

**SPHE Policy for Holy Family N.S., Newport**

Holy Family N.S. aims to provide a comprehensive SPHE programme to all children in the school. It is recognised that parents play a huge part in the delivery of such a programme and, where appropriate, parental consent and support will be obtained.

We endorse the aims and objectives of the primary curriculum for SPHE:

- 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.

This plan will form the basis for teachers' long and short term planning, and will inform new or temporary teachers of the approaches and methodologies used in our school.

## **Strands & Strand Units**

An overview of the content of the SPHE Programme is attached (Appendix 1) in two year cycles for the following class groupings:

Junior/Senior

1<sup>st</sup>/2<sup>nd</sup> Classes

3<sup>rd</sup>/4<sup>th</sup> Classes

5<sup>th</sup>/6<sup>th</sup> Classes

Three main strands:

**Myself**

**Myself & others**

**Myself & the Wider World**

## **Contexts for SPHE**

### **1. Positive School Climate**

- The School publishes a newsletter every term which promotes all activities within the school – this is made available to the parents and the wider community.
- Each family enrolling in the school is given an Enrolment Handbook, outlining the ethos of the school.
- Assembly once a fortnight where personal and class achievements are acknowledged and celebrated and topical themes are addressed (c.f. Assembly Policy).
- Pupils' work and achievements are displayed on the notice-

boards.

- Each class has an input of 2 members to the Green Schools Committee, the members being selected and regularly rotated by the teachers.
- Each teacher develops a Positive Classroom Climate where children are listened to, feel safe to talk, and which offers many opportunities for the development of the child.
- Every child is regarded as unique, is valued and treated with respect.
- Our school has a Parents' Association and a Home School Liaison Teacher.
- Assessment is regularly carried out by teachers (see Assessment section).
- All policies are available in the School Plan, and teachers have access to the plan.

## **2. Discrete Time**

Teachers ensure that all children are present during SPHE. No child is withdrawn during Stay Safe programme, which is taught every second year (during a non-Confirmation year).

In dealing with sensitive issues during RSE, a guest speaker may be invited.

## **3. Integration**

We recognize that SPHE spans the entire curriculum. Class teachers will endeavour to integrate SPHE themes throughout the curriculum.

### **Teaching Methodologies**

Various teaching methodologies will be employed throughout the delivery of the programme. Teachers will select the most suitable methodologies for each give topic. The following is a list of some of the methodologies which will be utilised in this school:

1. **Talk & Discussion**

2. **Collaborative & Co operative Learning**

3. **Active Learning**

- **Drama** involves children in a process which is both fun and active. It also allows children to take risk and explore issues concerning their family life, community life and the wider community. Activities may involve paired work, group work or whole class work. Poetry and stories as a stimulus for improvisation, role play, acting or mime will be utilised where necessary.

- **Co-operative Games** are a valuable method to involve children in working together and understanding the importance of negotiation, taking responsibility and showing respect to individual contributions.

Examples of such games include: Pattern Ball, Leader of the Band, Sunshine & Rain etc.

- **Pictures, Photographs and Visual Images** all provide

opportunities for children to explore bias, to question content of images and examine stereotyping. Activities may involve children:

- *Reading a photo*
  - *Ranking pictures based on topics*
  - *Writing captions*
  - *Filling in speech bubbles*
  - *Classifying and setting*
  - *Exploring TV advertisement as a stimulus for discussion*
- **Discussion** may be used to introduce a topic or as a principal activity:
    - *Open ended statements*
    - *Brainstorm*
    - *Circle Time*
    - *Stories*
    - *Poems*
    - *Agree/ Disagree debates etc.*
  - **Written Activities** such as surveys, project work and worksheets will be employed.

#### 4. Use of the school, local & national environments

#### 5. Problem Solving

### **Assessment**

A number of techniques shall be used in recording information about children's progress in SPHE. Assessment will be used to relate to parent the child's progress and also plan for the future in the classroom.

Teacher Observation

Teacher Designed Checklists

Portfolio and Projects

### **Policies and Programmes that Support SPHE**

The school has very clear policies regarding

RSE: Stay Safe: Enrolment: Code of Behaviour: Anti-bullying: Health & Safety: Substance Use: Healthy Eating: Child Protection: Green Schools Programme: Care for the Environment: Equality of Opportunity.

### **Children with Different Needs**

Teachers use the following strategies to ensure the participation of children with special needs in relation to SPHE:

- Oral exposition and discussion to ensure pupils with literacy difficulties can participate in the SPHE class.
- Direct teaching, demonstration and exposition by the class teacher.
- Teaching of the language associated with SPHE
- Discussion between the teacher and pupils.

