tipperary.

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## **Social, Personal and Health Education (SPHE) Plan**

### **Introductory Statement**

This Social, Personal and Health Education (SPHE) plan was reviewed in consultation with students, staff, parents' council and the board of management in January 2024. The SPHE programme is taught in the context of all school policies and programmes including Health and Safety, Relationships and Sexuality Education (RSE), Child Protection, Code of Behavior and Anti Bullying Policy.

### **Vision**

SPHE is a lifelong process and as such begins before the child comes to school. In partnership with parents/guardians, the school provides opportunities for the individual child to develop a framework of values, attitudes, understanding and skills that inform a child's decisions and actions now and in the future – enabling each child to respect him/herself, to relate to others, and become an active and responsible citizen.

### **Aims**

The aims SPHE programme 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 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 of 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.

### **Curriculum Content**

There are three strands in the SPHE curriculum:

- Myself

- Myself and others
- Myself and the wider world

**Specific programmes used to teach the SPHE curriculum in all schools:**

- **The Walk Tall Programme** which aims to **(at age appropriate levels):** avert experimentation with substances, reduce the demand for legal/illegal drugs, give primary school children the confidence, skills and knowledge to make healthy choices.
- **The Relationships and Sexuality Programme** which aims to **(at age appropriate levels):** promote and understanding of and a healthy attitude to sexuality and relationships, promote a knowledge and respect for reproduction, promote a sense of wonder and awe at the process of birth and new life, enable the child to feel comfortable with his her sexuality and that of others.
- **The Stay Safe programme** which aims to **(at age appropriate levels):** prevent child abuse by giving children the skills and strategies necessary to enable them to respond safely to any dangerous upsetting or abusive situation, teach children how to deal with unsafe or inappropriate touch and never to keep a touch a secret, teach children about the importance of telling, give children safety strategies to deal with strangers.

Since SPHE is spiral in nature, the following content will be covered over a two-year period. (See plan below) This approach will ensure that aspects of all three strands will be taught each year.

<b>Strands</b>	<b>Strand Units (Year 1)</b>	<b>Strand Units (Year 2)</b>
September- October	Self –Identity (Myself)	Myself and My family (Myself and others)
November- December	My Friends and other people (Myself)	Relating to Others (Myself and Others)
January - February	Safety and Protection (Myself) <b>STAY SAFE</b>	Growing and Changing (Myself) <b>RSE</b>
March - April	Making Decisions (3 <sup>rd</sup> -6 <sup>th</sup> ) (Myself) <b>STAY SAFE</b>	Taking care of my body (Myself) <b>RSE</b>
May - June	Media Education (Myself and the Wider world)	Developing Citizenship (Myself and the wider world)

Please Note: From Junior Infants to Second Class *Making Decisions* is incorporated in the Strand Unit Self Identity. From 3<sup>rd</sup> class upwards *Making Decisions* is a Strand Unit.

**The Stay Safe Programme will be taught in its entirety in full every second year. If necessary, classes will revisit aspects of this if the need arises.**

**This year we are in Year 2 – 2023/2024 – Focus on RSE**

### **Approaches and Methodologies**

The following approaches and methodologies will be used:

- Talk and discussion
- Skills through content
- Collaborative learning
- Problem-solving (Circle Time/class meetings)
- Use of the environment
- Active learning which includes drama and role play activities, co-operative games, use of pictures, photographs and visual images, written activities, use of media and information technologies and looking at children's work.

### **Resources**

A wide range of materials and resources will be used including

- SPHE Primary Curriculum (1999)
- Stay Safe ([www.staysafe.ie](http://www.staysafe.ie))
- Walk Tall ([www.walktall.ie](http://www.walktall.ie))
- Making the Links ([www.staydafe.ie](http://www.staydafe.ie))
- Busybodies ([www.healthpromotion.ie](http://www.healthpromotion.ie))
- Relationships and Sexuality Education Programme
- RSE resources available on the Oide website including SEN resources
- Anti Bullying campaign materials
- Webwise (Online Safety and Cyber-bullying resources)
- All aboard to Digitown

### **Teaching and Learning Contexts**

SPHE will be taught and learned in a combination of the following contexts:

1. School ethos: Children will experience a positive and health-promoting school environment in which their personal development, health and well-being is promoted.
2. Discrete time: Half an hour each week or one hour per fortnight (to allow for more in-depth discussion of a particular topic) will be timetabled for SPHE. The content objectives that cover the 'sensitive' areas of RSE programmes are taught during discrete

time (ref. RSE policy).

