

**Primrose Hill National School
Hazelhatch Road,
Celbridge
Co. Kildare
W23 YE97**

Whole School Plan for

SPHE

Social, Personal and Health Education

▪ Social, Personal and Health Education Whole School Plan

▪ Introductory Statement and Rationale

(a) Introductory Statement

Social, Personal and Health Education (SPHE) provides opportunities to foster the personal development, health and well-being of the individual child, to help him/ her create and maintain supportive relationships and become an active and responsible citizen in society. Through the SPHE programme children can develop a framework of values, attitudes, understanding and skills that will inform their decisions and actions both now and in the future. Since SPHE has a moral and spiritual dimension, its development and implementation are influenced by the ethos of the school.

SPHE promotes intrapersonal development by helping children to recognise, understand and accept themselves as unique individuals who feel valued and loved. It provides particular opportunities to nurture self-worth and self-confidence, helping the child to set and assess his/ her own goals and to be able to manage his/ her own behaviour. Our SPHE programme will contribute to the development of personal attributes and skills, such as learning how to manage feelings, how to resolve conflicts and how to cope with new and demanding situations.

(b) Rationale

Aspects of SPHE have been taught in Primrose Hill 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 Active Flag and Amber Flag 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

(a) Vision:

SPHE in Primrose Hill National School should enable the children to become active and responsible citizens and foster wellbeing (both emotional and physical), confidence and sense of belonging within the child. Primrose Hill NS will adopt a holistic and sensitive approach to the teaching of SPHE.

(b) Aims:

The children of Primrose Hill 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

(c) 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.

▪ **Content of Plan**

Curriculum:

1 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.

Primrose Hill NS 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. Primrose Hill NS have created this timetable to reflect this approach:

2 Contexts for SPHE:

SPHE will be taught in Primrose Hill National School through a combination of the following contexts:

1. Positive School Climate and Atmosphere

Primrose Hill NS has created a positive atmosphere by:

- building effective communication
- catering for individual needs
- creating a health-promoting physical environment
- developing democratic processes
- enhancing self-esteem
- fostering respect for diversity
- fostering inclusive and respectful language
- developing appropriate communication
- developing a school approach to assessment

Month	Strand Units (Year 1)	Strand Units (Year 2)
September/ October	<i>Self-identity (Myself)</i>	<i>Myself and My Family (Myself and Others)</i>
November/ December	<i>Myself and Other People (Myself and Others)</i>	<i>Relating to Others (Myself and Others)</i>
January/ February	<i>Growing and Changing (Myself)</i>	<i>Safety and Protection (Myself)</i>
March/ April	<i>Taking Care of My Body (Myself)</i>	<i>Making Decisions (Myself)</i>
May/June	<i>Media Education (Myself and the Wider World)</i>	<i>Developing Citizenship (Myself and the Wider World)</i>

2. Discrete time for SPHE

SPHE is allocated ½ hour per week in accordance with the Primary School Curriculum (1999). In Primrose Hill NS, we have decided to combine this time into a monthly allocation of two hours. The school as a whole will engage in the subject of SPHE on the same day and time once per month and classes will be combined as follows:

Junior and Senior Infants	1 st and 2 nd Class	3 rd and 4 th Class	5 th and 6 th Class
Niamh Manning	Tamara McCarthy	Aileen Doyle	Jacqui Kerr

For the academic year 2022/2023, Sarah Tobin will be a floating teacher and will team-teach alongside a different class grouping each month. SET, Caroline Flood, will also team-teach alongside an alternative class grouping to support children with SEN.

Weaving Well-being is an additional programme taught in school from 2nd Class upwards and will be taught during teacher’s discretionary time.

3. Integration with other subject areas and Linkage within SPHE

Teachers will endeavour 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, Agri-Awareness, Healthy Heart Week, Lenten Campaign, etc. will also be explored.

