

**Scoil Náisúnta Cholmcille Naofa**

**Castlegar**

# **Galway**

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**Plean Scoile for SPHE**

**Introductory Statement and Rationale**

1. **Introductory Statement**

The staff of Castlegar N.S. formulated this school plan for SPHE, in consultation 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. This whole school plan was drawn up with reference to updated ***Making the Links*** guidelines supplied by the PDST Health and Wellbeing Team taking into account the new revised ***Stay Safe, RSE*** and ***Walk Tall*** programmes in 2017 and the ***Friends for Life*** programme.

1. **Rationale**

Aspects of SPHE have been taught in Castlegar N.S. for many years through various programmes and initiatives such as Stay Safe, Walk Tall, 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**

1. **Vision:**

At Castlegar National School, we work tirelessly to provide a happy, friendly, caring environment, where children feel secure and valued. We aim to support our pupils to have full lives as children and to prepare them to live full and useful lives as adults in society as well rounded, confident and responsible individuals.
Our pupils are encouraged to develop self-discipline and mutual respect for each other and for all adults, in an atmosphere that promotes learning and positivity, enabling children to reach their full potential.
We respect and acknowledge the very important role that our parents play in the education of their children, their involvement is consistently sought throughout the school as we recognise that it is this collaborative partnership between home and school which enhances the children’s education, welfare and social awareness.
Castlegar National School is a diverse, inclusive and welcoming school steeped in tradition and it is a privilege for us to work with such lovely children and supportive parents.

1. **Aims:**

The children of Castlegar 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
	+ 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)*

**Content of the plan**

The curriculum is delineated at four levels – infant classes, first and second classes, third and fourth classes and fifth and sixth classes. The curriculum is divided into three strands: Myself, myself and others, and, myself and the wider world. Each of these strands are subdivided into nine strand units for all classes from Junior Infants to Second Class and ten strand units for all classes from Third Class onwards. Stay Safe will be taught every second year during the period September–December. Castlegar School will follow the standard approach to whole school teaching of SPHE which involves:

* Teaching five strand units in Year 1
* Teaching five strand units in Year 2
* Ensuring each year at least one strand unit is taught from each of the three strands
* Each strand unit is allocated two months of teaching time
* The timing of these two month blocks are mapped across each school year.

The following timetable reflects this:

**Two Year Curriculum**

|  |  |  |
| --- | --- | --- |
| ***Month*** | ***Year 1*** | ***Year 2*** |
| **September/October** | Self-identity (Myself) | Myself and my family (Myself and others) |
| **November/December** | My friends and other people (Myself and others) | Relating to others (Myself and others) |
| **January/February** | Safety and Protection (Myself) | Growing and Changing (Myself) |
| **March/April** | Making Decisions (Myself) | Taking care of my body (Myself) |
| **May/June** | Media Education (Myself and the wider world) | Developing citizenship (Myself and the wider world) |

* The Stay Safe programme is covered with all classes, in full, in year one of the two year programme.
* The sensitive areas of the RSE programme (Strand unit: growing and changing) are detailed in outline of the programme at end of this document.
* Year 1 of the timetable refers to 2018- ‘19 Year 2 of the timetable refers to 2019 – ‘20 Year 3 will be the same as year 1 and so on, ensuring that all pupils are receiving a comprehensive SPHE programme over a two-year period.

**Context for SPHE**

* Positive school climate, ethos and atmosphere
* Effective communication systems are essential among all members of our school community

**Staff member- Staff member**

* Staff notices shared e.g. DOES circulars, notification re professional development courses, all staff have access to school email
* Staff meetings – regular and called as required. Minuted and agreed. At least monthly – formal meeting.
* Liaison between SET teachers and classroom teachers: for formulation of Child Support file/IEP and review of same. For discussion re allocation of SET hours.
* Liaison between teachers and SNA’s.
* Liaison/meetings between all staff and Principal, at least termly.
* Ongoing and very regular informal meetings re issues as they arise, as required, between class teachers/SET teachers/ Principal.

**Staff member- Parent**

* Annual Parent- Teacher meeting, currently in November.
* Meetings with parents as necessary and/or as requested by either teacher or parent.
* Homework journal.
* Text –a – Parent service.
* Regular school newsletter.
* School notice board.
* School website.
* Send parents’ Home/School links page prior to teaching RSE/SPHE.