3. Integrated themes: There is a strong cross curricular element to SPHE. Teachers will use a thematic approach to SPHE by integrating, as appropriate, with other curricular areas e.g. Language (Media Education), Religion (Making Decisions), Geography (Citizenship), History (Myself and my family), Physical Education (Safety and Protection) and Arts Education.

4. Focused whole-school activities: In September each year, healthy eating and exercise will be a major focus of SPHE lessons in all classes. An Anti Bullying Week will be timetabled in the school year. Other projects currently being run in the school which will support the S.P.H.E. curriculum, including Well-being Promotion, the Challenge to Change Project etc.

### **Special Needs/Sensitivities**

In line with the school ethos, this policy is sensitive to and respectful of the emotional, physical, cultural and learning needs of students. The sensitivities of individual students and their families will be considered when planning content, materials, activities and teaching methodologies.

### **Equality of Participation and Access**

Every child will have access to the full SPHE programme. The rights of parents/guardians with regard to their child's participation in the discrete timetabled sessions for Relationship and Sexuality Education (RSE) will be respected (ref. RSE policy).

### **Parental Involvement**

Parental participation is an essential part of the SPHE programme. Parents/guardians will receive information from the school about the Stay Safe Programme and a summary of the RSE information in advance of it being taught in class. Links to the relevant resources will be available on the school website. Parents/guardians will be invited to make contact with the school principal if they have any queries about these programmes.

Teachers will include SPHE topics as regular part of homework, where appropriate. The Stay Safe worksheets will be used as homework so that parents/guardians are aware of what their children are learning and have opportunities to personalise the programme for their own children in a way that is not possible within the class.

### **Assessment and Recording**

*Teachers may use a selection from the following assessment approaches:*

- pupil Self-Assessment: participation in group work, whole group activities, personal folders with samples kept for particular reason
- whole class displays of tasks undertaken
- Class Sociometrics
- teacher designed tasks which display a pupil's knowledge of particular SPHE topics e.g. food and nutrition, rules of road, care of environment, fact/opinion exercises etc.
- group co-operation and decision-making tasks
- role-play situations which demonstrate ability to cope, assertiveness, safety skills, problem-solving etc.
- checklist of behaviours displayed by pupils during S.P.H.E./other activities (see Appendix 1)

### **Training and Development**

To support the successful implementation of the SPHE programme, training and up-skilling needs for staff will be identified on an on-going basis and training will be sourced and provided.

### **Community Links**

The school will link with other agencies in the wider community, including health professionals, to support the SPHE programme. Suitably qualified speakers (in accordance with Circular 42/2018) may be invited to compliment the work of class teachers (e.g. Fire Safety talks, Water safety talks, personal safety talks from the Gardaí etc). They will be briefed on school policy as related to their subject matter. A class teacher will be present at all times when a guest presenter is working with a class. The school also works with Barnados each year on programmes such as 'The Breath, Mind and Body' programme and *The Roots of Empathy* and *Friendship group* programmes which are aimed at developing the wellbeing and social and emotional needs of the child. The Challenge to Change Project, which is run in the school each year in association with the Presentation Order, also includes personal and social development aims.

### **Success Criteria**

The school will take into account the following criteria when evaluating the SPHE programme:

- Happy school environment,
- High indicators of self care
- Respectful relationships
- Positive discipline and strong anti-bullying climate
- High levels of participation and interest in SPHE.

### **Implementation**

SPHE is a shared responsibility between family, school, health professionals and the community. The role of the school is to support parents/guardians in this lifelong process.

The school will seek to develop positive relations with all these parties. The principal in consultation with the In-school Management Team will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings, as appropriate.

**Ratification and Review**

This policy was discussed and ratified by the board of management in January 2024. It will be due for review in 2027/2028 school year or as particular needs are identified.

Signed. *Róisín Hennessy*  
Chairperson B.O.M.

Date: 21<sup>st</sup> March 2024