3 Approaches and Methodologies:

Primrose Hill NS 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 endeavour to teach SPHE using a variety of strategies which include:

- Active- learning
- Learning through playful experiences
- Group work
- drama activities
- co-operative games
- use of pictures
- photographs and visual images
- written activities
- use of media
- information technologies and looking at children's work

4 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.

Primrose Hill NS uses the following recommended informal tools for assessment in SPHE:

- *Teacher observation*
- *Teacher-designed tasks and tests*
- *Portfolios and projects*

5 Children with Different Needs:

Teachers will endeavour to adapt and modify activities and methodologies in SPHE to encourage participation by children with special needs. The Special Education Teachers will support pupils with SEN during SPHE lessons. Primrose Hill NS will liaise with trained professionals/appropriate agencies when dealing with sensitive issues such as bereavement or loss to ensure that the children involved are fully supported.

6 Equality of Participation and Access:

Primrose Hill NS recognises and values diversity, and believes all children are entitled to access the services, facilities, or amenities that are available in the school environment. Ours is a mixed-sex school and we endeavour to challenge traditional stereotypes and ensure that equal opportunities are given to boys and girls to participate in discussion, debate, presentation, etc. Primrose Hill NS is under the patronage of the Church of Ireland, and we endeavour to provide for Members of Travelling community, Children with disabilities, Families with literacy difficulties, Children who are learning English as an additional language.

Organisation:

7 Policies and Programmes that support SPHE:

Policies
<ul style="list-style-type: none">• Child Protection• Anti-Bullying• Relationships and Sexuality Education• Substance Use• Code of Behaviour• Admissions• Health and Safety• Healthy Eating• Internet Acceptable Useage

Programmes
<ul style="list-style-type: none">• Active School Flag• Green Flag• Amber Flag• Weaving Wellbeing• Stay Safe• Junior Entrepreneur

8 Homework:

SPHE homework, if prescribed in SPHE, will reflect the active learning approach and will reinforce information already taught during class.

9 Resources:

(PDST have developed a resource list, which is available on the SPHE page at www.pdst.ie. New resrouces are added to this from time to time.)

9.1 Programmes and Other Materials:

Books for Pupil	Books for Teacher	Audio / Visual	Posters	Media & ICT
Weaving Wellbeing (2 nd – 6 th Class)	RSE Manuals Walk Tall Stay Safe Be Safe Bi Follain Making the Links Zippy and Friends	Busy Bodies	Various posters throughout the school	Stay Safe Online Weaving Wellbeing PPTs Weaving Wellbeing Online Webwise

9.2 Guest Speakers:

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom (as per Circular 22/2010) and make the speaker aware of this school plan and attached policies.

10 Individual Teachers' 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.

11 Staff Development:

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

- *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 and modelling of lessons*
- *other*

Teachers are encouraged to attend SPHE related courses and will share information/skills acquired at these courses with other members of staff during staff meetings.

12 Parental Involvement:

Parental involvement is considered an integral part to effectively implementing SPHE as Primrose Hill NS believe that SPHE is a shared responsibility where parents are the primary educators. 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.

13 Community Links:

Primrose Hill NS believe that the local community has a very important role to play in supporting the programme in SPHE and endeavour to liaise with the members such as the Dental Hygienist, Health Nurse, Fireman, Vet, New Parent, etc.

■ **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 this plan.

■ **Implementation**

(a) Roles and Responsibilities:

Primrose Hill NS 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.

(b) Timeframe:

The plan will be implemented by September 2020

■ **Review**

(a) Roles and Responsibilities:

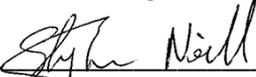
It will be necessary to review this plan on a regular basis to ensure optimum implementation of the SPHE curriculum in the school.

(b) Timeframe:

This plan was formulated and implemented originally in September 2020. It was reviewed in June 2022 for implementation in September 2022. The plan will be reviewed again in June 2024.

■ **Ratification and Communication**

The Board of Management of Primrose Hill NS ratified this plan on (state date).

Signed  _____

Date 6th October, 2022

This plan is available to view at the school by the parents on request.