- Group activities.
- Role Play
- Teachers use SPHE to create opportunities for the special needs pupils in order to enhance their self-esteem; the SNAs in turn support the class teacher in these efforts.

All teachers encourage contribution from each child regardless of academic achievement through whatever medium is appropriate.

The curriculum is differentiated at the teachers' discretion to accommodate children of different abilities, which involves adapting and modifying activities.

All teachers take on board the responsibility of SPHE. Through collaboration between class teachers and learning support teachers, certain aspects of the SPHE programme (as it arises) may be emphasized during resource time. The teacher/SNA should be aware of any specific or sensitive issues, which need to be considered when dealing with these pupils.

### **Equality of Participation and Access**

*(see our Equality Policy)*

### **Homework**

Homework will take the format of handouts and materials from various programmes, such as Stay Safe, Walk Tall etc. The purpose of such homework is to allow for discussion with parents to ensure a balanced approach to topics dealt with.

**Resources**

- Curriculum Documents for SPHE
- Walk Tall, Programme for the Prevention of Substance Misuse
- Action for Life, Irish Heart Foundation
- Stay Safe Programme, Health Promotion Unit, Dublin
- Be Safe - Road, Fire and Water Safety
- RSE Programme
- Values Education: Developing Self Esteem & Citizenship - Prim-ed
- Health 3 & 4: Developing Awareness of Social, Emotional & Sexual Health - Prim-ed
- First Steps NWHB Programme

**Guest Speakers**

On occasions it may be appropriate to invite guest speakers to visit the school. Speakers with expertise in a given topic area will be chosen following research and investigation by teachers (including recommendations from other schools).

The class teachers will act as host and will monitor and evaluate the presentation. Parents will be made aware of and invited to some talks when appropriate. The class teacher is responsible for his/her class and should remain with the class at all times.

Topics that may be covered include:

- Transition to Secondary School



- Drug Awareness - Parents only
- RSE - Sexual Development
- Others as deemed appropriate by the class teacher

**The following is an outline of the criteria which teachers should use when inviting or allowing guest speakers into the classroom:**

- Where possible the teacher meets with the guest speaker prior to the talk. The teacher outlines the school's policy in relation to the format of the talk:

*Duration*

*Dealing with questions*

*Appropriateness of materials relating to the topic*

*Aspects of the topic already dealt with in class.*

- If a visitor comes unannounced, the principal or deputy principal shall speak to him/her prior to any talk being given.

### Staff Development

- Mrs. Maureen Smith, as leader in SPHE for the school, will keep materials relating to SPHE centrally in her room; anyone seeking recent publications in SPHE materials shall check with Mrs. Smith.
- An atmosphere of open communication exists between all staff members and skills, expertise and experience in teaching SPHE are shared.
- Teachers are informed of SPHE-related courses available, and are

encouraged to attend. Information acquired at these courses is made available to other staff members, e.g. photocopying worksheets, access to SPHE packages in staff room, etc.

- Time is allocated at staff meetings for the discussion of all subjects, including SPHE.
- Teachers avail of internal and external expertise to up-skill the school community ( cf. section on Guest Speakers).
- There are opportunities available for team teaching; this is achieved through teacher liaison and collaboration.
- Resource teachers, Learning Support teachers, and Special Needs assistants have the role of supporting the class teacher in the teaching of the SPHE curriculum.
- Caretaker and Secretary also support the teaching of SPHE in promoting care for all pupils and respect for a positive school climate.

### Parental Involvement

The parents have the primary role in SPHE of their children. Opportunities for involvement are provided and include:

- Support of Stay Safe programme
- Schools healthy lunches
- Homework
- Green Schools/Tidy Towns
- Parents' Association / cake sale – funding provided, e.g. yard markings

- Guest speakers for parents regarding SPHE issues
- Christmas Concert / shows
- Parent / teacher meetings
- Display of artwork
- Parents at school to discuss their lives
- Newsletter every term

### Community Links

The wider community are encouraged to participate in school life. Visits have been and will be arranged to promote awareness of what people do in the community. These include:

- Garda
- Priest
- Postman
- Artists – wall mural and talks
- Marine Institute
- Local playgroup
- Tidy Town committee member
- Local fundraising committees
- Bóthar, Trócaire, etc.