**Board of Management – Staff/Parents/ Pupils**

* School policies and procedures
* Newsletters
* Text – a – parent
* School website
* Agreed B.O.M reports
* Meetings

**Fostering respect for diversity and individual difference**

* Inclusion and integration of all pupils, in so far as possible.
* Inclusion and integration of special needs pupils into mainstream classes where possible.
* Devising of approaches/strategies/ teaching methodologies always with the needs of individual children/groups of children in mind.
* Seeing diversity as a positive element.
* Gender equity.
* Resolution of conflict without discord.
* Valuing the individual and their uniqueness.
* Identify specific needs of child and tailor approach accordingly, social, emotional or intellectual needs.
* Access to special education teaching (SET) as necessary.
* Peer work, collaborative learning.
* Positive approach – focus on strengths, emphasise the positive.

**Promoting respectful language**

* Teacher/Pupils awareness- use and accept only respectful language.
* Use first names of children.
* Non-acceptance of “put-downs”, critical/negative comments
* “Bad language” prohibited.
* Absolutely no name calling.

**Creating a healthy physical environment**

* Green schools flags
* Clean, safe, hygienic school
* Green schools policy re waste
* Rules for inside and outside school building
* Safe play
* Adequate supervision
* Healthy eating policy
* Code of behaviour – agreed with B. O.M. teachers, parents and children and applicable equally to all pupils
* Promote fitness, healthy games
* Participation in local competitions
* Variety of games

**Enhancing self-esteem and well-being of school community**

**Child self-esteem**

* Positive reinforcement
* Affirming effort rather than end result
* Expressing interest and giving encouragement
* Differentiation – no “one size fits all “approach.
* Collaboration and co-operation - group/whole class/pair work

**Positive staff relations**

* Regular meetings
* Openness and transparency
* Collaborative planning
* Listen and respect
* Honesty
* Be positive. Praise, don’t criticise.
* No criticism of one member of staff to another member of staff. If issues arise, present same to other teacher/principal honestly and openly and seek to resolve the issue through dialogue and communication.
* Be supportive of other members of staff, particularly when a difficult issue arises within the school.
* Loyalty and support
* Respect confidentiality at all times.

**Parents**

* Inclusion in decision making
* Good relations
* Encouraging and developing partnership in education of child.
* All school matters communicated regularly and effectively through a variety of means: text- a- parent, school newsletter, notice board, homework journal.
* Various social meetings - cake sale, school concerts/plays, green schools day, sponsored school walk, active school day, litter pick.
* Positive interactions.
* Honesty and transparency.
* Door always open to parents who wish to discuss anything in relation to their child.

**Time allocated to SPHE**

Each teacher will allocate an average of one half hour per week to the teaching of Social Personal and health education. The core programmes for the delivery of SPHE are:

1. SPHE curriculum books

2. Stay Safe programme – mandatory (revised 2017)

3. Walk Tall programme (revised 2017)

4. RSE manuals

**Other relevant resources, recommended;**

[www.pdst.ie/sphe](http://www.pdst.ie/sphe)

 [www.staysafe.ie](http://www.staysafe.ie) (videos and audios)

“Let’s fight it together” – Cyberbullying, online

[www.webwise.ie](http://www.webwise.ie) – Cyberbullying, parents

Children first – National guidelines

“My body belongs to me” Animated short film, online

[www.pdst.ie/walktall](http://www.pdst.ie/walktall)

“Busy bodies” online

[www.healthpromotions.ie](http://www.healthpromotions.ie)

“Child protection procedures for primary and post primary schools [www.pdst.ie](http://www.pdst.ie) “Resource packs for relationships and sexuality”

[www.into.ie](http://www.into.ie) “Different families, same love” poster

“The great big book of families” Mary Heffernan and Ros Asquith

[www.readygirls.com](http://www.readygirls.com)

[www.lifesupportproductions.co.uk](http://www.lifesupportproductions.co.uk)

[www.setloc.org](http://www.setloc.org)

[www.fionaspeirs.co.uk](http://www.fionaspeirs.co.uk)

[www.amaze.org.au](http://www.amaze.org.au)

[www.kidshealth.org](http://www.kidshealth.org)

All resources and websites should be viewed by teachers and assessed for suitability prior to use with children.

**Integration of SPHE with other subjects**

Teachers may integrate the SPHE programme with other areas of the curriculum e.g. Drama, English, Geography, Science.

**Approaches and methodologies**

Emphasis will be on \* Active Learning;

• Exploration of possibilities, questioning, concluding – followed by reflection.

• Individual and group work

• High engagement in their learning, on physical, emotional and cognitive levels.

Children at centre of learning, guided by teacher.

Atmosphere of trust, support and security.

Co-operative learning, all opinions valued.

