



Scoil Mhuire National School, Rosslare, Co. Wexford

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Acceptance, Appreciation and Achievement for All

Social, Personal & Health Education Policy

Introductory Statement:

This plan was reviewed in January 2022 to ensure up-to-date practices and requirements are included in the policy. Those present were Bobby Kenny, Eilis Kavanagh, Annette Moroney, Caroline Lacey, Liam Lawlor, Laura Connick 1, Ciara Kelly, Niamh Byrne, Laura Connick 2, Hannah Roche and Cara McDonald.

Rationale:

The SPHE curriculum has been taught in Scoil Mhuire Rosslare for many years through various programmes and initiatives such as Stay Safe, Weaving Wellbeing, Walk Tall, Zones of Regulation, Relationships and Sexuality Education and through our involvement with the Active Flag and Green Flag. It has also been taught through integration with other subject areas such as Physical Education, Religion, Geography, Art and music. We wish to outline clearly our formal whole school plan for the teaching of SPHE.

Vision:

SPHE provides particular opportunities to foster the personal development, health and well being of the individual child, to help create and maintain supportive relationships and become an active and responsible citizen in a democratic society; and to become aware of the active role (s)he must play in caring for the environment. We hope that the SPHE programme will enable each child to develop a positive self-esteem, enhance social and communication skills and equip him/her with the knowledge and ability to lead a healthy life. This is fostered by the ethos and spirit of the school.

Aims:-

The children of Scoil Mhuire Rosslare should be enabled to achieve the aims outline 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

Objectives:

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 process of growth, development and reproduction
- develop and enhance the social skills of communication, co-operation and conflict resolution
- 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
- 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 society
- appreciate and respect the diversity that exists in society and the positive contributions of various cultural, religious and social groups.

Content of Plan:

Curriculum:

1. Strand and Strand Units

The SPHE Curriculum is delineated at four levels- infant classes, first and second classes, third and fourth classes, fifth and sixth classes. It 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 topics areas that contain particular objectives.

In Scoil Mhuire Rosslare we 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. Teachers are familiar with the content objectives for their class level.

The strand units not covered in year one are covered in year two. (See the timetable for scheduling below.)

SCOIL MHUIRE ROSSLARE: A Standard Approach to Whole School Teaching of SPHE

Months	Year 1 (September of odd years 2023, 2025, 2027...)	Year 2 (September of even years 2022, 2024, 2026...)
September/October	<i>Self - identity</i> (Myself)	<i>Myself and my family</i> (Myself and others)
November/December	<i>My friends and other people</i> (Myself and others)	<i>Relating to others</i> (Myself and others)
	<i>Growing and changing - vocabulary</i> (Myself)	<i>Growing and changing - vocabulary</i> (Myself)
January/February	<i>Safety and protection</i> (Myself) STAY SAFE (IN FULL)	<i>Growing and changing</i> (Myself)
March/April	<i>Making decisions*</i> (Myself) (3rd - 6th only)	<i>Taking care of my body</i> (Myself)
May/June	<i>Media education</i> (Myself and the wider world)	<i>Developing citizenship</i> (Myself and the wider world)
	<i>Growing and changing</i> (RSE: 5th/6th)	<i>Growing and changing</i> (RSE: 5th/6th)

* *Making Decisions* is only a strand unit from 3rd to 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 *Making Decisions* strand unit after the *Safety and Protection* unit in a standard 2-year plan will enable the teacher to achieve some of the content objectives of *Making Decisions* through the *Stay Safe Programme*.

'*Making the Links and beyond - Revised Edition*' gives guidelines for lessons using RSE Books, Walk Tall, SPHE Curriculum and Stay Safe. www.pdst.ie

Teachers use their professional judgement in choosing the most appropriate way in which the content objectives can be covered, with the exception of Stay Safe, which will be taught in its entirety every two years.

2. The Stay Safe Programme:

‘All primary schools are required to fully implement the Stay Safe Programme. The Stay Safe programme for primary schools play a valuable role in helping children develop the skills necessary to enable them to recognize and resist abuse and potentially abusive situations. (Child Protection Procedures for Primary and Post-Primary Schools 2017, P.67.)

The Stay Safe Programme will be taught in Scoil Mhuire Rosslare in its entirety as part of the two-year cycle of SPHE. All teachers will outline this clearly in their individual planning documents. (Junior Infants, 1st Class, 3rd Class, 5th Class). Anti-bullying Lessons are taught every year in every class in our school.)