- Football and other sports trainers, Burrishoole Bord na nÓg, badminton
- Newsletter every term
- Dental Health Nurse – mouth wash, sport mouth-guard, etc.
- HSE Health Check (5<sup>th</sup>/6<sup>th</sup>)

**Appendix 1: Strands and Strand Units****Junior and Senior Infants**

<b>Strands</b>	<b>Strand Units Year 1 (Junior Infants)</b>	<b>Strand Units Year 2 (Senior Infants)</b>
<b>Myself</b>	<b>Self Identity:</b> <ul style="list-style-type: none"> <li>• Self-awareness</li> </ul>	<b>Self Identity:</b> <ul style="list-style-type: none"> <li>• Developing of self-confidence</li> <li>• Making decisions</li> </ul>
	<b>Taking care of my body</b> <ul style="list-style-type: none"> <li>• Knowing about my body</li> </ul>	<b>Taking care of my body:</b> <ul style="list-style-type: none"> <li>• Food and nutrition</li> </ul>
	<b>Growing and changing:</b> <ul style="list-style-type: none"> <li>• As I grow I change</li> <li>• New life</li> </ul>	<b>Growing and changing:</b> <ul style="list-style-type: none"> <li>• New life</li> <li>• Feelings and emotions</li> </ul>
	<b>Safety and protection:</b> <ul style="list-style-type: none"> <li>• Personal safety</li> </ul>	<b>Safety and protection:</b> <ul style="list-style-type: none"> <li>• Personal safety</li> <li>• Safety issues</li> </ul>
<b>Myself and Others</b>	<b>Myself and my family</b>	<b>My friends and other people</b>
	<b>Relating to others</b>	<b>Relating to others</b>
<b>Myself and the wider world</b>	<b>Developing citizenship:</b> <ul style="list-style-type: none"> <li>• My school community</li> <li>• Environmental care</li> </ul>	<b>Developing citizenship:</b> <ul style="list-style-type: none"> <li>• Living in the local community</li> <li>• Environmental care</li> </ul>
	<b>Media education</b>	<b>Media education</b>

**First and Second Class**

<b>Strands</b>	<b>Strand Units Year 1 (1<sup>st</sup> Class)</b>	<b>Strand Units Year 2 (2<sup>nd</sup> Class)</b>
<b>Myself</b>	<b>Self-Identity :</b> <ul style="list-style-type: none"> <li>• Myself</li> <li>• Self-Confidence</li> <li>• Making decisions</li> </ul>	<b>Self-Identity</b> Walk Tall Programme yr 2
	<b>Taking care of my body:</b> <ul style="list-style-type: none"> <li>• Knowing about my body</li> <li>• Food and nutrition</li> </ul>	
		Growing and changing – physical, emotional, social and spiritual factors that promote growth
	<b>Safety and Protection – personal safety STAY SAFE</b>	<b>Safety and Protection – BE SAFE</b> (Fire, Water, Farm Safety)
<b>Myself and Others</b>	<b>Myself and my Family</b>	<b>My friends and other people</b>
	Identify and talk about those who live at home and recognise that homes and families can vary  Recognise his/her role or place in the family	My friends and other people – qualities of friends, how friends influence you, treating friends well, bullying
	<b>Relating to Others - Communication</b>	<b>Relating to Others - Communication</b>
<b>Myself and the wider world</b>	<b>Developing Citizenship – My school community</b>	<b>Developing Citizenship – living in the local community</b>
	<b>Environmental care – Green Schools</b>	<b>Environmental care – Green Schools</b>
		<b>Media Education – print, radio, internet, TV (Fact and fiction, advertising impact)</b>

Resources to be utilized for implementation of 1<sup>st</sup> and 2<sup>nd</sup> Class SPHE Programme:

- 'Walk Tall' Programme for the Prevention of Substance Misuse: 1 & 2
- 'Stay Safe' Programme, Health Promotion Unit, Department of Health and Children
- 'Be Safe: Road Safety, Fire Safety and Water Safety', National Safety Council
- 'Action for Life', Irish Heart Foundation
- RSE Programme
- 'Values Education: Developing self-esteem and Citizenship', Prim-Ed

**Third and Fourth Class**

<b>Strands</b>	<b>Strand Units Year 1 (3<sup>rd</sup> Class)</b>	<b>Strand Units Year 2 (4<sup>th</sup> Class)</b>
<b>Myself</b>	Self-Identity	Growing and changing
	Taking care of my body	Making decisions
	Safety and protection	
<b>Myself and Others</b>	Myself and my family	My friends and other people
		Relating to others
<b>Myself and the wider world</b>	Developing citizenship	Media Education



**Fifth and Sixth Class**

<b>Strands</b>	<b>Strand Units Year 1 (5<sup>th</sup> Class)</b>	<b>Strand Units Year 6 (6<sup>th</sup> Class)</b>
<b>Myself</b>	Self-Identity	Safety and protection
	Taking care of my body	Making decisions
	* Cathal Kearney every two years for Growing and Changing	
<b>Myself and Others</b>	Myself and my family	My friends and other people
	Relating to others	
<b>Myself and the wider world</b>	Developing citizenship	Media Education