\* Drama – pair and group work, role-play, interview, exploration and expression of feelings and emotions (p.59 SPHE teacher guidelines).

\* Co-operative games – movement (p.69 SPHE teacher guidelines)

\* Pictures- Visual images, photographs (p.72-78 SPHE teacher guidelines)

\* Discussion – interviews, stories, debates, brainstorming (pp 80 – 85 SPHE teacher guidelines)

\* Written activities- comprehension, questionnaires, poetry, creative writing, worksheets and lists. (p. 87-95 SPHE teacher guidelines)

\* Media – Newspapers, news, internet.

**Assessment**

Assessment is central to evaluating children’s progress and future planning based on assessment/evaluation.

Tools used for assessment: Teacher observation, teacher designed tasks and tests, written work/copies.

**Children with special needs**

Approaches and methodologies in SPHE will be modified as necessary to encourage participation of children with special needs.

Special Education teaching allocation may be used towards this end.

**Equality of participation and access**

Castlegar N.S. recognises and values diversity and believes that all pupils are entitled to equal opportunity. The same curriculum is offered to all pupils. The code of behaviour applies to all pupils. The services and facilities of the school are equally available to all pupils

**Policies and procedures that support SPHE**

• Child protection

• Anti – Bullying

• Relationships and Sexuality

• Code of behaviour

• Enrolment

• Health and safety

• Special needs

• Internet acceptable use

• Critical incident policy

• Healthy eating policy

• Green schools/flag initiative

**The delivery of sensitive issues of RSE programme**

The following strategies may be employed.

• Class teacher delivers lesson

• Outside facilitators delivers lesson

• Teachers have responsibility for ensuring materials and resources used in lessons are age appropriate. If unsure the principal should be consulted. SPHE teacher guidelines (p.103) outlines sample criteria for choosing appropriate resources.

• Parents are made aware of any visitor or agency proposing to engage with pupils in the delivery of sensitive issues of the RSE programme.

 • Home/school links pages are issued to parents, which advise them what topic is being dealt with.

 • A full page outlining in detail the tenets of the sensitive areas of RSE is attached to this policy.

**Information for parents**

Final two points under last heading

• Parents advised on enrolment that the Stay Safe programme is taught every second year in all classes and that the sensitive areas of the RSE programme are taught in senior infants, 2nd class, 4th class and 6th class.

• Should any pupils parents not consent to their children attending lessons on sensitive issues they will be required to sign a statement saying that they have been offered the programme but have rejected it and that they undertake to complete the programme with their child (ren) themselves. Teachers planning and reporting The SPHE curriculum documents and the SPHE school plan will inform and guide teachers in their long term and short term planning in SPHE. Each teacher will keep a Cuntas Míosúil. Stay safe topics will go on a separate list which will be ticked and dated as the topics are dealt with and will be kept safely by the class teacher.

**Staff development and parental involvement**

Training opportunities have been availed of by the staff and future opportunities will be availed of. Some of the areas of such training includes; Child abuse prevention programme, PDSE training in Stay Safe, PDST training in Relationships and Sexuality, PDST training in SPHE, training in substance misuse programme/Walk tall.

Responsibility for the effectiveness of our SPHE programme is shared by parents, teachers, children, Board of Management, health professionals and other relevant outside agencies such as TUSLA, Child and Adolescent mental health services (CAMHS), Education welfare services. Consultation and communication are central to formulation and review of the plan. Parents are welcome to make submissions/recommendations when plans and policies are being formulated or reviewed.

**Roles and responsibilities**

Teachers have responsibility to ensure the programme is being covered with their class as outlined in this plan. The principal has overall responsibility for organising the successful implementation of the plan.

**Success criteria**

Evaluation of the success of this policy will be based on the following criteria;

• Delivery of the Social, personal and health education curriculum

• Teacher observation of behaviour and attitudes

• Teacher observation during lesson and of pupil-pupil interaction

• Feedback from other professionals working with children

• School atmosphere and climate

• Degree of pupil engagement and participation with the programme during the various lessons/stages.

**Timeframe for implementation**

The revised plan will be implemented from September 2018. It will be put on the school website on Monday 25th June 2018 for parents’ perusal/comment/contribution. Parents will be advised that it is there and to read it and comment if they wish. It will be presented to the Board of Management on ---- 2018 for discussion/amendment/ adjustment and final drafting.

**Timeframe for review**

Every 2 years i.e. first review Sept. 2020

**Responsibility for review**

Whole staff Board of Management/ Parents Principal

Ratified by Board of Management on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chairperson of the Board of Management