

LEENANE NATIONAL SCHOOL

Whole School Plan for SPHE

SPHE POLICY AND PLAN

Name: Leenane N.S.

Rationale

This plan has been drawn up to adhere to National Curriculum Guidelines and to inform teaching in this subject area so as to ensure continuity and progression along with a whole school approach to SPHE.

Vision and Aims

Vision:

SPHE in our school will endeavour to promote the development of the whole child by helping children to recognise, understand and accept themselves as unique individuals who feel valued and loved and who have respect both for themselves and others both within the school and the wider community.

Through the SPHE programme we endeavour to help the children to develop a framework of values, attitudes, understanding and skills that will inform their actions and decisions and enable them to become active and responsible citizens in society

Aims:

The children of Leenane NS should be enabled to achieve the aims outlined in the SPHE curriculum, as follows:

- 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.

Content of Plan

Curriculum:

Strands and Strand Units:

Strands	Strand Units (Year 1) 2018/2019	Strand Units (Year 2) 2019/2020
Myself	Self Identity (Sept/Oct)	
	Making Decisions (Jan/Feb) (3rd to 6th]	
	Safety and Protection (Mar/Apr)	
		Taking care of my body (Jan/ Feb)
		Growing and Changing (Mar/Apr)
Myself and others	Myself and my Family (Nov/ Dec)	
		My friends and other people (Sep/Oct)
		Relating to others (Nov/Dec)
Myself and the wider world	Developing Citizenship (May/Jun)	
		Media Education (May / Jun)

Contexts for SPHE:

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

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

Building effective communication within the school

- Daily conversations between staff members and pupils
- Circulars /relevant literature are shared and filed

Catering for individual needs

- Due to the size and nature of our school, the pupils receive almost one to one tuition daily.
- Special Education Teachers (SET) are available to the pupils.
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Creating a health-promoting physical environment

- Parents are encouraged to provide healthy lunches
- Large, well maintained, safe play area available
- Adequate heating and lighting in the School
- Pupils' work on display throughout the school.
- Health and Safety Statement has been written

Developing participation

- The pupils are regularly involved and consulted with regard to decision making
- Parents are involved in the school and encouraged to participate and give suggestions to the school

Enhancing self-esteem

- Regular recognition and celebration of the children's work and efforts
- A variety of activities available for the pupils to access

Fostering respect for diversity

- All children are included and share activities
- Children helping children collection (xmas appeal, Trocaire etc)
- We read stories about children from other lands
- Trocaire pack is used with the children
- Through the RE Programme, children are introduced to other cultures etc.

Fostering inclusive and respectful language

- The vocabulary required to enable children to use inclusive and respectful language is taught both in SPHE and other curricular areas
- Name-calling is not condoned nor accepted

Developing appropriate communication between home and school

- Formal Parent-Teacher meetings annually
- Informal meetings with parents particularly due to the size and nature of our school.
- Parental involvement in and attendance at school events i.e. graduation ceremony, Christmas play etc.
- Letter/ notes home

Developing a school approach to assessment

- We will use the tools for assessment as recommended in the SPHE Curriculum:
- Teacher observation (this will be our main tool)
- Teacher Designed Tasks

- Projects
- Discrete time
- Time-tabled 1 / 2 hour per week or one hour per fortnight. From time to time SPHE

lessons may be block taught i.e. healthy eating week

Integration

Teachers will endeavour to integrate SPHE with other subject areas such as religious education (respect for diversity) P.E. (co-operative games, healthy lifestyle, water safety) English (use of story and language development) Drama (role play) From time to time teachers will adopt a thematic approach to SPHE i.e. Healthy Eating week, Lenten campaign, Agri awareness, community projects etc..

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

Assessment: Pupil assessment:

- Teacher observation (see appendix on assessment curriculum p'73)
- Teacher designed tasks
- Projects and Portfolios

Children with Different Needs:

We will try (through timetabling of SET hours) to ensure that all children are present for the formal SPHE lessons in our classrooms.

Children with different needs will be encouraged to participate at their level and materials will be adapted or modified where necessary.

Where appropriate teachers will make reference to the curricula for children with special needs.

If required the Stay Safe and RSE packs for children with special need will be utilised

Organisation:

Policies and Programmes that support SPHE:

Policies/Programmes:

We have the following policies in place:

- Enrolment / Admissions
- Code of Behaviour
- Anti-Bullying
- Health and Safety Statement
- Administration of Medicine

Substance Use Policy:

We have a substance use policy.

Relationships and Sexuality Education:

We have an RSE policy and parents will be informed of their right to withdraw children.

Stay Safe Programme:

We use the Stay Safe programme and parents will be notified of their right to withdraw children from these lessons.

Child Protection:

We have a child protection policy in place

Designated Liaison person: Garry Kane

Deputy Designated Liaison person: Alice Freeley

Homework:

Oral / Written work may be given to the pupils to enhance communication with parents and to further complement work done in school.

Resources:

- Programmes and Other Materials:
- SPHE Curriculum and Teacher Guidelines.
- The Walk Tall Programme (including cd rom)
- The RSE Programme including Busy bodies DVD
- Making the Links Stay Safe
- Webwise

- Trocaire Packs
- County Council Road Safety Packs
- Irish Water Safety materials
- UNICEF Charter of Rights Bi Follain

Guest Speakers:

- Nutritionist
- Dúchas: Speakers from the National Park, Local Garda
- Fire Officers

When a guest speaker addresses the children in SPHE, the class teacher will remain in the classroom and make the speaker aware of the school plan and associated policies.

The guidelines on p32 of the SPHE teacher guidelines will be considered.

Staff Development:

- Some or all staff have attended:
- RSE Training
- Stay Safe Training
- Child Protection Training
- Anti-Bullying Training
- First Aid Training
- PDST support service

Parental Involvement:

Parental involvement is considered an integral part of effective implementation of SPHE at Leenane N.S. as we believe that SPHE is a shared responsibility between home, community and school. Parents are welcomed as members of committees and to share their expertise by becoming involved with school projects and events.

Community Links:

- Annual Christmas Concert
- Preparation for The Sacraments
- Intergenerational Day
- School Mass
- Local Garda Visits
- Visits from the Local Priest
- Support from Local Agencies i.e. Forum, Galway Sports Partnership, HSE, GAA 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. Things we will look for:

- The happy, healthy atmosphere in the school
- The quality of interactions pupil /teacher, pupil/pupil, teacher/teacher, home/school.
- A positive change in certain attitudes and behaviours. e.g. recycling
- The type of language used and how it is used

Implementation

Roles and Responsibilities:

Teaching staff will implement this plan with the support of the BOM, parents and the local community

Timeframe:

This plan is implemented as and from September 2005

Review

Roles and Responsibilities:

The Principal and staff will be responsible for reviewing this plan and the reviewed plan will be presented to the board for ratification and made available to parents.

Timeframe:

This plan was reviewed during February 2019 and is due to be reviewed again in 2023 or sooner if the need arises.

Ratification and Communication

This plan was brought to the BOM and will be available to parents in the school

Chairperson: _____

Date: _____