3. Contexts for SPHE:

SPHE will be taught in Scoil Mhuire Rosslare through a combination of the following contexts:

Positive school climate and atmosphere

Scoil Mhuire Rosslare has created a positive atmosphere by:

- Teachers and staff are aware of promoting a positive school climate. We do this through building effective communication within the school and with the whole school community in terms of communication with parents/guardians particularly.
- We also make every effort to welcome visitors and provide for their needs where appropriate. We ensure that we cater for individual needs of children such as the social, emotional, spiritual, physical and intellectual needs of our students.
- We provide opportunities to enhance the self-esteem of all members of the school community. The staff is aware of helping children to develop their self-esteem to create an environment within the school that is as positive as possible for all concerned. Our ‘Yard Wardens Programme’ promotes leadership skills in those who participate in the programme and also promotes a positive atmosphere and culture on the yard.
- We aim to actively value diversity and to prioritise inclusive and respectful language. We believe that children learn to respect themselves and others through experiencing respect in their own lives and through witnessing respect being shown to others.
- We support a health-promoting physical environment. Emphasis is on healthy lunches and healthy lifestyle. These are promoted particularly through our ‘Active Flag Initiative’. Taking responsibility and pride in the school environment is encouraged through our involvement in the Green Schools Programme and through constant review and promotion of behaviour habits required for maintaining a clean environment.
- We promote democratic processes in all levels of school life while balancing roles, rights and responsibilities.
 - Children experience and are encouraged to practice the democratic process by:
 - Having involvement in drawing up class rules at the start of the year
 - Sharing responsibility
 - Valuing the opinion of others
 - Experiencing a sense of belonging to their own class group and the wider school community
 - Developing a sense of commitment to common goals.

Discrete time for SPHE:

SPHE may be timetabled for ½ hour per week in Scoil Mhuire Rosslare. One hour per fortnight or blocks of 1 – 2 hours per month where feasible or appropriate. Children who are withdrawn for supplementary teaching must be included for as much of the SPHE programme as possible. The discrete time is used to develop and practice particular skills, deal with sensitive issues or explore issues that are not addressed in other areas of the curriculum. Content objectives dealing with RSE and child protection are addressed through discrete time.

Integration with other subject areas and Linage within SPHE:

Teachers will endeavor to adopt a 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, Wellbeing Week, Science Week, Math's Week, Green Schools, Active Flag, Arts Week, Agri-Awareness, Healthy Heat Week, Lenten Campaign, etc. will also be explored.

4. Approaches and Methodologies:

Scoil Mhuire Rosslare, 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 endeavor to teach SPHE using a variety of strategies which include:

- Drama activities
- Co-operative games
- Pictures, photographs and visual images
- Discussion: in pairs, small groups, whole class
- Written activities: surveys, questionnaires, lists, check-lists, projects, worksheets
- Media studies
- Information and communication technologies
- Looking at children's work

5. 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.

Children's progress in SPHE in Scoil Mhuire Rosslare is assessed mainly through

- Teacher Observation:
 - The ability of the child to cooperate and work in groups or to work independently.
 - The informal interactions between the child and adults and between the child and other children.
 - Physical and emotional maturity.
 - The quality of presentation of work.
 - The participation and interest of the child in a variety of activities.

- Teacher-designed tasks and tests
- Portfolios and projects

It is **suggested** that each child will have an SPHE copy/ workbook connected to the given program and this will be used as well as teacher observation to assess a child's progress in SPHE. This will be a record of the work completed in SPHE and will show each child's progress.

It is suggested that the Teacher who is in charge of SPHE will bring a focus group together in Term 3 to ascertain the pupils understanding of SPHE and what they have learned during the school year.

6. Children with additional needs

The requirements of children with additional needs will be taken into consideration when planning class lessons and related activities. Lessons will be differentiated for individual/groups where needed. Scoil Mhuire Rosslare will liaise with trained professionals/ appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children are fully supported.

7. Equality of participation and access:

Scoil Mhuire Rosslare recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Scoil Mhuire Rosslare is a mixed-sex school and we endeavor to challenge traditional stereotypes and ensure that equal opportunities are given to the boys and girls to participate in discussion, debate, presentation, etc. Scoil Mhuire Rosslare is Roman Catholic management and we endeavor to provide for Members of Traveling community, Children with disabilities, families with literacy difficulties, children who are learning English as a second language. During our weekly assembly we discuss and model our school's values.

