



SN Tulach Uí Chadhain

School Curriculum Plan SPHE

Introduction:

“Social Personal and Health Education, as part of the curriculum, supports the personal development, health and well-being of young people and helps them create and maintain supportive relationships”

This plan, is a revision of our previous policies for SPHE. SPHE is a shared responsibility between community, home and school, and parent contributions and involvement is essential to the effective implementation of the SPHE programme in the school. This plan was drafted by the staff of Scoil Naomh Bríde in consultation with all school stake holders.

Rationale

At Scoil Naomh Bríde we recognize the crucial importance of student wellbeing. We recognize and welcome the increased emphasis being place on it in the new school curriculum and believe in the importance of a structured varied and effective approach to the teaching of SPHE throughout the school.

Aim:

Through this policy we aim to outline that structures and practices that will allow us to achieve the stated aims of the SPHE curriculum as follows:

- To promote the personal development and wellbeing of the child.
- 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 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 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.

Strands and Strand Units

As SPHE is spiral in nature the same content will be planned and taught at each level over a two year period ensuring that the child receives a comprehensive and balanced programme over the cycle. There are 5 units to be covered each year which are chosen from each of the three strands: Myself, Myself and Others, Myself & The Wider World.

At Scoil Naomh Brídewe recognize the importance of the Stay Safe and RSE programmes. These will be taught on alternate years to all classes. We also teach the Fun Friends and Friends

for Life to appropriate classes. These programmes are delivered to Senior Infants, Rang 2 and Rang a 5 each year

	Year 1	Year 2
Myself	Self-Identity Safety and protection Making decisions	Growing and Changing Taking Care of My Body
Myself and Others	My friends and other people	Myself and my family Relating to others
Myself and the Wider World	Media Education	Developing Citizenship

Classroom Organisation

Due to the multi class nature of the classes at Scoil Naomh Bríde different classes are taught together using a differentiated approach by the teachers as appropriate.

Due to the sensitive nature of topics covered in Stay Safe and RSE programmes, support teachers provide instruction in these programmes to some classes as appropriate to ensure no class is exposed to content above their class level

Contexts for SPHE

SPHE will be addressed in the following contexts:

1. Positive school atmosphere and climate
 - Effective communication between school and home
 - Weekly tionóil to celebrate achievement and promote cooperation, school spirit and positive relationships
 - Creation of a health promoting physical environment
 - Creation of democratic processes such as student council
 - Regular review of the Wellbeing Framework and focus on areas for improvement through the SSE process
 - Enhancing self esteem and celebrating achievement through school website
 - Catering for the needs of all children through in class and withdrawn support
 - Fostering respect for diversity
 - Fostering respectful and inclusive language
2. Discrete teaching time
 - SPHE may be time-tabled in classes for ½ hour per week / one hour per fortnight or blocks of 1-2 hours where feasible or appropriate. This is particularly important for any sensitive issues or those that are not addressed in other areas of the curriculum e.g. Stay Safe, Relationships & Sexuality Education and Healthy Eating lessons etc. Teachers should endeavour to plan so that children going for supplementary teaching in Learning Support or Resource are also accommodated as far as possible in these lessons.
3. Integration with other subject areas

- At each class level teachers will seek to integrate SPHE with other curricular areas. Some aspects of SPHE can be dealt with in the context of relevant subject areas

Approaches and Methodologies:

Scoil Naomh Bríde believes 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:

- drama activities
- cooperative games
- use of pictures
- Discussion pairs, small groups or with whole class
- photographs and visual images
- written activities
- use of media
- information technologies
- looking at children's work

The following programmes may be used

- Stay Safe
- RSE programmes
- Busy Bodies
- Fun Friends
- Friends for Life
- Assembly and Class Rewards

Assessment

Assessment in SPHE is more informal than in other subjects and includes the following methods:

- Teacher observation
- Teacher designed tasks
- Projects
- Portfolios
- Presentation of children's work
- Content of worksheets
- Class and group discussions

Children with different needs

Children with different needs can be accommodated in class through a differentiated approach to teaching and learning as determined by the teacher. Children with differing needs may also

be accommodated through withdrawn support that may be appropriate in some cases particularly in the case of sensitive topics such as the Stay Safe and RSE programmes.

Equality of Participation and Access

We recognise the importance of equity of participation and access for all boys and girls who attend Scoil Naomh Bríde. Every effort will be made to ensure all children who attend the school have equal access to all facilities, services and amenities available.

Individual teachers planning and Reporting

Teachers will consult this policy when planning for the teaching of SPHE in their classrooms. Long and short term plans should reflect the timetable of strands and strand units as laid out in this policy and teacher instruction should reflect the principles outlined above.

Staff Development

Teachers will have access to reference books, resource materials and websites dealing with SPHE. Staff will be encouraged to research and try out new approaches and methodologies. Teachers will be encouraged to attend courses on SPHE and to share information gathered at such courses with other staff members. Teachers will have the opportunity to attend further training on appropriate courses and programmes as necessary.

Parental Involvement

Parents have a crucially important role in the teaching of SPHE. The school inform parents when certain important topics such as the Stay Safe and RSE programmes are being taught. In some cases teachers will send home information on topics covered in class for further discussion at home. This policy will be available to all parents on request and also through the school website.

Community Links

People and organisations in the local community are an important resource in the teaching of SPHE. Local organisations may be available to provide training to teachers while various local groups and organisations may be appropriate to come to the school as guest speakers. These may include:

- Garda Síochána
- Representatives from local charities
- Dietician
- Doctor/Nurse/Health professional
- Local sports people
- Local TD/councillor
- High achievers in a variety of fields

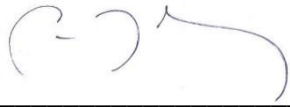
Success Criteria

We will review this whole school plan for SPHE in the future using the following criteria:

1. How individual teacher preparation, planning and teaching reflects this plan
2. How approaches listed in this plan are working in the classroom
3. How well the principles listed in this plan are reflected day to day school life
4. Feedback from stakeholders

Ratification and Review

This policy was adopted by the Board of Management in May 2024 and will be reviewed every 3 years. The policy has been made available to school personnel, published on the school website and provided to the Parent's Association.



Signed _____

Date: 16/5/2024

Chairperson, Board of Management



Signed _____

Date: 16/5/2024

Principal