8. Organisation:

Policies and Programmes that support SPHE

Policies
Anti-Bullying
Child Safeguarding Statement
Code of Behaviour
DEIS
Enrolment
Health and Safety
Healthy Eating
Internet Acceptable Usage
Relationship and Sexuality Education
Special Education
Substance Use

Programmes
Active School Flag Aistear Friends for Life Fun Friends Green School Junior Entrepreneur (6 th Class) Living Arts/ Heritage Art Our Nurture Room Relationships and Sexuality in Education Stay Safe Walk Tall Warden's for Infants Weaving Wellbeing Webwise Program for Junior Infants to Sixth Class Zippy's Friends (Junior End) Zones of Regulation

9. Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class. E.g: Wellbeing homework is often assigned on Thursdays.

10. Resources

There are many resources in school to help teachers deliver the SPHE programme. The primary resources used are:

Books for Pupils	Books for Teacher	Audio.Visual	Posters	Media & ICT
Weaving Wellbeing Workbook Grow in Love	Making the Links Zones of Regulation Walk Tall Manual RSE Manual Stay Safe Grow in Love Zippy's Friends Incredible Years Circle Time SPHE Curriculum Books	Weaving Wellbeing disk Busy Bodies	Anti-bullying Posters	Weaving Wellbeing Resources Wellbeing Resources Webwise

PDST have developed useful resources for SPHE.
 These resources can be found at this link: (www.pdst.ie/primary/healthwellbeing)

11. Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 42/2018) and make the speaker aware of this school plan and attached policies.

12. Individual Teacher' 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 Míósúil and this will inform our progress and needs when evaluating and reviewing our progress in SPHE. Teachers will record clearly the Strands and Stand Units of SPHE taught. This will be reflective of our whole school approach to SPHE.

13. Staff Development:

Training opportunities will include the following areas and this training will support an effective implementation of the SPHE programme:

- Training in Child Protection
- 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
- NEPS: Friends for Life
- Training in DEIS

14. Parental involvement:

● Parental involvement is considered an integral part to effectively implementing SPHE as Scoil Mhuire Rosslare believes that SPHE is a shared responsibility. This plan and the curriculum documents are available for parents to inform them of the programme for SPHE and they are welcomed as committee members on the Relationships and Sexuality Education Policy and Substance Use Policy. Parents/Guardians will be made aware of any content that the teacher might deem sensitive in nature prior to teaching about it. Parents are welcome to help participate and help at special school events/ eg. Sports day/ maths for fun days once they are garda vetted. There is constant communication between parents and school through our newsletters.

15. Community Links:

Scoil Mhuire Rosslare believe that the local community has a very important role to play in supporting the programme in SPHE and endeavor to liaise with the members such as the Nurse, Fire Brigade, Coast Guard, Paramedics, Water Safety, WSPCA, Bike Safety, Local County Council representatives, local businesses, Red Cross, Heritage Officers, Dental Hygienist and new Parents etc.

16. Child Protection

The school follows the DES Child Protection Guidelines and Procedures, which are based on Children First, National Guidelines for the Protection and Welfare of Children. The principal is

the designated liaison person (DLP). Each teacher has a copy of our policy on Child Protection and a copy is available to parents, through the secretary, if they request one.

A. 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 the plan.

B. Implementation

▪ Roles and Responsibilities

Scoil Mhuire Rosslare 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.

▪ Timeframe:

- This plan will be implemented by February 2023.

C. Review

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. Those involved in the review will include:

- BOM – ratify and support implementation
- Parents/Guardians – be aware of the content of policy and support SPHE through involvement with homework etc.
- Principal – oversees implementation and supports staff
- Teachers – follow school plan and implement SPHE accordingly
- Pupils – cooperate and participate in class

Timeframe:

- _____ This plan will be reviewed in _____ unless a need arises that has to be addressed.

Ratification and communication

The policy was reviewed and formulated by the principal and staff and ratified by the Board of Management at their meeting on _____.

It will be available for inspection by any interested parties in the school office.

Chairperson

Date

5th & 6th Classes

‘Making the Links’ resource book can be used to source material for the teaching of strand units.

RSE should be taught after the first term so teachers are familiar with students.

‘Stay Safe’ will be taught every second year.

Strand & Unit	Year 1	Year 2
Myself	<p>Self-Identity (Sept/Oct) Self-awareness Developing self-confidence</p> <p>Taking Care of my Body (Nov/Dec) Health and well being Knowing about my body Food and nutrition</p> <p>Developing Citizenship (Jan/Feb) Living in the local community National, European and wider communities Environmental Care</p>	<p>Safety & Protection (Sept/Oct) Personal safety Safety issues</p> <p>Making Decisions (Nov/Dec)</p>
Myself & Others	<p>Relating to others (March/April) Communicating Resolving Conflict</p>	<p>My friends and other people (Jan/Feb)</p> <p>Myself and my family (March/April)</p>
Myself and the Wider Community	<p>Growing & Changing (May/June) As I grow I change Birth and new life Feelings and emotions</p>	<p>Media Education (May)</p> <p>Growing & Changing (June) As I grow I change Birth and new life Feelings and emotions</p>

3rd and 4th Class

‘Making the Links’ resource book can be used to source material for the teaching of strand units.
 RSE should be taught after the first term so teachers are familiar with students.
 ‘Stay Safe’ will be taught every second year.

Strand & Unit	Year 1	Year 2
Myself	Self-Identity (Sept/Oct) Self-awareness Developing self-confidence Taking Care of my Body (Nov/Dec) Health and well being Knowing about my body Food and nutrition Developing Citizenship (Jan/Feb) My school community Local and wider communities Environmental Care	Safety & Protection (Sept/Oct) Personal safety Safety issues Making Decisions (Nov/Dec)
Myself & Others	Relating to others (March/April) Communicating Resolving Conflict	My friends and other people (Jan/Feb) Myself and my family (March/April)
Myself and the Wider Community	Growing & Changing (May/June) As I grow I change New life Feelings and emotions	Media Education (May) Growing & Changing (June) As I grow I change New life Feelings and emotions

1st and 2nd Class

‘Making the Links’ resource book can be used to source material for the teaching of strand units
 RSE should be taught after the first term so teachers are familiar with students.
 ‘Stay Safe’ will be taught every second year.

Strand & Unit	Year 1	Year 2
Myself	Self-Identity (Sept/Oct) Self-awareness Developing self-confidence Making decisions Taking Care of my Body (Nov/Dec) Knowing about my body Food and nutrition	Safety & Protection (Sept/Oct) Personal safety Safety issues Media Education (Nov/Dec)
Myself & Others	Relating to others (Jan/Feb) Myself and my family (Mar/April)	My friends and other people (Jan/Feb) Myself and my family (Mar/April)
Myself and the Wider Community	Developing Citizenship (May) My school community Living in the local community Environmental Care Growing & Changing (June) As I grow I change New life Feelings and emotions	Growing & Changing (May/June) As I grow I change New life Feelings and emotions

Junior and Senior Infants

'Making the Links' resource book can be used to source material for the teaching of strand units.

RSE should be taught after the first term so teachers are familiar with students.

'Stay Safe' will be taught every second year.

Strand & Unit	Year 1	Year 2
Myself	<p>Self-Identity (Sept/Oct) Self-awareness Developing self-confidence Making decisions</p> <p>Taking Care of my Body (Nov/Dec) Knowing about my body Food and nutrition</p>	<p>Safety & Protection (Sept/Oct) Personal safety Safety issues</p> <p>Media Education (Nov/Dec)</p>
Myself & Others	<p>Relating to others (Jan/Feb)</p> <p>Myself and my family (Mar/April)</p>	<p>My friends and other people (Jan/Feb)</p> <p>Myself and my family (Mar/April)</p>
Myself and the Wider Community	<p>Developing Citizenship (May) My school community Living in the local community Environmental Care</p> <p>Growing & Changing (June) As I grow I change New life Feelings and emotions</p>	<p>Growing & Changing (May/June) As I grow I change New life Feelings and emotions</p>

Appendix 1:

A note in relation to mindfulness: There is an emerging body of research that indicates mindfulness can help children improve their abilities to pay attention, to calm down when they are upset and to make better decisions. In short, it helps with emotional regulation and cognitive focus. The purpose of teaching mindfulness to children is to give them skills to develop their awareness of their inner and outer experiences, to recognize their thoughts as "just thoughts," to understand how emotions manifest in their bodies, to recognize when their attention has wandered, and to provide tools for impulse control. Mindfulness compliments the work of the SPHE curriculum by helping students cultivate awareness of themselves, others, and the world around them and develop a range of important life skills to enable them to lead happy, healthy lives. Mindfulness means paying attention to what's happening in the present moment in the mind, body and external environment with an attitude of curiosity and kindness. It is typically cultivated by a range of simple meditation practices, which aim to bring a greater awareness of thinking, feeling and behaviour patterns, and to develop the capacity to manage these with greater skill and compassion. This is found to lead to an expansion of choice and capacity in how to meet and respond to life's challenges and therefore live with greater wellbeing, mental clarity and care for yourself and others. In Scoil Mhuire Rosslare, we practice and teach mindfulness in a variety of ways during the school week. We involve the expertise of parents to support us and many of our teachers have attended training in the area of Mindfulness. Teachers use their own professional discretion in deciding when to teach mindfulness during the school day.